



The IAFOR European Conference Series 2023 Conference Programme and Abstract Book

July 13-17, 2023 | SOAS & University College London, UK

iafor

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

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IAFOR Global Partners





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Letter of Welcome



IAFOR hosts conferences across the world, exploring common themes in different ways to develop a shared research agenda which develops interdisciplinary discussion, heightens intercultural awareness and promotes international exchange. But as someone born in London, and a proud alumni of the University of London, it gives me a particularly great pleasure to welcome you to The International Academic Forum's 11th European Conference Series, held in Bloomsbury, in the very centre of this great and diverse city.

Held for the first time together, this hybrid event umbrellas several joint plenary and poster sessions over two days on Thursday and Friday at SOAS in an innovative and open programme designed to excite and stimulate dialogue between the disciplines. On Saturday and Sunday at UCL, we move into streamed parallel academic sessions before moving entirely online on Monday.

I would like to thank everyone who has been involved in putting together this conference, and to our global and local partners, the IAFOR Global Programme Committee, the Conference Programme Committees, and to the keynote and featured speakers. Last but not least, I would like to thank the 750 plus delegates from more than 75 countries for making this one of IAFOR's most vibrant events.

Though IAFOR is a Japan-based organisation, the first conference held outside of the country was in Brighton, United Kingdom, in 2013. The decision to hold a conference by an "Asian" organisation in Europe was reached with Professor Sue Jackson, then Pro-Vice Master of Teaching and Learning at Birkbeck, University of London – our first Vice President for Education. She argued that in an era of globalisation, "education is often defined through discourses embedded in Western paradigms. As globalised education systems become increasingly determined by dominant knowledge economies, [...] IAFOR promotes and facilitates new multifaceted approaches to one of the core issues of our time, namely globalisation and its many forms of growth and expansion. Awareness of how it cuts across the world of education, and its subsequent impact on societies, institutions and individuals, is a driving force in educational policies and practices across the globe." Ten years later, and despite the difficulties of the pandemic, IAFOR and our UK conference series is stronger than ever, as is its *raison d'être*, in these times of global troubles.

Initially held in association with our IAFOR partners in the UK, Birkbeck University of London, the University of Sussex, and Lincoln University, and since 2019, University College London's Institute of Education and the Bartlett School of Sustainable Construction. Over the past few years, the event has also benefited from the special relationship between the UK and Japan at UCL, which began 150 years ago, when a delegation of Japanese students first arrived at this then young institution and became a part of its history. In the garden next to the south cloisters of UCL there is a monument to this group of students, known as "the Choshu Five", and the following haiku: "When distant minds come together, cherry trees blossom".

As we come together in London, from our different national, cultural, and disciplinary backgrounds, let us be inspired by this evergreen idea of distant minds coming together, and continue to establish vital professional and personal connections in our academic and personal lives.

I encourage your active participation throughout the conference and look forward to meeting you all.

Warmest regards,

Dr Joseph Haldane

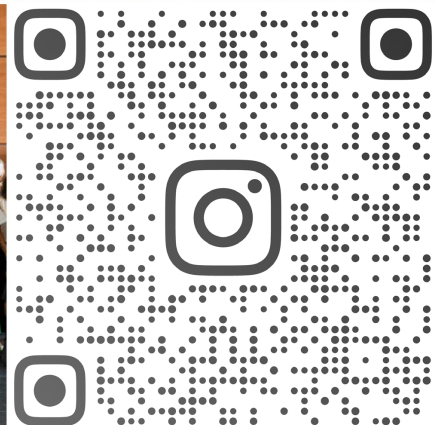
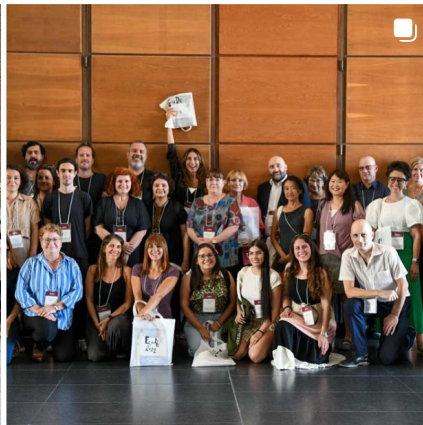
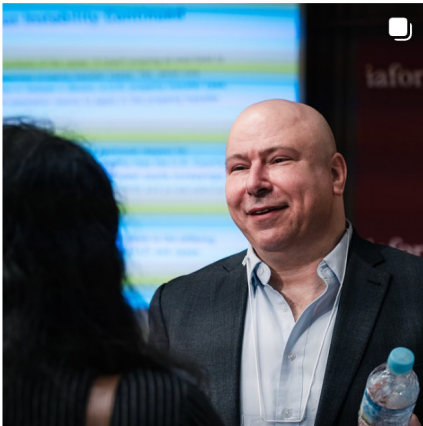
Chairman & C.E.O, The International Academic Forum (IAFOR)
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Guest Professor, Osaka School of International Public Policy, Osaka University, Japan
Visiting Professor, Doshisha University, Japan
Visiting Professor, The University of Belgrade, Serbia
Honorary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



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Instagram



CYLCHGRAWN ADDYSG CYMRU

Cyfnodolyn mynediad agored platinwm, a adolygir yn ddwbl-ddall gan gymheiriaid sy'n cyhoeddi gwaith ymchwil cenedlaethol a rhyngwladol ar ymarfer a pholisi addysg.

Mae *Cylchgrawn Addysg Cymru* yn gwneud cyfraniad allweddol gan gefnogi a datblygu ymhellach y sylfaen ymchwil i addysg yng Nghymru ac yn rhyngwladol, trwy gyhoeddi ystod o erthyglau arloesol, creadigol a gwreiddiol o ansawdd uchel. Yn y rhifynnau a gyhoeddir ddwywaith y flwyddyn, rydym yn croesawu erthyglau llawn sy'n rhoi mewnwelediadau i sut y caiff addysg y presennol a'r dyfodol yng Nghymru ei siapio.

Mae'r casgliad 'Ffocws ar Ymarfer' yn cynnwys erthyglau byrrach sy'n archwilio ymarfer, ble bynnag y mae'n digwydd. Yn y casgliad hwn, rydym yn benodol yn croesawu erthyglau gan ymarferwyr ac ymchwilwyr ar ddechrau eu gyrfa, sy'n cyflwyno mewnwelediadau unigryw i ddimensiynau amrywiol ymarfer addysgol.

Fel cyfnodolyn cwbl ddwyieithog, rydym yn croesawu erthyglau Cymraeg neu Saesneg, a byddant yn cael eu cyhoeddi yn y ddwy iaith.

Platinum open access, double-blind peer reviewed journal publishing national and international research on education policy and practice.

The *Wales Journal of Education* plays a key role in further supporting and developing the educational research base in Wales and internationally, by publishing a range of high-quality, innovative, creative and original articles. In bi-annual issues, we welcome full-length articles that provide insights into shaping current and future education in Wales.

The 'Focus on Practice' collection features shorter articles investigating practice, wherever it takes place. In this collection, we particularly welcome articles by practitioners and early career researchers, which present unique insights into the various dimensions of educational practice.

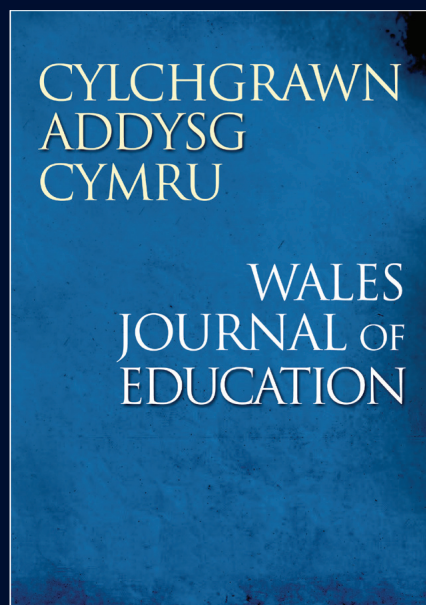
As a fully bilingual journal, submissions are welcome in either Welsh or English and are published in both languages.



GWASG PRIFYSGOL CYMRU
UNIVERSITY OF WALES PRESS

<https://journal.uwp.co.uk/wje/>

WALES JOURNAL OF EDUCATION



Inspiring Global Collaborations

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

ECE/ECLL/ECAH/EGen2023 has attracted 750+ delegates from 75+ countries

Total Attendees: 751

Total Onsite Presenters: 414

Total Online Presenters: 256

Total Audience: 81

Total Countries: 79

Attendee Registrations by Country

United Kingdom: 94
United States: 44
Hong Kong: 40
South Africa: 40
Taiwan: 37
Israel: 28
Canada: 27
India: 23
China: 21
Thailand: 21
South Korea: 20
Saudi Arabia: 19
United Arab Emirates: 19
Japan: 18
Spain: 18
Malaysia: 16
Philippines: 16
Turkey: 16
Indonesia: 13
Australia: 12
Brazil: 12
Singapore: 12
Italy: 11
Germany: 9
Oman: 9
Poland: 9
Mexico: 8
Nigeria: 8
Portugal: 8
Chile: 6
Greece: 6

Colombia: 5
Czech Republic: 5
New Zealand: 5
Pakistan: 5
Belgium: 4
Croatia: 4
Hungary: 4
Ireland: 4
Latvia: 4
Austria: 3
Bahrain: 3
Ecuador: 3
France: 3
Ghana: 3
Lithuania: 3
Morocco: 3
Qatar: 3
Sweden: 3
Vietnam: 3
Algeria: 2
Cyprus: 2
Egypt: 2
Jordan: 2
Kuwait: 2
Mauritius: 2
Mongolia: 2
Netherlands: 2
Norway: 2
Switzerland: 2
Trinidad and Tobago: 2
Uzbekistan: 2
Albania: 1
Botswana: 1
Costa Rica: 1
Finland: 1
Georgia: 1
Iceland: 1
Iraq: 1
Ivory Coast: 1
Kazakhstan: 1
Paraguay: 1
Peru: 1
Slovakia: 1
Slovenia: 1
Sri Lanka: 1
Tanzania: 1
Tunisia: 1
Ukraine: 1

**international,
intercultural,
interdisciplinary,**

iafor



Become an IAFOR Member

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

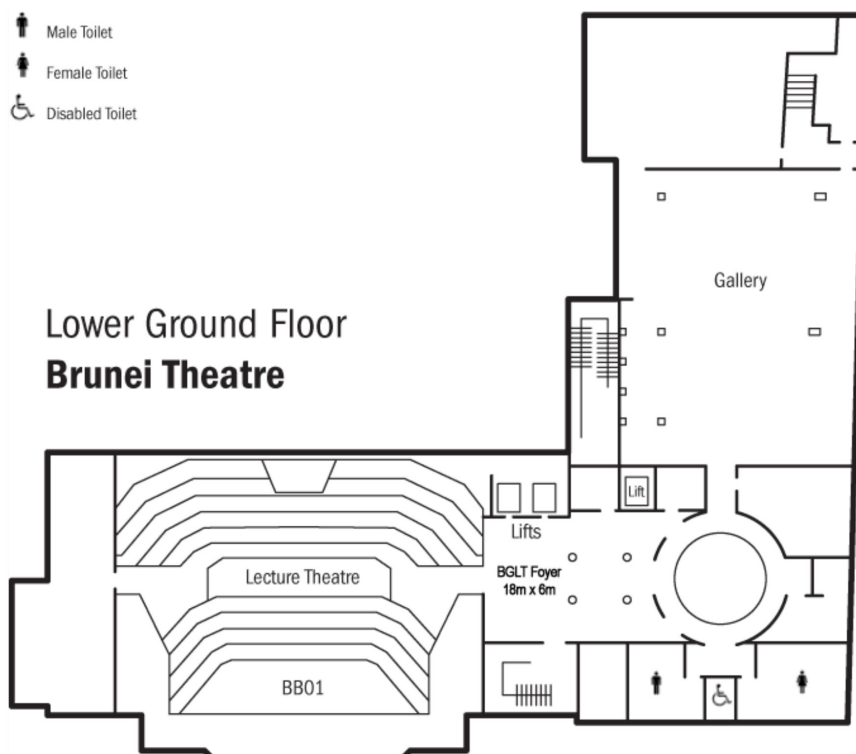
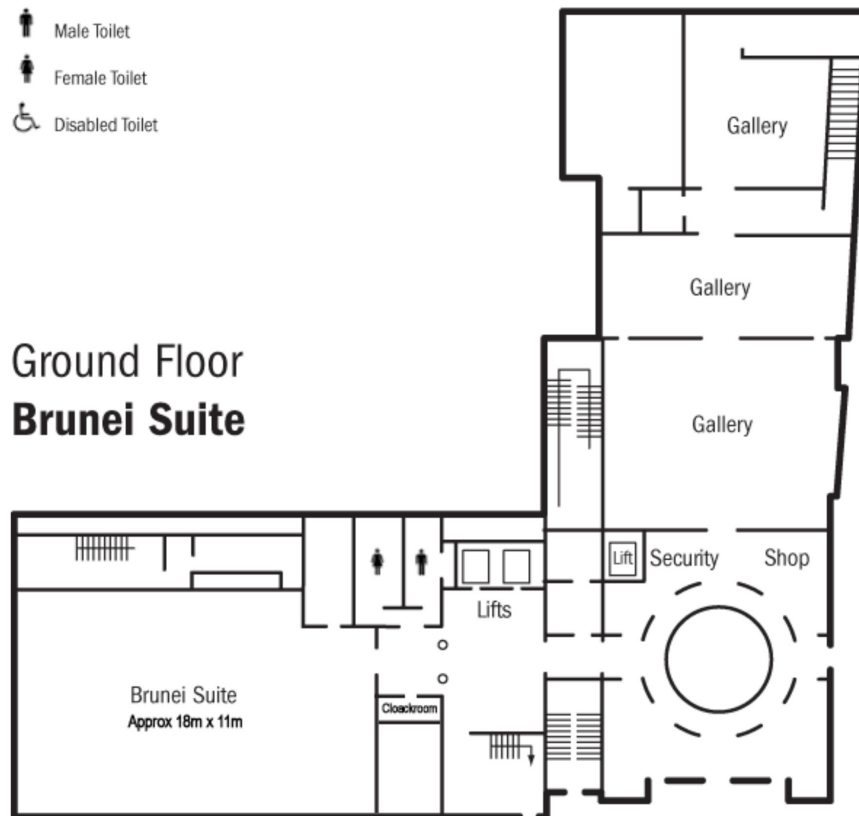
In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

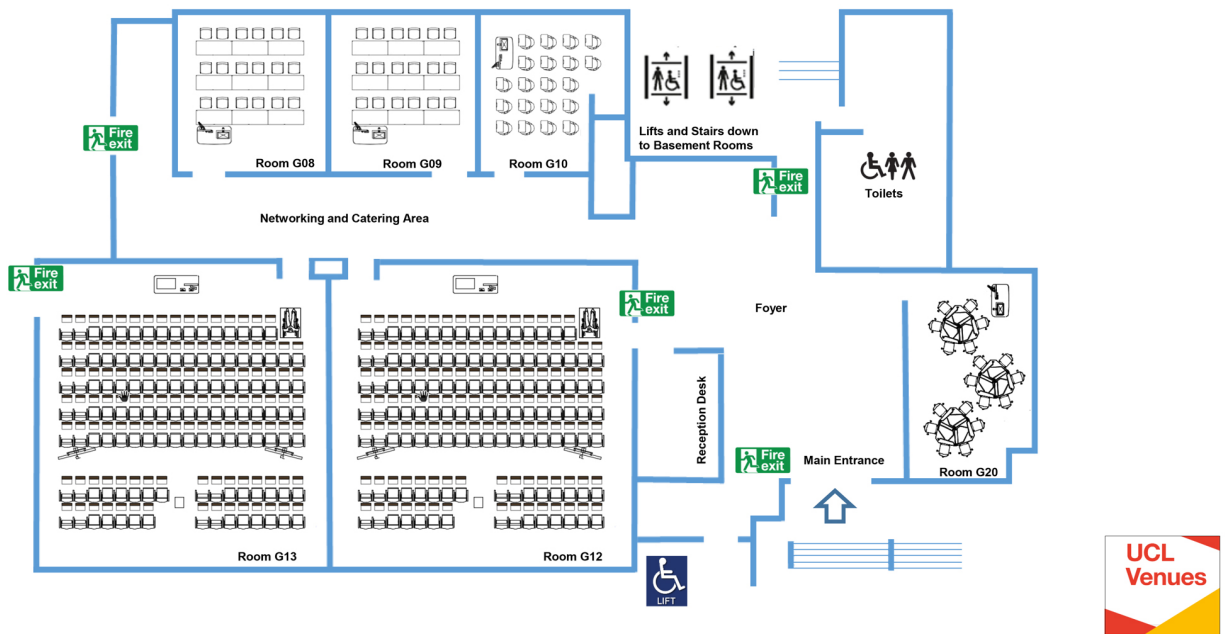
Conference Venue: Thursday, July 13 & Friday, July 14
SOAS, Brunei Gallery Lecture Theatre & Suite
10 Thornhaugh Street, Russell Square, London WC1H 0XG



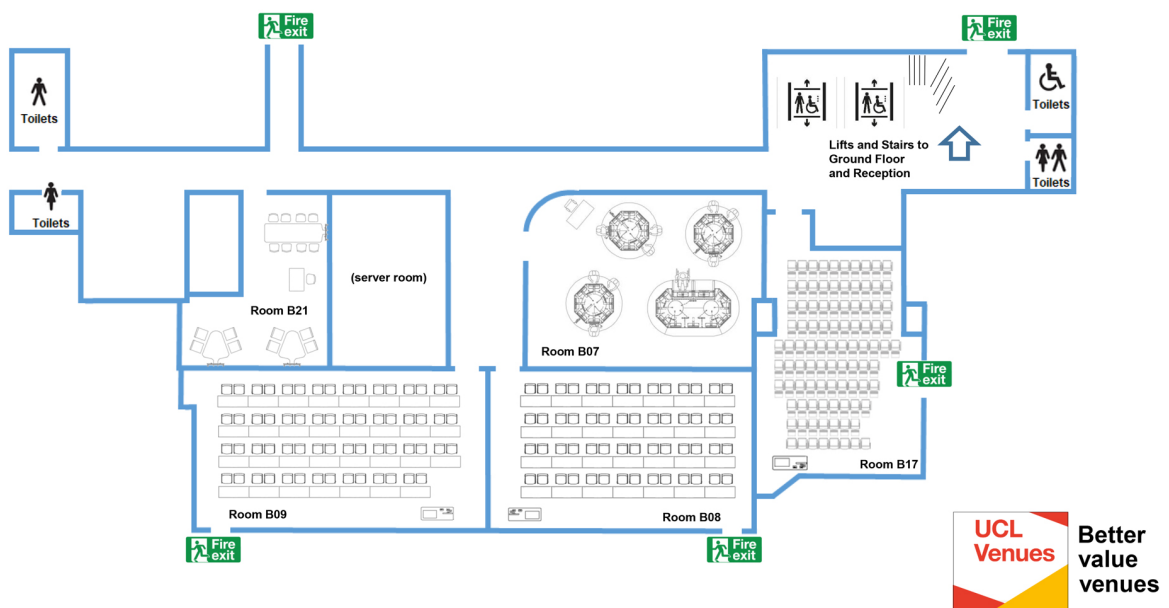
Conference Venue: Saturday, July 15 & Sunday, July 16

UCL Torrington Place

1-19 Torrington Place, Fitzrovia, London WC1E 7HB



1-19 Torrington Place – Ground Floor



1-19 Torrington Place – Basement



General Information

Registration Desk

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

Thursday, July 13 | 09:00-16:00 – SOAS, Brunei Gallery Lecture Theatre & Suite

Friday, July 14 | 09:00-16:00 – SOAS, Brunei Gallery Lecture Theatre & Suite

Saturday, July 15 | 08:45-17:00 – UCL Torrington Place

Sunday, July 16 | 08:45-16:00 – UCL Torrington Place

Monday, July 17 | No in-person registration

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

Name Badges

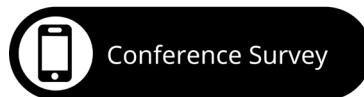
Wearing your badge is required for entrance to the sessions. You must wear your badge at all times.

Online Schedule

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

Conference Survey

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





General Information

Refreshment Breaks

Complimentary coffee, tea, water, and occasional light snacks will be available during the scheduled coffee breaks.

Connecting to WiFi

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

Photo/Recording Waiver

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

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



July 13 | All times are British Summer Time (UTC+1) Thursday at a Glance

Conference Venue: SOAS, Brunei Gallery Theatre & Suite

- | | |
|-------------|---|
| 09:00-09:55 | Conference Registration |
| 09:55-10:00 | Announcements SOAS, Brunei Gallery Lecture Theatre |
| 10:00-10:15 | IAFOR Chairman's Welcome Address & Recognition of IAFOR Scholarship Winners SOAS, Brunei Gallery Lecture Theatre Joseph Haldane, International Academic Forum, Japan |
| 10:15-10:30 | Special Address SOAS, Brunei Gallery Lecture Theatre Li Wei, University College London, United Kingdom |
| 10:30-10:45 | IAFOR Provost and Executive Vice President's Address Anne Boddington, Middlesex University, United Kingdom |
| 10:45-11:30 | Keynote Presentation SOAS, Brunei Gallery Lecture Theatre <i>Phoenix Rising: Education in the Age of Disruption</i> Barbara Lockee, Virginia Tech, United States |
| 11:30-12:00 | Coffee Break |
| 12:00-13:00 | Featured Panel Presentation SOAS, Brunei Gallery Lecture Theatre <i>AI: Friend or Foe?</i> Sara Custer, Times Higher Education, United Kingdom Barbara Lockee, Virginia Tech, United States |
| 13:00-13:10 | Conference Photograph |



July 13 | All times are British Summer Time (UTC+1) **Thursday at a Glance (continued)**

Conference Venue: SOAS, Brunei Gallery Theatre & Suite

13:10-14:30

Lunch Break

14:30-15:15

Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre

Exploring the Cognitive and Neural Correlates of Speaking and Writing in a Second Language: Methodological Advances and Challenges
Andrea Révész, The UCL Institute of Education, United Kingdom

15:15-16:15

Welcome Reception & Poster Session | SOAS, Brunei Suite

19:00-21:00

Conference Dinner at The Savile Club

This is a separate ticketed event.



July 14 | All times are British Summer Time (UTC+1) Friday at a Glance

Conference Venue: SOAS, Brunei Gallery Lecture Theatre & Suite

- 09:00-10:00 Conference Registration
- 10:00-10:10 **Welcome Address | SOAS, Brunei Gallery Lecture Theatre**
Evangelia Chryssikou, The Bartlett Real Estate Institute (BREI),
University College London, United Kingdom
- 10:10-10:30 **Special Address | SOAS, Brunei Gallery Lecture Theatre**
Demographic Change, Aging and Human Security
His Excellency Ambassador Toshiya Hoshino, UN Inspectorate
General Immediate Past President of IAFOR, and former Japanese
Ambassador to the UN
- 10:30-11:15 **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
The Robotic Roommates Revolution:
Embracing Needy Robots in Our Homes for a Better Future
Fernando Loizides, Cardiff University, United Kingdom
- 11:15-11:45 Coffee Break
- 11:45-12:30 **Keynote Presentation | SOAS, Brunei Gallery Lecture Theatre**
Mental Resilience and Successful Ageing
Eddy Davelaar, Birkbeck, University of London, United Kingdom
- 12:30-14:00 Lunch Break



July 14 | All times are British Summer Time (UTC+1) Friday at a Glance (continued)

Conference Venue: SOAS, Brunei Gallery Lecture Theatre & Suite

- | | |
|-------------|--|
| 14:00-14:45 | Keynote Presentation SOAS, Brunei Gallery Lecture Theatre <i>Research Practice, Practice Research – Integrity, Inclusivity and Impact</i> Maria Delgado, Central School of Speech and Drama (CSSD), University of London, United Kingdom |
| 14:45-14:50 | Short Break |
| 14:50-15:35 | Keynote Presentation SOAS, Brunei Gallery Lecture Theatre <i>Schrodinger's Box of Interdisciplinarity – Inside and Outside the Box</i> <i>Thinking About Global Challenges</i> Eleonore Kofman, Middlesex University, United Kingdom Neelam Raina, Middlesex University, United Kingdom |
| 15:35-16:35 | Networking Coffee & Poster Session SOAS, Brunei Suite |



July 15 | All times are British Summer Time (UTC+1) Saturday at a Glance

Conference Venue: UCL Torrington Place

08:45-09:30 Conference Registration

09:30-11:10

Onsite Parallel Session 1

Room G12: EGen | Lifespan Health Promotion

Room G13: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G08: ECE | Professional Training, Development & Concerns in Education

Room G09: ECE | Learning Experiences, Student Learning & Learner Diversity

Room G10: ECE | Foreign Languages Education & Applied Linguistics

Room G20: ECE | Educational Policy, Leadership, Management & Administration

Room B08: ECE | Learning Difficulties & Disability

Room B09: ECAH | Literature/Literary Studies

Room B17: ECAH | Interdisciplinary Humanities

Room B07: ECLL | Applied Linguistics Research

11:10-11:25

Coffee Break

11:25-13:05

Onsite Parallel Session 2

Room G12: EGen | Frailty

Room G13: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G08: ECE | Professional Training, Development & Concerns in Education

Room G09: ECE | Learning Experiences, Student Learning & Learner Diversity

Room G10: ECE | Higher Education

Room G20: ECE | Education, Sustainability & Society

Room B08: ECE | Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Room B09: ECAH | Performing Arts Practices: Theater, Dance, Music

Room B17: ECAH | Media, Film Studies, Theatre, Communication

Room B07: ECLL | Plurilingualism – Bilingualism

13:05-13:50

Lunch Break



July 15 | All times are British Summer Time (UTC+1) Saturday at a Glance (continued)

Conference Venue: UCL Torrington Place

13:50-15:05

Onsite Parallel Session 3

Room G12: EGen | Resilience

Room G13: ECE | Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Room G08: ECE | Mind, Brain & Psychology

Room G09: ECE | Learning Experiences, Student Learning & Learner Diversity

Room G10: ECE | Higher Education

Room G20: ECE | Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Room B08: ECE | Educational Research, Development & Publishing

Room B09: ECE | Workshop: Enhancing Student Engagement Using Digital Games-based Pedagogy

Room B17: ECAH | Workshop: Co-designing Leisure Artefacts Based on Life Experiences

Room B07: ECLL | Culture and Language

15:05-15:20

Coffee Break

15:20-16:35

Onsite Parallel Session 4

Room G12: EGen | Public Policy

Room G13: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G08: ECE | Educational Policy, Leadership, Management & Administration

Room G09: EGen | Built Environment

Room G10: ECE | Higher Education

Room G20: ECE | Educational Research, Development & Publishing

Room B08: ECE | Educational Policy, Leadership, Management & Administration

Room B09: ECLL | Plurilingualism – Bilingualism

Room B17: ECLL | Educational Technologies

Room B07: ECLL | Assessment

[The presentation schedule continues on the following page]



July 15 | All times are British Summer Time (UTC+1) Saturday at a Glance (continued)

Conference Venue: UCL Torrington Place

16:35-16:50 Coffee Break

16:50-18:30

Onsite Parallel Session 5

Room G12: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G13: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G08: ECLL | Professional Training, Development & Concerns in Education

Room G09: ECE | Curriculum Design & Development

Room G10: ECE | Foreign Languages Education & Applied Linguistics

Room G20: ECE | Design, Implementation & Assessment of Innovative Technologies in Education

Room B08: ECE | Education, Sustainability & Society

Room B09: ECAH | Media & Communication

Room B17: ECAH | Religion, Spirituality

Room B07: ECAH | Teaching and Learning



July 16 | All times are British Summer Time (UTC+1) Sunday at a Glance

Conference Venue: UCL Torrington Place

08:45-09:30 Conference Registration

09:30-11:10

Onsite Parallel Session 1

Room G12: ECLL | Approaches

Room G13: ECE | Assessment Theories & Methodologies

Room G08: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G09: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G10: ECE | Educational Policy, Leadership, Management & Administration

Room G20: ECE | Higher Education

Room B08: ECE | Curriculum Design & Development

Room B09: ECAH | Ethnicity, Difference, Identity

Room B17: ECAH | Political Science, Politics

Room B07: ECLL | Applied Linguistics Research

11:10-11:25

Coffee Break

11:25-12:40

Onsite Parallel Session 2

Room G12: ECLL | Interdisciplinary Insights into Language Learning

Room G13: ECE | Educational Policy, Leadership, Management & Administration

Room G08: ECE | International Education

Room G09: ECE | Primary & Secondary Education

Room G10: ECE | Learning Experiences, Student Learning & Learner Diversity

Room G20: ECE | Higher Education

Room B08: ECE | Design, Implementation & Assessment of Innovative Technologies in Education

Room B09: ECAH | Overcoming Challenges in Youths

Room B17: ECLL | Educational Technologies

Room B07: ECLL | Approaches

[The presentation schedule continues on the following page]



July 16 | All times are British Summer Time (UTC+1) Sunday at a Glance (continued)

Conference Venue: UCL Torrington Place

12:40-13:40 Lunch Break

13:40-15:20

Onsite Parallel Session 3

Room G12: ECLL | Translation and Interpretation

Room G13: EGen | Entrepreneurship/Silver Economy

Room G08: ECE | Education, Sustainability & Society

Room G09: ECE | Curriculum Design & Development

Room G10: ECE | Learning Experiences, Student Learning & Learner Diversity

Room G20: ECE | Higher Education

Room B08: ECE | Education, Sustainability & Society

Room B09: ECAH | Media Arts Practices

Room B17: ECLL | Culture and Language

Room B07: ECLL | Educational Technologies

15:20-15:35

Coffee Break

15:35-17:15

Onsite Parallel Session 4

Room G12: ECLL | Learning Environments

Room G13: EGen | Lifespan Health Promotion

Room G08: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G09: ECE | Education, Sustainability & Society

Room G10: ECE | Design, Implementation & Assessment of Innovative Technologies in Education

Room G20: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room B08: ECLL | Professional Development

Room B09: ECAH | Language, Linguistics

Room B17: ECAH | Social, Political and Community Agendas in the Arts

Room B07: ECLL | Applied Linguistics Research

17:15-17:30

Conference Closing Address



July 17 | All times are British Summer Time (UTC+1) Monday at a Glance

Conference Venue: Online

07:55-08:00 Message from IAFOR

08:00-09:40 Online Parallel Session 1

Room A: ECE | Foreign Languages Education & Applied Linguistics

Room B: ECE | Professional Training, Development & Concerns in Education

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

Room D: ECE | International Education

Room E: ECLL | Plurilingualism/Culture & Language

Room F: ECLL | Applied Linguistics Research

Room G: EGen | Resilience

09:40-09:55 Break

09:55-11:10 Online Parallel Session 2

Room A: ECE | Foreign Languages Education & Applied Linguistics

Room B: ECAH | Interdisciplinary Humanities

Room C: ECE | Nurturing Creativity & Innovation: New, Innovative & Radical Education

Room D: ECE | Curriculum Design & Development

Room E: ECLL | Approaches

Room F: ECE | Teaching Experiences, Pedagogy, Practice & Praxis

Room G: EGen | Interdisciplinary Gerontology

11:10-11:25 Break

[The presentation schedule continues on the following page]



July 17 | All times are British Summer Time (UTC+1) Monday at a Glance (continued)

11:25-12:15

Online Parallel Session 3

Room A: ECE | Workshop: How to Improve the Quality of Life in Your Classroom
Room B: ECAH | Language, Linguistics
Room C: ECE | Educational Policy, Leadership, Management & Administration
Room D: ECE | Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Room E: ECE | Language Development & Literacy
Room F: ECAH | Interdisciplinary Humanities
Room G: ECE | International Education

12:15-12:30

Break

12:30-13:45

Online Parallel Session 4

Room A: ECE | Teaching Experiences, Pedagogy, Practice & Praxis
Room B: ECAH | Literature/Literary Studies
Room C: ECE | Learning Experiences, Student Learning & Learner Diversity
Room D: ECE | Higher Education
Room E: ECLL | Educational Technologies
Room F: ECLL | Interdisciplinary Insights into Language Learning
Room G: ECE | Mind, Brain & Psychology

13:45-14:00

Break

14:00-15:15

Online Parallel Session 5

Room A: ECE | Teaching Experiences, Pedagogy, Practice & Praxis
Room B: ECE | Educational Policy, Leadership, Management & Administration
Room C: ECE | Learning Experiences, Student Learning & Learner Diversity
Room D: ECE | Higher Education
Room E: ECLL | Professional Development
Room F: ECLL | Plurilingualism – Bilingualism
Room G: ECE | Education, Sustainability & Society

15:15-15:20

Message from IAFOR

www.iafor.org/publications

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities

IAFOR Journal of Cultural Studies

IAFOR Journal of Education

IAFOR Journal of Literature & Librarianship

IAFOR Journal of Psychology & the Behavioral Sciences

If you would like more information about any of IAFOR's publications, please contact publications@iafor.org

Conference Proceedings

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

Full text submission is due by **Wednesday, August 16**, through the online system. The proceedings will be published on Wednesday, September 20, 2023.

Conference Catch-up

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

Pre-Recorded Virtual Presentations & Virtual Poster Presentations

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



Academic Grant & Scholarship Recipients

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

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

İdil Karpuz (Virtual Presentation)

IAFOR SCHOLARSHIP Recipient

70549 | Students' and Teachers' Perceptions on ESP Teaching and Students' Willingness to Communicate in English – Burdur Vocational and Technical Anatolian High School Case Study

Ms İdil Karpuz is a University Postgraduate Student at Mehmet Akif Ersoy University in Turkey

Emma Chen (Virtual Presentation)

IAFOR SCHOLARSHIP Recipient

70626 | The Untapped Knowledge in Language Education: A Collective Portrait of Transnational Parents

Ms Emma Chen is a University Doctoral Student at University of Saskatchewan in Canada

Dewi Novita (Virtual Presentation)

IAFOR SCHOLARSHIP Recipient

70356 | Exploring Students' Responses and Reasons for Liking Reading Text with Culturally Familiar or Foreign Cultural Context

Ms Dewi Novita is a University Doctoral Student at Universitas Pendidikan Indonesia in Indonesia

Tayyibah Roohi (Virtual Presentation)

IAFOR SCHOLARSHIP Recipient

69771 | Challenges of Implementing Social Justice in University Classroom

Ms Tayyibah Roohi is a University - Doctoral Student at University of Education, Lahore in Pakistan

Faten Slimani Aloui (Virtual Presentation)

IAFOR SCHOLARSHIP Recipient

70427 | The Relationship of Affective Variables and Oral Proficiency at the Tertiary Level

Ms Faten Slimani Aloui is a University Doctoral Student at University of Toulouse III – Paul Sabatier in France

Vasiliki Anagnostopoulou (Virtual Presentation)

IAFOR SCHOLARSHIP Recipient

71195 | Enhancing Inclusion and Critical Thinking With Station Rotation Model: A Research Proposal

Ms Vasiliki Anagnostopoulou is a University Doctoral Student at Universidad de Salamanca in Spain

Anton Pushparajah Tharmathasan (Oral Presentation)

IAFOR SCHOLARSHIP Recipient

72697 | What Words Can Tell Which Numbers Cannot?: Measuring Interactional Competence in a Paired Oral Proficiency Test

Mr Anton Pushparajah Tharmathasan is a University Doctoral Student at University of Leicester in United Kingdom

Biaz Nabilla (Virtual Presentation)

IAFOR SCHOLARSHIP Recipient

70103 | Bilingualism & Identity: Narrative Study on International Students Teaching English at Global Launch

Ms Biaz Nabilla is a University Postgraduate Student at Arizona State University in United States



Thursday, July 13

Plenary Session

All times are in British Summer Time (UTC+1)

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

Keynote Presentation: Barbara Lockee

Phoenix Rising: Education in the Age of Disruption

Thursday, July 13, 2023 | 10:45-11:30 | Onsite & Online

Throughout the history of educational systems, disruptions have emerged in a variety of forms, the impacts of which range from interference in planned instructional activities and pedagogical approaches to complete interruptions to instructional delivery access. Such upheavals originate in nature, such as the COVID-19 global pandemic, or are human-made, as with the evolving developments related to generative AI. Standing in the aftermath of these recent natural and technological disruptions, educational stakeholders are seeking strategies to respond, leveraging lessons learned from past emergencies and exploring the affordances of emergent educational contexts and tools to create a way forward. What opportunities can be found amidst the turmoil to help envision possibilities and promise for the rise of the next generation of teaching and learning?



Barbara Lockee

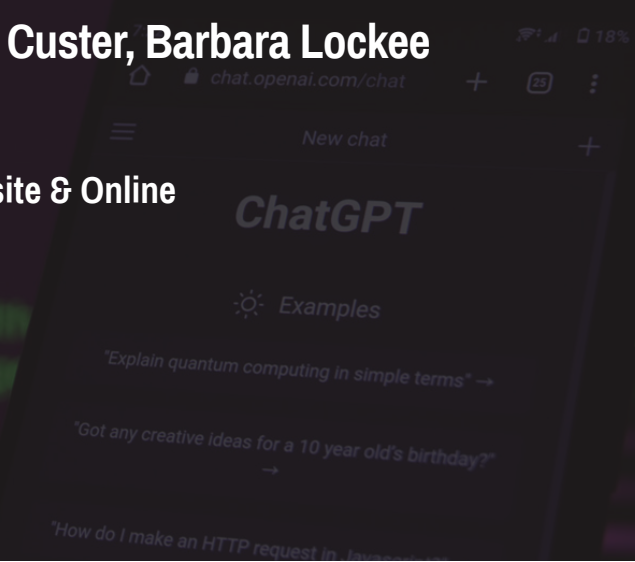
Barbara Lockee is Professor of Instructional Design and Technology and Associate Vice Provost of Faculty Affairs at Virginia Tech. She is also a Vice-President of IAFOR and Chair of the Education & Language Learning division of the International Academic Advisory Board. Since 1996, she has engaged in 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.

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.

Featured Panel Presentation: Sara Custer, Barbara Locke AI: Friend or Foe?

Thursday, July 13, 2023 | 12:00-13:00 | Onsite & Online



In this interactive panel session, Sara Custer, THE (Times Higher Education) Campus Editor will moderate a panel discussion on the recent and sudden entrance of Artificial Intelligence products into the global academy, and the enormous current and potential ramifications.

For the first time AI models are not designed for specific tasks, but rather rely on training data through large samples of language openly accessible on the internet to “learn” how to respond. This generative AI powers products like ChatGPT, which are already widely used by faculty and students alike.

As national and supranational governments struggle to improvise regulatory frameworks for the use of different AI products, so too do educational and research institutions in ways that seek to understand and allay myriad risks. Concerns abound around issues of personal privacy, misinformation, institutional and national security, and the enormous scope for AI misuse, including technologies being literally and figuratively weaponised.

Such practical, ethical and deontological questions will be considered in the context of the great opportunities and enormous innovative potential that AI brings, as a source of hope towards helping to power solutions towards some of the greatest problems facing us collectively.

This panel discussion will include several opportunities for the audience to give their opinion by responding to questions posed by the moderator live.



Sara Custer

Sara Custer is editor of Campus at Times Higher Education, having previously been digital editor. She has covered global higher education as a journalist for more than 10 years. Before joining THE in 2017, she was editor of international education website and magazine, The PIE News.

Keynote Presentation: Andrea Révész

Exploring the Cognitive and Neural Correlates of Speaking and Writing in a Second Language: Methodological Advances and Challenges

Thursday, July 13, 2023 | 14:30-15:15 | Onsite & Online

How does our mind and brain work when we speak or write in a second language (L2)? The rise of globalisation has seen an increased interest in learning second languages. For many, effective second language speaking and writing skills are key to achieve their academic, occupational and/or social communication goals. Yet, relatively little is known about the neuro-cognitive mechanisms involved in L2 speaking and writing. In this talk, I will describe and discuss various research methods that can be used to investigate L2 production processes, including subjective methods (think-alouds, stimulated recalls) as well as more objective tools (dual-task methodology, eye-tracking, keystroke logging, fMRI). I will also describe and demonstrate how adopting more novel data collection techniques (e.g., eye-tracking) and using these together with more traditional tools (e.g., verbal protocols) can help us gain a fuller picture of L2 processing and learning. In doing so, I will draw on my own and colleagues' recent work exploring the neuro-cognitive processes involved in second language production. I will end the talk with recommendations for future neuro-cognitively oriented research into L2 speaking and writing processes.



Andrea Révész

Andrea Révész is a Professor of Second Language Acquisition (SLA) at the UCL Institute of Education. Her main research interests lie at the interfaces of second language acquisition, instruction, and assessment, with particular emphasis on the roles of task, input, interaction, and individual differences in SLA. Currently, she is also working on projects investigating the neurocognitive processes underlying second language speaking and writing performance. Her work has appeared in international journals such as *Applied Linguistics*, *Applied Psycholinguistics*, *Language Learning*, *Language Teaching*, *Studies in Second Language Acquisition*, *TESOL Quarterly*, and *The Modern Language Journal*. She is co-winner of the 2017 TBLT Best Research Article Award and co-recipient of the 2018 TESOL Award for Distinguished Research. Currently, she serves as associate editor of *Studies in Second Language Acquisition*, co-editor of the John Benjamins Task-based Language Teaching series, and president of the International Association for Task-based Language Teaching (TBLT).



Friday, July 14

Plenary Session

All times are in British Summer Time (UTC+1)

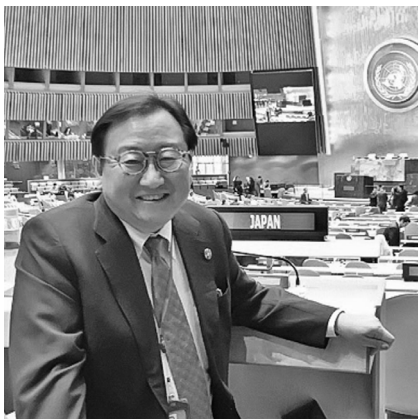
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Special Address: Toshiya Hoshino

Special Address: Demographic Change, Aging and Human Security

Friday, July 14, 2023 | 10:10-10:30 | Onsite & Online

What is the true meaning of human security of people living longer lives in our highly globalised contemporary world? We are at an inflection point in human history. Alongside with a rapid demographic change, we are faced with multiple threats with “existential” nature, which are often benignly neglected. By realising that the choices we make today determine the fate of future generations, we will discuss how we can change our mindset, behaviour and priorities, particularly through education, to advance inter-generational human security on a more sustainable and healthy planet.



Toshiya Hoshino

His Excellency Professor Toshiya Hoshino is an internationally-recognised scholar in the fields of Human Security, International Public Policy, and United Nations Studies. He was formerly the President of IAFOR, and he currently serves as an Inspector at the Joint Inspector Unit of the United Nations System. Professor Hoshino has had a dual, complementary academic and diplomatic career, culminating in his appointment as Japanese Ambassador of Japan to the United Nations in New York, from 2017–2020, where he was in charge of socio-economic and budgetary affairs. He had previously served as Minister-Counsellor from 2006–2008 at the same mission in charge of political affairs, and earlier in his

career, was Special Assistant for Political Affairs at The Embassy of Japan, Washington, D.C., from 1988–1991.

Ambassador Hoshino is currently a Professor Emeritus at Osaka University's Osaka School of International Public Policy (OSIPP). His current research interests centres on policy and implementation of the United Nations Sustainable Development Goals (SDGs) through international multi-stakeholder public/private partnerships, and is the founding Director of the Environmental, Social, and Governance Integration Research and Education Center (ESG-IREC). Professor Hoshino has held a number of senior administrative roles in the University, including Vice-President (2014–2015) and then Executive Vice-President (2015–2016) for Global Affairs, having previously served as Dean of the Osaka School of International Public Policy at Osaka University from 2011–2014.

Before joining Osaka University in 1998, Ambassador Hoshino was a Senior Research Fellow at The Japan Institute of International Affairs (JIIA) from 1991 to 1998, and continued his association with the Institute as an Associate Fellow from 1998 to 2006. He holds a BA from Sophia University, Japan, an MA from the University of Tokyo, and a PhD from Osaka University. Professor Hoshino has also been a visiting scholar and researcher, principally in the United States. From 1992 to 1993 he was a Visiting Fellow at The Princeton School of Public and International Affairs (formerly the Woodrow Wilson School of Public and International Affairs); from 2000–2002 he was appointed Special Research Fellow at the Hiroshima Peace Institute, Hiroshima City University; and from 2007 to 2008 was a Guest Scholar at the School of International and Public Affairs at Columbia University.

Keynote Presentation: Fernando Loizides

The Robotic Roommates Revolution: Embracing Needy Robots in Our Homes for a Better Future

Friday, July 14, 2023 | 10:30-11:15 | Onsite & Online



In today's global landscape, nations are witnessing a significant shift towards an ageing population, posing various economic and social challenges. One of the most pressing issues stemming from this demographic change is the strain on social security and healthcare systems. Consequently, there is a substantial demand for care workers, far surpassing the available supply. Over the years, the emergence of new technologies has promised to automate household tasks, enabling safe and independent living for older adults. Depicted as companions in films and popularised through social media, robots have been envisioned as capable assistants in domestic chores and social interactions. Regrettably, the current reality presents a stark contrast to these futuristic portrayals, with robotic automation in most homes limited to automated vacuum cleaners at best. In this keynote speech, we will explore the underlying reasons for this discrepancy, considering both technical limitations and human factors. Our focus will be on the crucial aspects of adoption and acceptability, aiming to redefine the concept of "useful" robots in the context of older adults' households. By examining the barriers to the widespread adoption of robotics in home environments, we can identify the necessary changes needed to facilitate successful cohabitation. We will delve into the notion of "neediness" and its significance in shaping a harmonious living environment for older adults in the near future. With these insights, we can embrace the transformative potential of robotics and catalyse positive global change, fostering a new era of enhanced well-being for ageing populations worldwide.



Fernando Loizides

Professor Fernando Loizides is a Senior Lecturer in Computer Science and Informatics at Cardiff University and the Director of the Data Science Academy, United Kingdom. He is also an Honorary Professor at the Universidad Politécnica de Madrid. His main area of research is Information Interaction and User Experience (UX), with a focus on Decision Making and Accessibility. He has extensive experience in user study design and facilitation using cutting-edge technologies, eliciting user requirements, performing systems evaluation, and developing working systems. He has published in leading journals and conferences, won awards such as Best Conference Papers, and secured and completed EU and nationally funded projects.

Professor Loizides is a highly experienced teacher, creating new modules and teaching curricula that have been successfully adopted by departments. He has won awards for both his innovative teaching methods and contributions to higher education. He has over 15 years of industry experience as a developer, creating startups, managing teams, and consulting for technology-focused companies. His work has been featured in various media outlets, including the BBC, radio, and online magazines. Professor Loizides is a co-founder of RapidLab, an initiative that creates rapid working prototypes for testing market validity.

Keynote Presentation: Eddy Davelaar

Mental Resilience and Successful Ageing

Friday, July 14, 2023 | 11:45-12:30 | Onsite & Online

Successful ageing can be defined in several ways. Here, the mental perspective of successful ageing is considered. I will summarise our research into three factors that have been discussed within the domain of successful ageing: positive emotions, cognitive reserve, and physical capability.

In a series of cross-sectional studies, we investigated the influence of positive emotional information on working memory performance in older adults. We found that emotional information only had an impact when the task requires processing its valence. In addition, unlike the common interpretation from current theories, emotional processing impacts different working memory functions differently. Current theoretical views would require adjustment to take into consideration this differential sensitivity. A very popular theory that addresses a lifetime perspective of cognitive performance is the cognitive reserve theory, which is the mental resilience in the face of neurological decline. A range of neurological theories have been put forward that capture specific findings in the neuroimaging literature. For example, neural reorganisation theories propose that, compared to low performing adults, high performing older adults are more likely to use both hemispheres when conducting a task. We created a mathematical instantiation of a theory demonstrating that such a process is indeed possible.

Finally, our ongoing work on physical capability and successful ageing are congruent with the wider literature showing positive associations both cross-sectionally and longitudinally. Although using self-report instruments to ascertain physical capabilities is generally seen as an inferior approach, we recently explored the validity of such an instrument. The results are promising and allow a quick and non-intrusive assessment to identify at-risk individuals. Overall, decades of research has culminated in a detailed understanding of the various factors supporting successful ageing and methods for ascertaining people's abilities. The field is ready to move from observation studies to intervention studies and investigate the optimal parameter combinations for community intervention programmes.



Eddy Davelaar

Professor Eddy Davelaar holds degrees in Biological Health Sciences and in Psychology from Maastricht University, as well as a PhD from Birkbeck, University of London. His early work was on the topic of computational modelling of human memory. After a postdoctoral period in the United States involving modelling perception, attention, and language, he returned to Birkbeck as a lecturer in 2006, where he is currently a full Professor of Psychology and Applied Neuroscience. He conducts research on cognitive ageing, with a particular focus on supporting healthy ageing and preventing/slowing cognitive decline. This work involves experimental testing and population level statistical analyses. Ongoing work is in direct collaboration

with the target audience, with whom he co-designs intervention studies. Another area of his research involves neurofeedback for enhancing cognitive performance and mental wellbeing. Within that topic, he leads the way for understanding the neurocognitive mechanisms involved in successful brain training.

Keynote Presentation: Maria Delgado Research Practice, Practice Research – Integrity, Inclusivity and Impact

Friday, July 14, 2023 | 14:00-14:45 | Onsite & Online

Research takes many shapes and forms and takes place across a range of institutions – from multi-faculty universities to independent research organisations. Yet many discussions about research practices and research cultures revolve almost exclusively around the model of the large multi-faculty university. In discussing the role of research in small specialist institutions that are often known for their industry-focused training, this presentation looks at the role of practice research as a means of thinking through research impact and forms of dissemination that go beyond the academic article. In examining the relationship between research integrity and inclusivity, the presentation asks what excellence looks like and how institutions might work towards cultures of doing that promote best practice in research.



Maria Delgado

Professor Maria Delgado is an academic, critic, and curator whose research interests include Spanish-language and European theatres and Spanish-language film. She is a daughter of Spanish refugees and received her education from the Universities of Wales, Leeds, and Newcastle-Upon-Tyne. Professor Delgado has taught at various universities, including Queen Mary University of London, Hull University, and Manchester Metropolitan University, and has held visiting professorships, fellowships, and residences at numerous institutions across the globe.

Professor Delgado's work in research leadership and assessment involves membership of HEFCE's Research and Knowledge Exchange Strategic Advisory Group, the inaugural Council of Research England, a range of AHRC panels, and the Leverhulme Trust's Advisory Panel. She was Chair of Subpanel 33 (Music, Drama, Dance, Performing Arts, Film and Screen Studies) and Deputy Director of Main Panel D for REF2021. She has also been involved in research assessment exercises in Australia and Hong Kong. She has received several awards, including the Cross of the Order of Alfonso X the Wise and the Commander of the Order of Isabel la Católica, and was selected as one of the University of London's 150 'Leading Women'. Professor Delgado is currently a member of the Jisc/Elsevier Open Science Forum, Jisc's Research Strategy Forum, and also serves on the UK Committee on Research Integrity (UK CORI).

Keynote Presentation: Eleonore Kofman, Neelam Raina Schrodinger's Box of Interdisciplinarity – Inside and Outside the Box Thinking About Global Challenges

Friday, July 14, 2023 | 11:30-12:15 | Onsite & Online

Where should we position ourselves in the global challenges we face in the Anthropocene, and what level of despair are we allowed? We have ticked the boxes of inclusions, sustainability, capacity building, innovation, carbon footprints, artificial intelligence, and shrunk the globe for communication. We have evaluated and eliminated silos and criticised unilateral approaches and decision-making. Interdisciplinarity, intra-disciplinarity, and transdisciplinarity have been called upon and recognised as the pathways to solution-driven approaches to global challenges. Yet we are here – in a post-global pandemic world, with almost every continent currently facing multiple crises simultaneously.

It is in this context that we shall explore the notion of resilience of silos. How does working across disciplinary spaces, between geographies, and within the microcosms of culture enable us to hold a mirror up to ourselves and honestly answer the question - how far have we really come? And where, within the academic research and policy-making spaces, do we now need to come a full circle and recalibrate ourselves? We showcase this with a live example of ongoing work, funded by overseas development aid through the UKRI GCRF Gender, Justice, and Security Hub, that cuts across vast swathes of conflict-affected populations, displaced, moving, and existing in indignity, sizing up the scale of apathy in a polarised world. We take a deep dive into the understanding of 'human development' and juxtapose it against the idea of the COVID-19 pandemic being a 'portal' and arrive in a unique spot – where we fracture silos and comfort zones, and observe these cracks and ruptures from the outside.

This talk showcases empirical work undertaken in Turkey, Lebanon, Kurdistan, Afghanistan, Pakistan, India, and Sri Lanka across various research sites, with over 200 people connected into the research and its design from 2019-2024. We bring forth the crossovers of disciplines that provided solutions and raised new questions, as each country shifted into multiple crises that created a spiral of exacerbated challenges.



Eleonore Kofman

Professor Eleonore Kofman is a Professor of Gender, Migration, and Citizenship and the Co-Director of the Social Policy Research Centre at Middlesex University London. Her research interests include gender and migration, political geography, nationalism, cosmopolitanism, and Henri Lefebvre's urban writings.

Professor Kofman has conducted research funded by various organisations, including the European Commission, AHRC, ESRC, UN Women, and the Office of the UK Children's Commissioner. Currently, she serves as the Co-Director of the Migration and Displacement stream of the UKRI GCRF Hub – Gender, Justice, and Security (2019-2024), led by the LSE Centre for Women, Peace, and Security. She is also a Co-Investigator of the project Gendered Dynamics of Labour Migrations, with Middlesex collaborating with academic and NGO partners across the Middle East and South Asia.

She was the Joint Editor-in-Chief of *Work, Employment and Society* (2018-2021), a journal of the British Sociological Association. Additionally, Professor Kofman is a member of the Executive Board and Board of Directors of IMISCOE, the largest European network of scholars in the area of migration and integration.



Neelam Raina

Dr Neelam Raina is an Associate Professor of Design and Development at Middlesex University, London. Her research interests include conflict, security, peace building, material cultures, gender, and livelihood generation in fragile, conflict affected states. Raina's work explores notions of healing, trauma, peace and reflection through the embodied practices of making, using material culture and tacit knowledge as the underpinning for approaching violence and peace building and for sustainable income generation. Raina is a post conflict reconstruction expert with a focus on South Asia where she has conducted extensive empirical research over the last

two decades. The Women, Peace and Security agenda is key to Neelam's and her research seeks to foreground voices of vulnerable and marginalised women.

Dr Raina has led several large-scale competitively funded research projects which examine material and social practices through which Muslim women in conflict areas reproduce themselves on a daily and generational basis, and through which the social relations and material bases of capitalism are renewed. Her work allows connections to be built between, creative home-based workers who are largely seen as peripheral, to development economics, and on the fringes of formal employment and contributors to GDP; to the larger notions of peace building, countering and preventing violent extremism, poverty spirals and conflict theory through culturally significant, socially relevant practices. She connects the British creative industry into solution-based impactful approaches to global challenges through research.

Raina is a strong advocate for Afghan women and is the Director of the Secretariat to the All-Party Parliamentary Group (APPG) on Afghan women and girls in UK parliament. Her research in Afghanistan is ongoing as she brings women's tacit knowledge to commercially viable spaces from the confines of the home. Raina has a PhD in Design and Development, and a Master's in Design and Manufacture from De Montfort University, Leicester. From 2018-2021, she was the Challenge Leader for UKRI's Conflict and Security Portfolio for the Global Challenges Research Fund. Raina has been a Visiting Fellow at the London School of Economics at the Centre for Women, Peace and Security. She is the editor for the *International Journal of Traditional Arts*, and her new work *Creative Economies of Culture in South Asia – Performers and Craftspeople* was published in 2021.



Poster Presentations

**15:15-16:15 | SOAS, Brunei Suite
Thursday Poster Session**

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

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

Curriculum Design & Development

71977 | *Are You a Non-Formal Educator? Re-Thinking Post-COVID Pedagogy*
Yaron Girsh, Hebrew University of Jerusalem, Israel

Non-Formal Education (NFE), school's modest 'little brother' is becoming a tiebreaker. Teaching and learning has been revolutionized in the past year and a half has forced us to re-think pedagogical diversity, understanding the specific context and teachers' training. It has developed in parallel with the mainstream, 'traditional' school pedagogies. The global pandemic has forced us to change fundamental aspects about learning - and given us the opportunity for pedagogic creativity and paradigm change in education. All these calls for expanding our view of aims and methods in post-covid education. One of the central conclusions of this situation is the needed connection between formal and non-formal pedagogies. It raises the challenge of immersing NFE at the core of educational thought and practice, as the continuing separation between the two becoming non-relevant and atrophied. The poster propose to present the main principles of NFE and its benefits, challenging the main tensions between Formal and NFE pedagogies and to consider several tools for integrating Non-Formal pedagogy.

70106 | *Challenges in Enforcing "Linguocultural Aspect of Fictional Literature" In Uzbekistan Higher Education*
Dilnoza Ruzmatova, Uzbekistan State University of World Languages, Uzbekistan

Teaching the Linguocultural Aspect of foreign literature is a new branch in Uzbekistan, and it has been a crucial part of the discussion in the education system. Considering the process of a student-centered classroom, learning English literature through the lingual and cultural factors can be the most perspective part of the involvement. In Uzbekistan, Linguocultural Aspect of Fictional Literature has not been researched thoroughly, focusing on texts written in English. There are reasonable changes in how literary studies have been practiced over the last century regarding interconnections between literature and other fields. As researchers have already indicated, there is a need to rename the field "literary and cultural studies" (Segal, 2015). Z.N. Patil (2002) argues that developing intercultural communicative competence can be achieved through international literature. Applying Hanauer's (2001) method of reading literary texts Focus-on-Cultural Understanding in developing cultural awareness, specifically gender perception (Wasikiewicz-Firlej, 2012) might result in the effectiveness of foreign literature classes. Concerning these issues, we designed our syllabus for a one-term optional subject entitled "Linguocultural Aspect of Literature" for the specialty of literary studies in the Masters' Department at UzSWLU. The results showed that the subject helped students develop a positive attitude toward foreign literature through lingual and cultural means. Presentator will distribute activity handouts that are analyzed by students, including traditions, national identity, folklore items, nature depictions, specificity of colors and numbers in fictional texts.

71798 | *Developing and Mapping Competencies for the Veterinary Technology Degree at a University of Technology in South Africa*
Carin Boshoff, Tshwane University of Technology, South Africa

This study aims to illustrate the development and implementation of the professional degree in Veterinary Technology, which was designed to comply with the guidelines of the South African Veterinary Council (SAVC) for accreditation purposes. In order to achieve this, it was necessary to review and update the curriculum to ensure its alignment with the need from Industry as well as the day one competencies required by SAVC. Collaborating with industry professionals, one day competencies were identified to ensure graduates' readiness upon completion of the four-year programme. Curriculum mapping was used to obtain data and correlate the module content and outcomes with the expected day one competencies. The results show that the curriculum review framework and curriculum mapping were effective tools for assessing compliance with the day one competencies criteria. These criteria were divided into three main areas, namely general laboratory knowledge, discipline knowledge, and graduate attributes. The study concludes that curriculum mapping serves as a valuable method to evaluate compliance with competencies, and that the development of day one competencies helps ensure that graduates are well-equipped to enter the workforce. Overall, this study provides valuable insights and recommendations for designing and implementing degree programs that meet industry requirements and accreditation standards.

71157 | *Development of Building Construction Blended Curriculum for Korean Universities*
Jae Yup Kim, Korea National University of Transportation, South Korea
Ung-Kyun Lee, Catholic Kwandong University, South Korea

The COVID-19 pandemic and the Fourth Industrial Revolution have brought about significant changes in education at Korean universities. Two typical examples are the expansion of online learning and the spread of innovative teaching methods. Online education has advantages in that it allows learners to repeat learning and learn freely, regardless of time and place. It is necessary to develop and operate the curriculum in ways that can utilize the advantages of online education and compensate for its disadvantages. Therefore, this study sought to develop an education method that combines online and offline education. The main contents of the convergence curriculum developed in this study are as follows. Basic theory education is conducted online, and intensive education is conducted offline. 3 hours of education per week consists of 1.5-2 hours of online education and 1-1.5 hours of offline education. Learners learn in advance using an online system (LMS). Deep learning is conducted in the classroom. Deep learning consists of quizzes, complex problem solving, and Q&A. The curriculum focused on weekly education procedures and the contents of education for each 15-week period. The curriculum proposed by this research could be applied flexibly according to the education goals of the instructor and the learning capabilities of the students.

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

Design, Implementation & Assessment of Innovative Technologies in Education

72411 | *A Performance Improvement Study of Automatic Korean Essay Scoring Model Based on LSTM Using Generative Data Augmentation Techniques*

Yongsang Lee, Inha University, South Korea

Ikhyeon Hong, Inha University, South Korea

The purpose of this study is to propose a method of improving the performance of an automated scoring model for Korean essay-type answers based on LSTM models by applying generative augmentation methods, in situations where there is insufficient training data for artificial intelligence learning. Essay-type evaluations are time-consuming and costly, making them difficult to use in large-scale testing. An AI-based automated scoring model for essay-type answers can solve this problem, but acquiring sufficient training data for such models is challenging. The results of this study can help expand the diversity and weight of essay-type questions within the limited budget of large-scale educational evaluations. The data used in this study consists of essays written by 500 South Korean university students on the topic of "overcoming social disconnection during the COVID-19 pandemic," collected by EBS. These essays were evaluated on a 5-point scale by human raters in four categories: content, expression, composition, and grammar. Essays with extremely low scores of 1 or 5 were not utilized. The research first involved dividing the existing answers into training and testing data in an 8:2 ratio, training the LSTM model, and verifying its accuracy based on human scoring results. Afterwards, the training data was augmented using GPT-3.5 and the LSTM model was trained with the augmented data. The accuracy of the model was then evaluated on the same testing data as before, based on human scoring results, in order to compare the performance of the model with and without the generative augmentation method.

72466 | *Engaging Graduate Public Health Students in Data Analytics and Machine Learning Through Gamification*

Emma Apatu, McMaster University, Canada

Le-Tien Bhaskar, McMaster University, Canada

Lorne Rothman, SAS, Canada

Mark Morreale, McMaster University, Canada

Machine learning and data analytics are increasingly being used in public health and healthcare settings to help improve outcomes. Therefore, it is important for public health graduate students to be conversant with predictive modeling and data techniques. Teaching such topics in data science can be difficult to incorporate into curricula where there is set focus on other germane topics that are crucial to learners' training. Gamification is one way that complex topics can be introduced in a brief learning module. Little has been documented on how gamification can be used to provide students with an overview on machine learning and data analytics in a generalist public health graduate curriculum. This course description: 1) outlines the scaffolding approach that was used to engage learners on the topics; 2) describes the SAS Cortex Analytics Simulation Game; 3) provides preliminary feedback from learners and instructors on their experience engaging in the learning unit. Findings from this study offer instructors in and outside of public health ideas on how to expose students to machine learning and data analytics.

70471 | *Exploring the Potential of Immersive Virtual Reality (I-VR) for Learning: A 4E Cognition Perspective*

Gregory McGowin, University of Central Florida, United States

Stephen M. Fiore, University of Central Florida, United States

Kevin Oden, Lockheed Martin, United States

Immersive Virtual Reality (I-VR) has become an increasingly popular tool for enhancing learning in a range of domains associated with education and training (e.g., social-sciences, medicine, engineering). One approach to understanding the mechanisms involved in I-VR as a learning tool is through the lens of 4E cognition. 4E cognition (i.e., embodied, embedded, enacted, and extended) refers to the idea that cognition does not solely reside inside the brain but is distributed between the body, the brain, and the environment. Embodied cognition emphasizes the importance of bodily experiences in shaping cognition, while embedded cognition highlights the role of the environment and context in shaping cognition. Enactive cognition emphasizes the role of action and interaction in shaping cognition, while extended cognition emphasizes the importance of external socio-technical environments in shaping our cognition. By applying the principles of 4E cognition to I-VR learning experiences, researchers and designers can better understand how I-VR can be used to enhance the efficacy of learning. This presentation, contextualized through a series of explicit examples, will highlight the potential for I-VR, grounded in 4E cognition, to serve as a tool to support stakeholders produce better designed studies for the education and training communities, which will in turn, help advance innovative and novel approaches to learning in I-VR.

Educational Policy, Leadership, Management & Administration

72362 | *A Study on Construction of Indicators of Senior High School Evaluation Culture – Based on Expert Consultation*

Tsai-Feng Cheng, National Kaohsiung Normal University, Taiwan

Shu-Fen Tseng, National Kaohsiung Normal University, Taiwan

Evaluation culture refers to the formation of a consensus on evaluation through organizational operations, thereby inducing the culture of potential learning in the organization, and effectively introducing strategies for change activities and improving evaluation capabilities to achieve evaluation goals and the process of improving school effectiveness. The purpose of this study is to guide the function of evaluation education, improve the performance of program planning, strengthen performance responsibility and serve as the basis for decision-making and program modification through the construction of evaluation culture indicators. This study first discusses the theoretical basis and related research literature, and proposes a draft index of school evaluation culture. In this study, experts and scholars include: educational evaluation field and educational administration scholars, administrators and teachers. A total of about 20 people conducted consultations with experts and scholars on the construction of high school evaluation culture indicators and school effectiveness scales. The draft of Evaluation Culture Index Construction Questionnaire has five levels (Change leadership, Organizational learning, Organizational support, Self-evaluation ability, Quality management) and each level has several indicators.

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

69002 | *A Study on Principal Selection for Taiwan Elementary and Secondary Schools*
Feng I Feng, ChiNan University, Taiwan

Elementary and Secondary principal selection policy has been launched for more than twenty years in Taiwan. Local education authorities are empowered to organize committees to conduct principal selection. The principal selection committees, which are composed of school stakeholders, have been expected to select suitable principals for elementary and secondary schools based on school needs and development. However, the principal selection process and outcomes still suffer from contention. Fairness is the main concern of school principal candidates and stakeholders. This study aims to collect insiders' views to inquire about principal selection committee' design, operation, and outcomes. A questionnaire was given to principals, teachers and parents who ever been member of principal selection committees. The results show the respondents agree that the committee mechanisms are designed properly by local educational authorities and match procedural fairness. As for the committee operation, individual committee members highly confirmed their own participation performance but gave their colleagues' performance low scores. In addition, the outcomes which are expected to achieve by the committee operation seemed limited. The result of committee operation is only to get a school to have a principal. Based on the findings, both practical and theoretical implications are provided.

70433 | *Leaders or Implementers? The Roles of School Middle Leaders in the Context of Curriculum Reform in Taiwan*
Wen-Yan Chen, National Chi Nan University, Taiwan

More and more studies have shown that effective middle leadership is a driving force in improving the quality of teaching and learning. However, the institutional design of the school middle leader system varies from country to country. The roles and practices of plural actors under the umbrella term "middle leadership" should be addressed. Based on the background, the study adopted a qualitative design to explore the roles of middle leaders in the context of curriculum reform in Taiwan. A total of 25 middle leaders were invited as participants. Using grounded theory as the analysis approach, three main findings are concluded. 1. General school middle leaders in Taiwan included office directors, section heads, and department chairs. The academic affairs office played a key role in facilitating school curriculum development. Middle leaders in other offices were not deeply involved in the reform. 2. Although middle leaders were expected to exert leadership influence, only directors of academic affairs were apparent leaders in the reform. Section heads were more like implementers and managers. Their active role was to help improve the implementation of projects. As department chairs were usually selected by turns, their primary role was to help administrators implement tasks relating to their department. 3. Principals were critical to the leadership development of middle leaders. They also set the "discretion zone" for middle leaders. Therefore, school middle leaders were acting within the framework of institutional structure and the influence of principal leadership.

Educational Research, Development & Publishing

72376 | *Bridging the Gap Between Research and Education: The μ Net Project and High School Science Education in Greece*
Antonios Leisos, Hellenic Open University, Greece
Leonidas Xiros, Hellenic Open University, Greece
Stergios Kyanidis, Hellenic Open University, Greece

Many educators believe that hands-on experience is more effective than classroom learning for science education. However, incorporating rapidly-evolving branches of science, such as Astronomy and Astroparticle Physics, into secondary education can be challenging due to the complexity and cost of equipment and the need for advanced scientific methodologies. To address this issue, the Physics Laboratory of the Hellenic Open University created the μ Net project. This project engages Greek high school students in the experimental methodology of Particle and Astroparticle Physics by having them build, test, and operate their own telescope to observe high-energy cosmic rays. The project also aims to develop a school network of educational cosmic ray telescopes throughout Greece, allowing for collaboration and idea exchange among students. The project engaged over 500 students and 70 science teachers in its first year of operation during the 2022-2023 school year. This report presents the status and latest developments of the μ Net project, as well as the results of the first year of operation, including the tools and methods that have been developed, such as gamification methods used to enhance attendees' interest.

Higher Education

72367 | *Analysis of Differences in University Students' Learning Attitudes Depending on the Types of University Lecture*
Haneul Lee, Inha University, South Korea
Moonjung Lee, Inha University, South Korea

The purpose of this study is to analyze the differences in university students' learning attitudes according to the types of lectures mainly held in universities of South Korea and to suggest implications for lecture design. For this purpose, a survey on students' perceptions of lecture experience and learning attitudes was conducted on 503 undergraduate students at I University in Incheon, South Korea. The types of lectures in the university were classified into four categories: theory-based explanatory lecture, project-based lecture, discussion and presentation-based lecture, experiment and practice-based lecture, and the attitudes of learners were analyzed by sub-factors according to these four types of lectures. The learning attitudes of students were composed of five factors: learning goal recognition, understanding of learning contents, degree of learning participation, learning interest and learning time. As a result, in project-based lectures, students' learning goal recognition and degree of learning participation were statistically significantly lower than those of other types of lectures, and in discussion and presentation-based lectures, their understanding of learning contents was statistically significantly higher than those of other types of lectures. Based on these analytical results, we discussed the problems and improvement directions of project-based lectures in universities in South Korea.

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

69736 | *Applications of Extended Reality Technologies for Undergraduate Biochemistry and Molecular Biology Education*
Patrick Hung-Kui Ngai, The Chinese University of Hong Kong, Hong Kong

Extended Reality (XR) refers to a set of visual technologies that interweave the real and virtual environments through sensors and wearable devices. It is an umbrella term that encompasses various types of augmented reality (AR), virtual reality (VR) and mixed-reality (MR) technologies. Extended reality has widely been used for technical training in disciplines such as engineering, aviation and medicine. In recent years, its application has also been extended to biochemistry and molecular biology education. The XR learning tools provide a myriad of functions ranging from (i) generating simple 3D biomolecules and cellular structures; (ii) providing additional information about experimental protocols or apparatuses; (iii) creating an immersive and interactive learning platform; to (iv) facilitating collaborative learning among students via high-speed wireless connection and gaming elements. Over the past five years, the world has seen a rapid advancement of XR technologies and an increased availability of high-grade commercial XR equipment such as HTC Vive, Samsung Oculus and Microsoft HoloLens, etc. However, the effectiveness of these virtual technologies in enhancing students' learning hinges on the pedagogical and software designs. In this poster presentation session, we will showcase the development and application of two XR systems for undergraduate science education; demonstrate the designs of pedagogy and integration of the learning modules; summarize the effectiveness students' learning and feedbacks.

70298 | *The Approaches, Dilemmas, and Solutions of the University Social Practice Curriculum*
Chih-Ying Yang, National Pingtung University, Taiwan
Ren-Jie Lin, National Taichung University of Education, Taiwan

As higher education faces various challenges presented by changing social-economic environments, the vulnerability of the academic profession has been highlighted. Especially, under the influence of the University Social Responsibility Project (USR Project) actively promoted by the Ministry of Education in recent years, social practice curriculum has been advocated. However, the development of the social practice curriculum is not perfect. There are many problems that need to be solved. The purpose of this study is to explore the approaches, dilemmas, and solutions of social practice curriculum development in universities. There are ten USR Projects were selected as the research objects. Through document analysis, questionnaires, focus group discussions, and individual interviews, the results demonstrate that the development approaches of the social practice curriculum include a credit program, micro-credit program, self-regulated learning program, service learning program, and non-departmentalized bachelor program. The dilemma of social practice curriculum development is the mismatch between the curriculum design and the practical field's needs. Based on the difficulty, this study proposes some critical issues of curriculum development mechanism, the relationship between the practical field and the university, and curriculum evaluation approaches for improvements.

72505 | *Examining Transnational Higher Education from Staff Rationales of Choosing to Work in a Sino-Foreign University*
Jingting Hu, University of Edinburgh, United Kingdom

This study sets out to investigate academic staff's rationales and perceptions of working in a Sino-foreign university in East China and the potential impact of this university on their perceptions. It challenges existing paradigms such as interpretivism, instead, this research holds an ontological critical realism (CR) standpoint to deepen and expand rather than simply confirm individuals' understanding. Based on CR, this research is designed as a mixed-methods exploratory design, embracing a qualitative research phase (interview) and a quantitative research phase (survey). Existing studies in the transnational higher education area pay more attention to academic migrants' experiences while scant research focuses on both local (Chinese) and expatriate (non-Chinese) academics. Hence, this research invites 22 interviewees and 20 survey participants with diverse ethnic backgrounds, genders, and schools/departments in the Sino-foreign university. Thematic analysis is utilised in interview and survey data analysis. Key results include aspirational rationales such as an advanced opportunity for future progression; environmental rationales such as working in a Sino-foreign cooperative environment; personal rationales such as proximity to academic staff family, and so forth. This research contributes to advancing knowledge of academic staff's experiences of transnational higher education in China. Although the study is limited by low survey participation, the aim of the quantitative phase is to compare with qualitative data, rather than generating data in various settings.

70204 | *Exploring Extended Reality (XR): Case Studies from a North American University (70204)*
Brooke Marton-McGowin, Virginia Tech, United States

Higher education institutions are increasingly utilizing immersive technology to support interdisciplinary research, teaching, and student development. For instance, Arizona State and Pennsylvania State have established virtual reality (VR) spaces on their campuses to support interdisciplinary research, the integration of VR into teaching, and VR development spaces for students. These spaces provide opportunities for students, faculty, and researchers to explore subjects in new, immersive ways and to experiment with cutting-edge technologies. For example, immersive virtual reality (I-VR) in particular creates a computer-generated, multi-sensory, 3D environment that can be accessed through devices such as head-mounted displays (HMDs), headphones, and controllers and/or haptic gloves (Freina and Ott 2015; Murcia-López and Steed 2016), and has been employed in educational contexts including astronomy, biology, business, engineering, and history. These immersive experiences enable students to interact with the content in a way that simulates real-life scenarios, manipulating objects and exploring environments that would be impossible or impractical to do in real life (Bailenson, 2018; Slater and Wilbur, 1997). The present study features vignettes that illustrate how faculty at a North American university are utilizing immersive technology in their teaching and research endeavors. These vignettes form a critical component of our larger initiative to expand immersive spaces for faculty across the university. The study highlights faculty perspectives, challenges, and requirements when integrating immersive technology such as VR and augmented reality (AR) into their courses. By exploring how higher education instructors are currently utilizing or are seeking to use VR/AR, the study provides a comprehensive understanding of how this technology can be incorporated into higher education.

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

Learning Experiences, Student Learning & Learner Diversity

71171 | *Enhancing Learning of Chemistry from Worked Examples: A Comparison of Learning Strategies with Explaining to Peers and Self-Explanation*

Siu-Lin Cheng, The Chinese University of Hong Kong, China

Chi-Shing Tse, The Chinese University of Hong Kong, China

Studies showed that prompting learners to elaborate solution steps to themselves (i.e., self-explanation) when studying worked examples promoted transfer performance. However, little is known about generating explanation towards peers in an example-based learning context. This study aims to compare the effectiveness of explaining a worked example aloud towards oneself versus towards peers and examine if higher awareness of social presence when explaining to peers face-to-face could motivate learners to generate more and better elaborations, and thus enhance learning. 163 Grade 10 students in their chemistry classes were divided into four groups – self-explanation, explaining to peers, listening to peers, and control, who participated in respective example-based learning activities on chemical stoichiometry. The verbal protocols generated by the two explanation groups in explaining a worked example were recorded and analyzed. Results show that self-explanation group outperformed other groups, including explaining to peers group, in a transfer test. Based on the explanation protocols, self-explanation showed a similar level of awareness of social presence as explaining to others. Within explaining to peers group, those who explained to peers with a large gap in prior knowledge generated fewer protocols and displayed less positive relationship between constructive statements and post-test scores than those who explained to peers with similar level of prior knowledge. This study has demonstrated that self-explanation mimics explaining to fictitious peers which is an effective instructional strategy for example-based learning, while the benefit of explaining to peers face-to-face may be offset by the discrepancy in prior knowledge between explainers and listeners.

71115 | *Problem-Based Learning Analysis Using the Capability Approach*

Sarah Guez, Hesam University, France

Céline Viazzi, Hesam University, France

Solveig Fernagu, Hesam University, France

Based on research conducted with undergraduated students in French Engineering School, we propose to highlight the conditions under which problem-based learning (PBL) can be favorable to student's learning based on the method of analysis resulting from the capability approach (Sen, 2001). PBL appears in the literature to be an adapted way to tend to, among other things, keep motivation of the students with collective works and with the use of real life inspired topics. However, the shift between traditional pedagogical techniques and active techniques and especially the proper appropriation of the active learning environment by the students may be a key point to use PBL most effectively. The challenge here is to identify, within a chosen active pedagogical environment the resources, conversion factors and personal choices that contribute to the students' ability to succeed in solving a problem independently. The analysis of 22 semi-structured interviews put in highlight that 1) students mobilise more formal resources than informal ones, 2) some resources (material and human) appear not to be easily convertible by the students, 3) the importance of proposing a variety of pedagogical activities built from different modalities (collective reflection, autonomy time, tutoring time...) and 4) the personal choices of the students to actually use pedagogical resources are mainly linked to the students' representations of the benefits of PBL.

72450 | *The Relationship Between Teacher Encouragement of Self-Regulated Learning and Learning Self-Regulation – Student Perspective*

Slavica Šimić Sašić, University of Zadar, Croatia

Maša Atlaga, University of Zadar, Croatia

Teachers can influence self-regulated learning in various direct and indirect ways, such as teaching students effective learning strategies or structuring the learning environment. Research shows that teachers have positive attitudes towards self-regulated learning, but they only encourage it to a limited extent, whereas students tend to develop effective forms of self-regulated learning when involved in a stimulating environment. Teachers also believe they encourage learning self-regulation to a significantly greater extent than students perceive. Therefore, the aim of this research was to examine the contribution of teacher encouragement of self-regulated learning in explaining self-regulated learning strategies from the perspective of students. The research was conducted on a sample of 2154 students who assessed the teacher's encouragement of learning self-regulation, and their own learning self-regulation in that particular subject. The results have shown that there is a statistically significant moderate correlation between students' assessments of learning self-regulation and teacher encouragement of self-regulated learning. Girls perceive that teachers encourage self-regulated learning to a greater extent, and the same goes for high school students when compared to elementary school students. Teacher encouragement of self-regulated learning explains from 4% to 35% of the variance in self-regulated learning strategies. Defensive self-regulation strategies (avoiding work, self-handicapping, and focusing on minimal demands) are explained the least, while proactive self-regulation strategies (orientation towards acquisition, elaboration, and goal setting) are explained to a considerably greater degree. The results of the research support the connection between teachers' encouragement of self-regulated learning and self-regulation of learning in students - from the student's perspective.

69769 | *Third Spaces and Benefits of Designing Food Safety Curriculum for Science Classes: Using Third Space to Promote Food Safety Learning*

Victoria Mukuni, Virginia Tech, United States

Kizito Mukuni, Fayetteville State University, United States

Food safety is one of the most important dimensions of food. With the growing number of food borne illnesses, it is imperative to design curricula that addresses this important issue and equip students with the necessary knowledge to combat food borne illnesses. Scholars have discussed the idea of using third spaces to bridge the gap between students' primary and secondary discourses. This idea that these kinds of informal and formal discourses can be welcomed in the classroom not only builds a fertile ground for dialogue on the safety of food but also gives students agency. When it comes to issues of food, it is important to note that food is very personal and specific in nature. What is food to one person can very well be poison to the next. Food also has cultural and historic dimensions. Encouraging students to bring their cultural selves to the classroom can foster inclusivity, and achieve high retention of knowledge taught, whilst instilling lifelong behaviors that are necessary for the prevention of food borne illnesses. In this discussion, we will describe third space and how it can be used to promote food safety learning.

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

66925 | *The Student-AI Relationship in the Learning of Public Speaking: Towards a Postdigital Critical Pedagogy*
Yiwei Chew, Singapore University of Social Sciences, Singapore

My presentation focuses on the intricate relationship between the learning of public speaking with the use of AI and that of the learner. I focus on public speaking because it has been from antiquity an embodied art and craft; the body is the medium of communication through the use of voice, speech, and paralinguistic cues such as gesture and facial expression. The body, and hence the learner's embodied agency is thus of utmost importance. I contend therefore that the learner's body is a site that educators cannot objectify as being merely a tool of inquiry. With the use of AI in this area, it is imperative to prevent the learner's body from being uncritically given to the gaze of AI. This can be done only if educators engage with digital technology through the lens of a Postdigital Critical Pedagogy, with the Postdigital condition being an existential, lived reality. Using the qualitative method of Focus Group Discussions, this study seeks to find out what students think and feel, physically and emotionally about learning public speaking with an AI platform (provided by Datalogy Lab) that can assess their bodies, and their corporalities by visually and aurally scrutinizing and recording them. The FGDs will be conducted before and after a 6-week trial where students will use the AI platform in their learning of public speaking. They will also be asked to write three guided reflection pieces during the trial. The data will be corroborated and analysed via Thematic Analysis and Interpretive Phenomenological Analysis.

Primary & Secondary Education

70024 | *Comparing Learning Experiences between Flipped and Non-Flipped Classes: A Hong Kong Public School Case*
Ka Man Lau, The Chinese University of Hong Kong, Hong Kong
Yuen Man Tsang, The Chinese University of Hong Kong, Hong Kong

The COVID-19 pandemic has accelerated the adoption and advancement of flipped and blended learning in schools throughout Hong Kong. In response, two Hong Kong universities launched a project with subject specialists to guide teachers through how to design and implement flipped Mathematics and English lessons for secondary students. To evaluate the effectiveness of the pedagogy, the project administered a questionnaire on learning experiences and motivation of students in both flipped and non-flipped classes. A public school that had been involved in the project from the outset and had expanded its flipped subjects beyond the initial scope was chosen as the study subject. Of the 89 responses gathered from its junior and senior form students, 45 were from flipped classes and the remaining were from non-flipped classes. The study showed that although students who experienced flipped classrooms had generally more active and broad learning experiences, there was little difference in learning outcomes (knowledge, attitude, and skills) between the two teaching approaches. The difference in receptiveness to the new teaching approach between junior and senior form students may be responsible for this finding. While senior form students had a more comprehensive understanding of the benefits of flipped learning, junior form students were more supportive of its adoption. Junior students may be more open to trying out new methods, but senior students may have more entrenched behaviors and attitudes toward traditional teaching methods. In this presentation, we will elaborate on the findings and examine the factors that contributed to the unremarkable difference observed.

71699 | *The Effects of Growth Mindset, Multicultural Efficacy, and Peer Relationship on Democratic Citizenship of Elementary Students in South Korea*
Gabjung Yoon, University of Daegu Haany, South Korea

The purpose of this study was to verify the effects of growth mindset, multicultural efficacy and peer relationship on democratic citizenship of elementary students. The subjects were 212 4th~6th grade elementary students in South Korea, surveys were conducted from November 2022. Descriptive statistics, correlation analysis, and multiple regression analysis was performed using SPSS 27.0 for data analysis. The results of this study are as follows. First, democratic citizenship showed a significant positive correlation with growth mindset, multicultural efficacy, and peer relationship. Second, the explanatory power of growth mindset, multicultural efficacy, and peer relationship on democratic citizenship was 43.7%. Particularly, multicultural efficacy was a greatest influential factor on democratic citizenship. The findings have implications that efforts to improve growth mindset, multicultural efficacy and positive peer relationship in order to strengthen democratic citizenship of elementary students.

70289 | *What Does Previous Research Tell Us About the Effects of Peer Tutoring on Metacognition in Primary and Secondary Schools?*
Qurat ul Ain, Queen's University Belfast, United Kingdom
Canan Ozkaya, Queen's University Belfast, United Kingdom
Allen Thurston, Queen's University Belfast, United Kingdom
Alison MacKenzie, Queen's University Belfast, United Kingdom

This systematic evidence synthesis examined the reported research on the effect of peer tutoring on metacognition in primary and secondary school students. A comprehensive search of multiple databases, including ERIC, Education source, British Education Index, ProQuest, Scopus, and Psych Info was conducted. The evidence synthesis included experimental studies on peer tutoring and metacognition from 1st January 1990 to 11th November 2022. The criteria for inclusion were the use of randomized controlled or quasi-experimental designs with a control/comparison group, implementation of the intervention in formal school educational settings with students aged 5-18 years old, use of peer tutoring as an intervention and metacognition as a measured outcome. Seven-hundred and eighteen studies were identified including 86 duplicate records. Six-hundred and thirty-two records were screened for inclusion and 630 were rejected as not meeting the selection criteria and leaving with two studies for inclusion. Studies were assessed for quality using the Briggs appraisal tool for quasi-experimental/experimental studies. Despite the abundance of literature on the effects of peer tutoring on academic and social outcomes, this review highlighted the lack of published peer-reviewed research on the impact of peer tutoring on metacognition in school students.

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

Professional Training, Development & Concerns in Education

70891 | *Teachers for Pupils with Multiple Disabilities Training Program for Bachelor Degree in Partnership with Schools*

Dina Weiss, David Yellin College of Education, Israel
Osnat Landau, David Yellin College of Education, Israel
Lili Wertheimer, David Yellin College of Education, Israel
Hila Levi, David Yellin College of Education, Israel
Dikla Oren, David Yellin College of Education, Israel
Orly Ido, David Yellin College of Education, Israel

This study examined the training process in the program for preparing teachers for students with multiple disabilities and explores the benefits, challenges, and significance of a collaborative learning community among the entire training team. A total of 84 participants, including 39 students, 39 training teachers, and 6 pedagogical instructors, completed an anonymous online questionnaire twice during the training process, at the beginning and end of the year. A thematic analysis revealed three main themes. The first theme was positive perceptions and benefits, which highlighted the overall positive perception of the training program and the benefits it provides for the academy-school partnership process and professional development. The second theme was challenges, which included the difficulty of coordinating between the school and the academy due to time resource constraints and the need for more training tools. The third theme was the value of a learning community, which plays a crucial role in professional development, relationship building, and mutual language. Overall, the research findings indicate that the training model contributes to the personal and professional development of the participants, with the learning community playing a crucial role in this process. However, there are several challenges that need to be addressed to optimize the training model.

Teaching Experiences, Pedagogy, Practice & Praxis

68479 | *Hong Kong Secondary School Teachers' Perception of the Use of Blended Learning in the New Normal of Education*

Ka Man Lau, The Chinese University of Hong Kong, Hong Kong

Studies show that blended learning has the potential to personalize and stimulate student learning, however, there is a lot of hesitation from teachers to adopt this method which involves technology. Then the pandemic came and forced teachers to shift to online or blended learning in a snap of finger. To support teachers to face the challenges, starting from 2019, two Hong Kong universities have joined hands to provide professional pedagogical support to secondary school teachers whose schools signed up as "pioneering schools". The teachers worked closely with the project's educational consultants to co-design lessons that adopted blended learning instructional strategies with the use of technology. The consultants also conducted lesson observations for the teachers to provide constructive feedback on lesson activities that were carried out on online platforms. To assess the quality of the pedagogical consultation service and the effectiveness of the blended learning approach, especially in the pandemic situation where most lessons were conducted remotely, the researchers crafted a series of questions based on the Learning Environment, Learning Process and Learning Outcomes (LEPO) framework (Phillips, McNaught, Kennedy, 2010) and invited about 40 teachers to take part in focus group interviews. The results of the investigation demonstrated that the teachers' viewpoint was both favorable and unfavorable because of different boundaries and confinements. With the help of the interview data, this presentation will analyze the challenges experienced by the teachers and how they overcame them with successful blended learning tactics.

71919 | *Project-Based Learning: Linking Teacher Professional Development and Students' Learning*

Su-Ching Lin, National Changhua University of Education, Taiwan

This two-year study investigated the impact of professional development interventions for teachers on students' learning. In the first year, this study designed and implemented the teachers' professional development of a project-based learning program (T-PjBLP) and assessed what teachers learned from the program. In the second year, this study conducted the experimental teaching of the student learning of the project-based learning program (S-PjBLP) that teachers designed. Assessing the impact of S-PjBLP on students' capacities for critical thinking, communication, creativity, and collaboration (i.e., the 4Cs) and technological application also was a focus in the second year. The participants consisted of seven teachers who taught natural science and technology subjects at the same junior high school in central Taiwan and their 49 eighth-graders. The results revealed that after attending the T-PjBLP, the teachers' beliefs significantly changed from a teacher-centered approach to a learner-centered approach, and their knowledge of PjBL improved significantly. After implementing the S-PjBLP in class, teachers affirmed that PjBL pedagogy was a practical approach for increasing the students' 4Cs competencies. The barriers that teachers encountered included time constraints and mandated curriculum pacing. Regarding student learning, students had positive experiences and feelings toward the S-PjBLP. From a comparison analysis, their post-test scores of 4Cs capacities and technological application were significantly higher than their pre-test scores.

72282 | *The End of International Experiential Learning? Rethinking Canadian Global Higher Education Pedagogy in Response to the Climate Crisis*

Allyson Larkin, King's University College at Western University, Canada

This research focuses on the urgent need to rethink international experiential learning programs in response to the climate crisis. It will draw on teaching experiences, pedagogies and practices at a Canadian university in partnership with an international centre for youth and human rights study in Tuscany, Italy. At a time when Canadian university campuses are quickly returning to pre-Covid 'normal,' and international programming is again in high demand among students, this research explores the challenges that will confront international experiential learning in the context of carbon reduction strategies (Huish, 2022). The IPCC consistently warns of consequences of failing to adhere to carbon reduction strategies (IPCC, 2021). According to Lee, air travel accounts for 2.4% of all anthropogenic emissions of CO₂ (Lee et al., 2021). Other studies suggest that individual air travel may account for as much as 5% of global carbon emissions (Jacobson, et al, 2020). This is a particularly troubling statistic when considered within the context of demands to increase students' exposure to global cultures and international travel (Larkin, 2019). While climate scientists urgently warn governments to take action to avoid a global climate catastrophe, the response within higher education sustainability strategies focuses on campus behaviours. Most campuses have implemented recycling, energy reduction and other biodiversity support programs, however, internationalization remains a top priority. This research examines the gaps between internationalization strategies in higher education, raises possibilities for innovative pedagogy and responses to carbon reduction strategies.

15:15-16:15 | SOAS, Brunei Suite

Thursday Poster Session

68262 | *The Teaching and Learning Process and the TICs from the Remote Perspective*

Rosiris Domingues, Senac São Paulo, Brazil

Juliana Dalla Martha Rodriguez, Senac São Paulo, Brazil

Patricia Luissa Masmó, Senac São Paulo, Brazil

Cibele Cavalheiro Neves, Senac São Paulo, Brazil

This article reports the experience experienced by a group of pedagogical consultants responsible for the Design of Courses and Curriculum at Senac São Paulo who, in the face of the Covid 19 pandemic, faced the real and emergency need to maintain the pedagogical process in its network of schools. The urgency in adapting to remote education led to an improvement in the ways of conducting the process, culminating in the adoption of new technology-mediated teaching and learning strategies, such as teaching resources, learning objects and digital tools, in addition to those commonly used. In a disruptive moment, the processes of preparation and availability of guidelines for professional education courses - course plans and suggestions for pedagogical practice - were reappropriated. To meet this demand, a database of teaching-learning strategies linked to digital resources was developed, based on the categorization and identification of the didactic-pedagogical potential of these and, as an intersection, didactic planning based on learning objectives based on bloom taxonomy (revised), considering its convergence with the competencies approach adopted by Senac. As a legacy, the discussions advanced to the recognition of the insertion of technology as a facilitator of the educational process in a non-palliative way and the development of web curriculum, now and in full, carried out in contexts of ubiquity.



Poster Presentations

**15:35-16:35 | SOAS, Brunei Suite
Friday Poster Session**

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

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

Arts - Visual Arts Practices

70338 | *Tufting the Natural World*

Heather Tomlinson, Eastern Oregon University, United States

The tufting technique is utilized in the making of fiber art. Tufting is the mechanized version of needle punching and has gained traction as a fiber art method. Multiple types of tufting machines can be used to create different textures and yarn lengths on tufting cloth. Some machines, such as the TK-1, achieve a somewhat short (18mm) cut pile. Whereas a TK-3, which utilizes an air compressor, can achieve pile lengths up to 60mm. The act of making a tufted piece of art is unique in that it requires the mind to visualize the piece differently. The artist works from the backside of the piece, pushing the yarn through the fabric, and the finished side is always facing away from them. Since the piece is worked from the back, the image the artist is envisioning has been flipped. Perfection is not possible, in artwork or life, so an artist must be adaptable. The repurposing of abandoned materials aids in ushering forth the evolution and changes made within a piece. Tufting is the main process used in my visual artwork which tends to focus on geometric and/or abstract shapes with texture. The natural beauty of abstract forms and colors found in nature serve as inspiration for my work-- those varying shapes, textures and colors found therein. This nature-based inspiration is affected by complications of the modern world such as mental health, anxiety, sickness, death, polarization, money, self-consciousness, power, fighting and war- which are juxtaposed against seemingly peaceful settings.

Educational Research, Development & Publishing

69937 | *From Sir John Adams to Sir Percy Nunn: An Exploration of the Development of Psychology-oriented Educational Studies and Teacher Education Programme in England*

Ren-Jie Lin, National Taichung University of Education, Taiwan

Chih-Ying Yang, National Pingtung University, Taiwan

The aim of this paper is based on my research interest, the development of the study of education in Scotland and England influenced by German psychology since the late nineteenth century, sponsored by the National Science and Technology Council of Taiwan. Sir John Adams, as a Scottish education scholar and the first principal of UCL Institute of Education in 1902, actually played a significant role on the development of the study of education in modern times all over the world. By his and Sir Percy Nunn's perspectives and contributions, the study of education from philosophy to psychology in the UK since the twentieth century had a great paradigm shift. On the other hand, psychology and educational psychology were also attracted more deeply and designed into teacher education programme at the same time. In this paper, Sir John Adams' educational ideas are re-examined by collecting his classics, Herbartian psychology applied to education of 1898, Modern developments in educational practice of 1922 and Educational theories of 1927, as well as Sir Percy Nunn's contributions, The aim and achievements of scientific method: An epistemological essay of 1907 and Education: Its data and first principles of 1920. By revisiting these two educational researchers' publications and arguments, it could be understood clearly on the controversial development of between philosophy-oriented and psychology-oriented educational studies and teacher education programme in modern UK.

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

70984 | *In Relation to the Relationship: Teachers of Pupils With Multiple Disabilities and Parents Following the COVID-19 Pandemic*

Chani Shmerling, David Yelen Teacher's College, Israel

Hila Levi, David Yelen Teacher's College, Israel

Lili Wertheimer, David Yelen Teacher's College, Israel

Osnat Landau, David Yelen Teacher's College, Israel

Naomi Ariel, David Yelen Teacher's College, Israel

Dina Weiss, David Yelen Teacher's College, Israel

The purpose of this research is to study the relationship between parents of pupils with multiple disabilities and their teachers. This, in order to understand the needs for special education teacher training programmes as these are perceived by the teachers who experienced an abrupt transition to distance learning as a result of the COVID-19 pandemic. The research combines both qualitative and quantitative approaches. The data was collected through an online questionnaire which included open and closed questions. The closed questions were analysed through frequency mapping and percentages and the open questions were analysed through content analysis method. The participants of the research were 48 teachers from schools for pupils with multiple disabilities who were teaching via distance learning during the 2019–2020 school year at the time of the first lockdown. Thematic analysis resulted in the identification of three main themes: (1) Factors challenging the cooperation between parents and the teachers; (2) supportive needs of parents; (3) Recommendations for training of teachers. There is no doubt that the teachers' toolbox must encompass two central aspects: First is the inclusion of hands-on digital experience in the teachers' training. The second includes the incorporation of skills focusing involving parents when teaching via distance learning; that is, training parents how to use the assistive technology during distance learning.

70538 | *The Relationship Between Gross Motor Skills, Visual Functions, and Adjustment and Function in Water Among Toddlers with Visual Impairments*

Michal Nissim, The David Yellin Academic College of Education, Israel

Kenneth Koslowe, Eliya, Israel

Roth Tirosh, ALYN Hospital, Israel

Yael Rauch Porre, ELYA, Israel

Aquatic activities can benefit toddlers by enhancing their motor, verbal, and psychological development. However, toddlers with visual impairments may face unique challenges in the water, relying more heavily on their other senses and motor skills. To investigate the relationship between visual functions, gross motor skills, and aquatic adjustment and function in visually impaired toddlers aged 8 to 34 months (M=19.22 months, SD 5.9), our study assessed 18 toddlers (10 boys, 8 girls) using the Peabody Developmental Motor Scales-2nd Edition (PDMS-2), the Water Orientation Test Alyn1 (WOTA1), and the preverbal visual assessment (PreViAs). Pearson correlations between these assessments were analyzed, revealing that visual functions, particularly visual attention, communication, and processing, significantly related to aquatic adjustment and function. No significant link was found between motor skills and WOTA1 score. Interventions targeting visual functions may be beneficial for enhancing aquatic adjustment and function in visually impaired toddlers, while aquatic intervention may improve visual functions.

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

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

69786 | *Mediation Effect of Gratitude on Relationship Between Communicative Rationality and Civic Virtue Among Taiwanese College Students Using Structural Equation Modeling*

Chun-wen Lin, National Pingtung University of Science and Technology, Taiwan

Studies demonstrate democratic deliberation enhances 'civic virtues' for political and other collective action. People through critical argumentation, rationally communicated contradictions among moral and ethical standards of validity to resolve their disagreement through collective action. Thus, this study aimed to investigate the mediation effect of gratitude on communicative rationality and civic virtue among Taiwanese college students. Methods: A convenience sample of 308 Taiwanese college students who completed questionnaires, assessing the degree of communicative rationality, gratitude, and civic virtue was recruited for the cross-sectional survey design. Measurements were made using a Likert-scale questionnaire with instrument testing including a validity test and reliability test. Structural equation modeling was applied for further analysis with AMOS 18.0 & SPSS 22.0. Results: The explored model considering gratitude as a mediator factor between rational communication and civic virtue has all the structural modeling indexes fitted satisfactorily (CMIN/DF=3.3, $p=0.000$; RMSE=0.08, TLI=0.93, CFI=0.95). In the mediation analyses, communicative rationality had both direct and indirect effects (standardized direct effects=0.60, standardized indirect effects=0.08) mediated by gratitude on civic virtue. Conclusions: Based on the research findings, The SEM model well explained Habermas's theory of communicative action through objective value (communicative rationality), subjective morality (gratitude), and the social common good (civic virtue). The investigation contributes to a broader understanding of the factors that influence college students' civic virtue which enables them to deal with disagreement and plays a vital role in enabling citizen and their communities to flourish. The research model advocates gratitude context in promoting college students' civic virtue beyond deliberation.

71186 | *Relocating the Political in Education: Why We Need to Revisit the Marketisation of Education in the Contemporary Political Climate*

Ritika Arora-Kukreja, London School of Economics and Political Science, United Kingdom

Reforms to strengthen accountability and support parental choice have been pivotal in directing contemporary education policy, which the Indian education system emulates. With the aim to curb the role of unresponsive states and empower citizens to shape schools through their choice and voice, education is becoming more reflective of 'community' interests. However, in a nation where politics permeates the everyday and plays an instrumental role in the lives of 1.3 billion socially, ethnically, and economically diverse citizens, can national political discourses truly remain extrinsic to education in practice? This research draws on theories from political science and anthropology to illuminate how prevailing quasi-market initiatives are subject to the competing voices of diverse members of the (Indian) polity – which vary in their power to be reified. Through the analysis of 250 school documents, and interviews with over 200 parents and 23 schools in Delhi, I demonstrate how the marketisation of education interacts with majoritarian discourses to cultivate an environment where schools compete to attract parents by responding to demands which may oppose the interests of less socially dominant parents. Examples include discontent with the celebration of non-Hindu festivals in schools, the dismissal of Muslim staff, and increasingly prioritisation of sociodemographic composition over 'quality' when choosing a private school. Expanding on this, the study invites us to revise our current understanding of education and politics, and question: In highly fragmented and politicised societies rife with competing principles, what do parents want from schools, and who are education providers truly accountable to?

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

71411 | *Multidisciplinary Education: About Some Aspects of Teaching Biophysics*

Lali Kalandadze, Batumi Shota Rustaveli State University, Georgia

This article presents one of the most pressing issues for undergraduate educational programs - interdisciplinary education. An interdisciplinary subject requires careful consideration of new issues and concepts in different contexts, identification of relationships between subjects and the development of common aspects, which is quite difficult to effectively implement within one discipline. This article discusses the problems and prospects associated with the teaching of biophysics. The main emphasis in the work is on the movement of blood in thin capillaries, the study of which is associated with microrheology. Various models have been proposed to explain the rheological properties of blood. These models, considered on the example of dispersed (two-phase) systems, describe the blood flow in capillaries only quantitatively, but the features of erythrocyte mobility in small capillaries within the framework of these models remain unclear. The laws of hydrodynamics or rheology alone cannot explain these features. To improve these models, we suggest that students consider the electrical properties of the dispersion system. In this article, blood cells and corpuscular elements are considered as an electrical system. These complex electrical systems are constantly moving in vessels of different diameters and, of course, are sensitive to changes in various hydrodynamic influences. Students are given the opportunity to independently carry out practical work on these models, changing various indicators of blood. Unfortunately, microrheology and related issues are little discussed in textbooks. However, it is necessary that students be familiar with the current problems, difficulties and still scientifically inexplicable questions in this direction.

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

71964 | *Traditional Seeds Saving Learning Site: An Experiential Learning for Food Security and Community's Sufficiency Economy in Wildlife Sanctuary, World Natural Heritage Site, Thailand*
Jareeporn Naksamrit, Srinakharinwirot University, Thailand
Suwichan Phatthanaphraiwan, Srinakharinwirot University, Thailand

This research aims to study the design of the local seed conservation learning center of Pwo Karen community and to study a learning model through villagers' experience in maintaining food security and community economy in the world heritage, Wildlife sanctuary. Data were collected by a survey and interview 19 people in the community. Data analysis from content. The results showed that the process of designing a community learning center consists of 1) Selecting a learning center area, 2) Collecting data in the community area, 3) Coordinating with experts to exchange landscape design ideas, 4) Sharing experiences in developing a learning center and 5) Proposing an indigenous tradition seed saving as a learning center for people in the community. They learn through planting practice experience, preserved local seeds with traditional wisdom of ethnic group, developed a learning site bringing cultural capital to generate income and engaged sharing the form of learning through experiences from four communities: 1) Ui Kure Learning site teaches about plants from the forest. Seed collecting, coffee production, cooking 2) Lung Joong Learning site teaches about medicinal plants, herbal medicine preparation, natural healing health care (workshop) 3) Aoy (Sugarcane) Learning site teaches to grow local food crops. Cooking the traditional Karen food style, local food processing from local vegetables, beliefs, traditions, eating cultures and food in Karen ritual. 4) Srifah (blue) Learning site teaches to process naturally used items. Make food and drinks from local seeds and plants. It is an education that leads to sustainable development, reducing inequality for people in the community and support lifelong learning.

International Education

72319 | *Transformative Learning in and from an International Live-on-Board Program Without a Host/Guest Culture: Development of Self-Identification as a Global Citizen*
Haruko Ishii, Hokkai-Gakuen University, Japan

This study delves into how the Ship for World Youth (SWY) program has transformed participants' self-identification as global citizens. The program is a Japanese government initiative that brings together 240 young people from diverse backgrounds for a 40-day live-on-board experience. The program aims to promote cross-cultural exchange and mutual understanding (Cabinet Office of Japan, 2006). However, the program has a more significant impact in that it forms a sense of global citizenship. The study applies Peter Jarvis's transformative learning theory (2006, 2009, 2012) to explore this impact. It employs a thematic analysis of interview data collected from participants ten to twelve years after completing the program. The analysis revealed five key themes: 1. the joy of dialogue and conflict resolution, 2. reflection leading to transformed perspectives, 3. development of a sense of global belonging and respect for diversity, 4. self-transformation to actively engage in international work and study, and 5. a desire to pay forward their learning. These themes are all characteristics of being global citizens, which participants claim to have developed through the program. The study's findings suggest that the SWY program has a transformative effect on participants' global engagement. Although it is necessary to re-examine the program's aims to optimize this learning environment further, the unique program environment, such as the absence of a guest/host culture to adapt to, fosters equal relationships with others across the world to address complex global challenges.

Language Development & Literacy

71007 | *Designing an Escape Box for Teaching Reading to Students with Intellectual Disabilities*
Lili Wertheimer, David Yellin Academic College of Education, Israel
Ilanit Cohen, David Yellin Academic College of Education, Israel
Orly Ido, David Yellin Academic College of Education, Israel
Michal Nissim, David Yellin Academic College of Education, Israel
Osnat Landau, David Yellin Academic College of Education, Israel
Chani Shmerling, David Yellin Academic College of Education, Israel

Reading skills can enhance the quality of life and social integration for students with intellectual disabilities. However, there is a lack of research on instructional reading tools adapted for these students. To address this, this design-based research aimed to create escape boxes for teaching reading to students aged 10-16 with intellectual disabilities. Escape boxes are a modified version of escape rooms where participants complete challenges to achieve a goal. They can help overcome limitations in budget and class requests for educational escape rooms. This study followed a design-based approach involving ten students with intellectual disabilities, their teachers, and reading academic experts. Feedback from questionnaires, interviews, and observations was documented to create the final product. The study found that using escape boxes for reading instruction went beyond the initial goals of the boxes, leading to students gaining additional skills. The students' independence increased as they were given the opportunity to make independent learning decisions while playing with the box. The design-based research approach enabled the adaptation of instructional tools for the students, facilitating their learning. Combining practical training with theoretical foundations in a natural learning environment can provide effective learning opportunities for students with intellectual disabilities. The use of escape boxes as an innovative and engaging approach for teaching reading has the potential to improve the educational experience for these students.

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

70917 | *Education Plan According to Age and Experience to Reduce Human Error of Construction Workers*
Sung-Hoon An, Daegu University, South Korea

In Korea, as construction projects become increasingly large and complex, many construction accidents are occurring. According to the Ministry of Employment and Labor, as of 2021, the number of accident victims in the construction industry is the second highest after the manufacturing industry, and the number of accident deaths is the highest in Korea. Researches to prevent accidents in construction projects have been conducted in various areas, recently, research has been conducted to reduce accidents by reducing human errors in construction projects. Additionally, analyzing Korea's accident victims in 2021, those aged 50 or older account for 58% of the total, especially those aged 60 or older account for 30% of the total. Also, based on experience, less than 2 years of experience account for 75% of the total, and less than 6 months account for 55%. So, in order to conduct education to reduce human errors of construction workers, it is necessary to find different ways according to age and experience. Therefore, the purpose of this study is to find education plan according to age and experience to reduce the human errors of construction workers. The results of this study will be used as basic data for how education should be conducted according to the age and experience of construction workers.

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

Approaches

72303 | *Dramatization as a Humanistic Approach in Foreign Language Instruction (FLI)*
Ekua Mensimah Thompson Kwaffo, Ashesi University, Ghana

Foreign Language Instruction (FLI) in recent times focuses not only on the development of communicative competences, but also on the instruction of practical sociocultural skills, where learners acquire the proper use of the target language in context. Humanistic teaching activities like dramatization in FLI tend to stimulate the development of sociocultural skills during simulations of target language communities. This study focuses on dramatization as a humanistic aspect of FLI, with its objectives being to identify the practical and sociocultural imports of dramatization on FLI and to discover students' perspectives on dramatization in class. Data was gathered in a Ghanaian university French language class, where students with limited oral proficiencies in French were put into groups of threes and fours and given the task to simulate different categories of retail shops. They had the liberty to develop their own script and each group simulated vendors and buyers who spoke in French to negotiate prices and make purchases. Observation guides and questionnaires were the main instruments in this study. The data revealed that, 15 of 21 students who participated in the study attested to memorizing French vocabulary easily during roleplay activities. Students also confirmed that language lessons with dramatizations were interesting, engaging, and harnessed creativity. It was also observed that the classroom atmosphere was more relaxed during the role play activity, and this helped reduce anxiety amongst the students. Employing humanistic activities in FLI, such as dramatization, help foster autonomy and promote creativity in foreign language learners, whilst building their sociocultural skills.

Psychology of the Learner

71772 | *Exploring Effective Strategies for Using Computer-Mediated Dictionaries in English Reading: An Eye-Tracking Study*
You-Hsuan Chang, National Taiwan Normal University, Taiwan
Tzu-Chien Liu, National Taiwan Normal University, Taiwan

Self-directed learning is essential in this information-rich digital age. Although computer-mediated dictionaries are an important tool for digital reading, effective strategies for using them are lacking. This study investigated the effective strategies of using a computer-mediated dictionary during reading, utilizing eye-movement and dictionary operation data to fill this gap. 50 university students participated in a three-phase study. In the pre-test, participants completed a vocabulary test and a self-report scale for computer dictionary use. Then, they were required to read English articles with a dictionary in an online reading environment, and the operation and reading process were recorded with a log file and eye-tracking equipment. In the post-test, they took vocabulary and reading comprehension tests. Data from eye movements and dictionary use were combined to investigate effective strategies for using computer-mediated dictionaries in a reading context. Participants were divided into two groups based on their reading performance. With vocabulary size as a covariate, the high reading performance group (N = 24) used significantly more effective strategies, such as context-fitting, delay-reading, and maximizing strategies, than the low reading performance group (N = 26). The findings suggest that placing dictionary definitions into the context of the article and confirming their meaning through contextual cues is a necessary strategy for improving the efficacy of computer-mediated dictionaries in reading. This method can assist students in better understanding the meaning of the text. This research sheds new light on the effectiveness of computer-mediated dictionaries in enhancing reading comprehension, which can help to improve the use of these tools for self-directed learning.

Plurilingualism - Bilingualism

71437 | *Exploring Word Valence, Word Arousal, and Valence Ambiguity on Two-character Chinese Word Reading Using Pupillometry*
Yuen-Lai Chan, The Chinese University of Hong Kong, Hong Kong
Chi-Shing Tse, The Chinese University of Hong Kong, Hong Kong

Pupillometry, the study of pupil size changes, has been studied in psychological research since 1960s. While it has been used to study emotional word processing, the effect of word valence on pupil dilation has rarely been found and the evidence for the effect of word arousal has still been ambiguous. Besides, the interindividual variability in valence rating, i.e., valence ambiguity, has been overlooked in the literature. In the present experiment, we aimed to explore whether valence ambiguity, word valence, and word arousal might uniquely predict changes in pupil dilation during word reading. Twenty-one college students passively read two-character Chinese words while their pupil sizes were recorded. The word valence and valence ambiguity were orthogonally manipulated and word arousal was regarded as a continuous variable. We analyzed the percentage change of pupil size using generalized linear mixed-effect model with gamma distribution. We found no significant influence of word valence, word arousal, or valence ambiguity on pupil size change after controlling for number of strokes, word frequency, familiarity, concreteness, and imageability. Nevertheless, we found a trend that words with high valence ambiguity tended to exhibit a larger pupil dilation than those with low valence ambiguity, suggesting a potential link between valence ambiguity and pupillary response. Future research should employ other word reading tasks to gain better understanding on the complexities of emotional word processing and its potential impact on pupillary responses.

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

Psychology of the Learner

72183 | *Motivational Teaching Strategies and Their Relationship With Students' Self-Determined Motivation: Findings From a Japanese Upper Secondary School*

Fumika Koshiba, The University of Edinburgh, United Kingdom

In different contexts, language teachers are encouraged to motivate their learners, but they are not often supported on how this can be done. Therefore, this pilot study aims to introduce motivational teaching strategies which have been developed in language learning motivation research and to explore Japanese upper secondary school teachers' and students' perceptions of the motivational strategies for compulsory English as a foreign language (EFL) learning at school. In this study, a questionnaire survey and interview were conducted with 10 Japanese EFL teachers at an upper secondary school in Japan to examine (1) which motivational strategies Japanese EFL teachers considered significant for their students' EFL learning at school and (2) why they thought the high-rated motivational strategies were significant. Then, utilising the teachers' high-rated motivational strategies, a questionnaire survey was implemented with about 100 second-year upper secondary students in the same school to investigate (1) which motivational strategies Japanese students regarded significant for their EFL learning at school and (2) how their perceived importance of the motivational strategies was related to their self-determined motivational orientations. Through the results, contextually significant motivational strategies were highlighted. Also, by a correlational analysis, the relationship between students' needs and motivation was illustrated. The pilot study findings will inform a main study aimed at the investigation of non-linear trajectories of students' needs and their predictability by students' self-determined motivational orientations. The study underlines the significance of teachers considering students' needs and motivation for their selection of motivational strategies.

Educational Technologies

72538 | *Research on the Application of AI Translation and Proofreading Tools to Academic English Writing Practice at Japanese Universities*

Takeshi Okada, Tohoku University, Japan

Yasunobu Sakamoto, Tohoku Gakuin University, Japan

In recent years, many Japanese universities have shifted their English educational focus to EAP (English for Academic Purposes) skills. However, as OECD surveys and other studies have shown, the reality is that the EAP proficiency of Japanese university students has never reached a satisfactory level. This study aims to investigate the optimal combination of AI translation and document editing tools (such as Chat GPT, DeepL, Google Translate, Grammarly, etc) according to the students' proficiency level. We assume that the educational benefits of various AI tools for beginner-level English learners, who are not good at logical expression even in their native language, are different from that of advanced-level learners, whose EAP writing skill is close to the world standard. The authors begin their research with an extensive questionnaire survey as they believe that it is essential to investigate teachers' understanding of and attitude toward AI tools in EAP writing instruction. In a subsequent stage, we try to address the following topics: (1) the importance of editing (pre- and post-editing) input sentences for machine translation, (2) the significance of learning through comparing AI translation results with those produced without AI tools, and (3) differences in the improvement and retention of English writing skills between individual and group learning modes. This poster will sketch the overall concept and ongoing research methodology of the study to obtain multifaceted feedback from the audience.

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

71620 | *Sensorimotor Semantic Processing Differentially Facilitates the Recognition of Native and Second Language Words*

Brian Mathias, University of Aberdeen, United Kingdom

Jonathan Wehnert, Technische Universität Dresden, Germany

Adele Makstniece, University of Aberdeen, United Kingdom

Agnieszka Konopka, University of Aberdeen, United Kingdom

Katharina von Kriegstein, Technische Universität Dresden, United Kingdom

Whereas native languages (L1) are learned implicitly in natural environments, second languages (L2) are typically acquired explicitly in classroom settings. Differences in the ways in which L1 and L2 are attained may lead to differences in how they are processed in the brain, particularly in terms of the extent to which sensorimotor systems contribute to L1 and L2 comprehension. Here we tested whether semantic motor associations are routinely activated during L1 and L2 word processing. A total of 210 German-English bilingual speakers completed a lexical decision task (Experiment 1) and a semantic decision task (Experiment 2) on visually-presented words in their L1 and L2. All visually-presented words were primed by auditorily-presented words. The prime and target words referred to objects that were related or unrelated in terms of the body movements used to manipulate the objects (e.g., piano-typewriter (related), binoculars-screwdriver (unrelated)). In Experiment 1, participants responded faster to related target words relative to unrelated target words across L1 and L2. In Experiment 2, however, priming effects were larger for L2 than L1 targets. The findings suggest that, while both L1 and L2 semantic representations may be linked with motoric features, the activation of motor associations is more advantageous for L2 than L1 word processing, consistent with asymmetric models of bilingual semantics.

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

Applied Linguistics Research

72922 | *Stance-taking Towards Social Reforms in Saudi Arabia: A Corpus-Assisted Discourse Analysis of Saudi Women's Tweets*
Ashwaq Alsulami, University of Birmingham, United Kingdom

This study aims to investigate the linguistic features utilised by Saudi women on Twitter to express their stance towards recent social reforms in Saudi Arabia by expanding the application of Biber's (1999) lexico-grammatical framework to social media platforms, specifically Twitter. A corpus of 400 tweets (totalling 10,000 words) related to social reforms in Saudi Arabia was analysed using an adapted version of Biber's (1999) lexico-grammatical framework. Modifications and amendments were made to the framework to make it compatible with social media data, particularly Twitter, and a corpus linguistic method was employed to explore the linguistic features used by tweeters in order to identify their stances. The findings indicate that all the linguistic features outlined in Biber et al.'s (1999) framework were used by Saudi women in their tweets, with significant variation in the types of features observed. Value-laden words were found to be utilised to a greater extent compared to the total grammatical features, and a qualitative analysis of the concordance lines provided a fine-grained understanding of how and to what Saudi women express stance in their tweets. This study contributes to the understanding of stance-taking in social media discourse by extending the applicability of Biber's (1999) lexico-grammatical framework to Twitter. The adapted framework may serve as a valuable tool for future researchers examining stance in social media registers. Furthermore, the results offer insights into how Saudi women engage in discussions related to social reforms, revealing their linguistic preferences and strategies in expressing their views.

Psychology of the Learner

70436 | *The Development of Granularity in Verbalizing Emotional Events from Childhood to Adulthood: An Analysis of Narratives*
Daniela Bahn, University of Marburg, Germany
Johanna Sommer, University of Marburg, Germany
Gudrun Schwarzer, University of Giessen, Germany
Christina Kauschke, University of Marburg, Germany

Narratives not only require a specific structure but also contain an affective dimension, i.e. beyond the global organization of events, the internal states of the story characters have to be reported. Adult speakers differ in how fine-grained they verbalize emotions, which is illustrated by the emotional circumplex model. This study aimed to investigate the development of granularity in the verbalization of emotional and internal states in storytelling across different age groups. Eighteen preschool children (3-6 years, 11f), 15 elementary school-aged children (7-11 years, 10f) and 20 adults (20-62 years, 10f) watched emotionally toned silent films and retold the stories. The internal state vocabulary used in the narratives was categorized into nine content categories and analyzed in terms of valence and arousal dimensions. Results showed that narration length differed significantly between preschool children and school-aged children, as well as between both children's groups and adults. The overall proportion of words for various internal states remained stable across all groups. However, fine-grained semantic analyses showed that school-aged children and adults produced a higher proportion of specific and unspecific evaluations compared to preschool children and that adults used a higher proportion of emotion words than school-aged children. The findings suggest differentiation of emotion categories increases in the course of development, as evidenced by the higher degree of granularity in school-aged children and adults. We conclude that narratives play a crucial role in the acquisition and elaboration of emotional concepts, and therefore have the potential to promote children's linguistic and socio-emotional skills.

Entrepreneurship/Silver Economy

70266 | *Anti-ageing Machinery in the Czech Republic: Mapping the System*
Michaela Honelová, Charles University, Czech Republic
Lucie Vidovicová, Charles University, Czech Republic
Oldřich Čepelka, Charles University, Czech Republic
Kateřina Beji Sedláčková, Charles University, Czech Republic

Ageing is the greatest achievement of humanity: we age because we do not die prematurely. Yet it is still not accepted as something to "look forward to". This is mainly due to low levels of health, but also to the social stigma of old age and its visibility. Being old or even just "looking old" is a source of gendered disadvantages. Anti-ageing is an umbrella term for a system with many actors, goals and levels that seeks to slow, stop, reverse, or at least mask ageing. Because it is a very broad field, in our mapping we focused on only one cog in the system, namely anti-ageing aesthetic surgery, where we set the problem "Anti-ageing aesthetic surgery as a new axis of inequality for women in the Czech Republic". We map the social inequalities built into how and to whom anti-ageing offers its solutions and look for the neuralgic points where (mainly female) bodies are disciplined, and ageing remains as a life program for the poor.

Frailty

70195 | *Association Between Gait Speed Reduction and Cognitive Decline During a 2-year Follow Up in Subjective Cognitive Decline*
EunYe Lim, St. Mary's Hospital of Catholic University, South Korea
DongWon Yang, St. Mary's Hospital of Catholic University, South Korea

Background: Slowed gait speed has known to be associated with cognitive impairment and that it could be an early sign of Alzheimer's disease (AD). We investigated the association between gait speed reduction and cognitive decline during 2 year follow up in subjective cognitive decline subjects. Methods: We prospectively enrolled 107 SCD subjects (47 males and 60 females) with a 2-year follow-up. They all went through baseline brain magnetic resonance imaging (MRI) and 18F-Florbetaben brain amyloid-beta Positron Emission Tomography (PET). Neuropsychological tests and gait speed measurement were conducted once a year for 2 years after the baseline study. Results: During 2 years, 9 (7.1%) subjects progressed to mild cognitive impairment. Progression to MCI was related to baseline PET positivity. Baseline gait speed abnormality did not predict clinical deterioration. However, gait speed reduction was associated with 2-year cognitive decline in confrontation naming ability (beta = 0.246, p = 0.009) and verbal memory function (beta = 0.192, p = 0.049) from multiple linear regressions after adjusting for covariates including age, SUVR. Conclusions: Gait speed reduction is closely associated cognitive decline, especially memory function and confrontation naming ability.

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

72722 | *Developing an Intervention to Reduce Sedentary Behaviour in Community-Dwelling Older Adults Using Co-Production and Behaviour Change Theory*

Ragy Tadrous, University of Leeds, United Kingdom
Amanda Farrin, University of Leeds, United Kingdom
Anne Forster, University of Leeds, United Kingdom
Peter Coventry, University of York, United Kingdom
Andrew Clegg, University of Leeds, United Kingdom

Background: Older adults are the fastest growing and most sedentary group in society. With sedentary behaviour associated with deleterious health outcomes, reducing sedentary time may improve overall wellbeing. Adults aged ≥ 75 years are underrepresented in sedentary behaviour research, and tailored strategies to reduce sedentary time may be warranted. This article reports the development of an intervention to reduce sedentary behaviour in adults aged ≥ 75 years using co-production and behaviour change theory. Methods: Four co-production workshops with community-dwelling older adults aged ≥ 75 years were held between October-December 2022. The intervention development process was informed by the Behaviour Change Wheel (BCW) and Theoretical Domains Framework (TDF). Audio-recordings and workshop notes were iteratively analysed, with findings used to inform subsequent workshops. Findings: The co-production group consisted of 6 community-dwelling older adults aged ≥ 75 years and two researchers. The developed intervention consists of four components (activity monitoring, educational material, group sessions and researcher follow-up), maps to 24 behaviour change techniques and targeted barriers to reducing sedentary time. Participants were receptive of the co-production process. Conclusions: Integrating co-production with the BCW can provide several benefits, with the BCW providing structure to the intervention development process, and co-production increasing the likelihood of the developed intervention being viewed as feasible by older adults. Furthermore, coding intervention components to the BCW may further our understanding of what approaches are successful or unsuccessful at influencing behavioural change. Transparent reporting of the intervention development process may benefit researchers developing interventions with older adults. Future research will pilot the co-produced intervention.

Lifespan Health Promotion

70558 | *Dietary Pattern Derived by Reduced Rank Regression is Associated with Reduced Cognitive Impairment Risk in Singaporean Older Adults*

Kaisy Xinhong Ye, National University of Singapore, Singapore
Su Lin Lim, National University Hospital, Singapore
Jialiang Li, National University of Singapore, Singapore
Lei Feng, National University of Singapore, Singapore

Multiple healthful dietary patterns have been linked with dementia, but limited studies have looked at the role of diet in cognitive health in Asians whose eating habits are very different from their counterparts in the west. This study aimed to derive a dietary pattern that is associated with the risk of cognitive impairment (CI) in the Singaporean population. Analysis was conducted on 719 community adults (60 and above). Dietary intake was measured using a validated semi-quantitative food-frequency questionnaire (FFQ). Reduced rank regression (RRR) was used to extract dietary pattern from 45 food groups, specifying sugar, dietary fiber, vitamin A, calcium, and ratio of polyunsaturated fat to saturated fat intake (P:S ratio) as response variables. The RRR-derived dietary patterns were subsequently investigated using regression models to look for associations with risk of CI. A dietary pattern characterized by greater intakes of green leafy vegetables, red-orange vegetables, wholegrains, tofu, nuts, and lower intakes of biscuits, pastries, local sweets, coffee, poultry with skin, sugar added to beverages, malt beverages, roti, butter, and fast food was associated with reduced risk of CI [multivariable-adjusted OR comparing extreme quintiles, 0.29 (95% CI: 0.11, 0.77); P-trend = 0.03]. This pattern was positively correlated with P:S ratio, vitamin A and dietary fiber, and negatively correlated with sugar. A dietary pattern providing high P:S ratio, vitamin A and dietary fiber, and a low level of sugar may reduce the risk of cognitive impairment in old age. The findings have significance in guiding local Singaporeans to dementia prevention through dietary approaches.

72571 | *Longitudinal Effects of Blood Pressure and Antihypertensive Use on Cerebral Small Vessel Disease*

Anette Arild, Norwegian University of Science and Technology, Norway
Torgil Vangberg, The Arctic University of Norway, Norway
Dorthe Stensvold, Norwegian University of Science and Technology, Norway
Asta Håberg, Norwegian University of Science and Technology, Norway

Background and purpose – Few studies have examined the longitudinal effects of blood pressure (BP) and antihypertensive treatment on growth of white matter hyperintensity (WMH) volume, a biomarker of subclinical cerebral small vessel disease. Furthermore, associations with WMH stratified according to location are underexplored. Methods – Participants were from the five-yearlong Norwegian 'Generation 100 study' of community-dwelling older adults born between 1936-1942. BP and MRI was obtained at baseline, one-, three- and five-year follow-up. WMH were manually delineated, and further stratified into periventricular and deep WMH. Participants were stratified into 4 groups according to hypertension and antihypertensive treatment status: (1) normotensive (BP < 140/90 mmHg) and no treatment, (2) hypertensive (BP $\geq 140/90$ mmHg) and no treatment, (3) normotensive and treatment, and (4) hypertensive and treatment. We used a linear mixed model in the statistical analysis. Regional WMHs as outcome was explored in secondary analyses. Results – A total of 105 participants (49.5% women) with mean age 72.4 (1.9) years were included. Median WMH volume was 2.5 (5.3) and 29 (27.6%) participants were treated for hypertension at baseline. Only participants using antihypertensive treatment got more WMH over time: normotensive participants using antihypertensives had significantly more total WMH at year five ($p=0.028$, 95%CI 0.33, 5.87), and hypertensive participants using antihypertensives had more total WMH at both three-year follow-up ($p=0.041$, 95%CI 0.13, 6.15) and five-year follow-up ($p=0.044$, 95%CI 0.09, 6.41). Similar results were found for both periventricular and deep WMH. Conclusions – Our longitudinal data show that treatment for hypertension, regardless of efficacy, are related to WMH progression.

15:35-16:35 | SOAS, Brunei Suite

Friday Poster Session

70235 | *Pre- and Post COVID-19 Vaccination: Stories of Elderly Persons At Risk*

Roen Chris Beriones, Geriatric Center at St. Luke's Medical Center Quezon City, Philippines

Miguel Ramos, Geriatric Center at St. Luke's Medical Center Quezon City, Philippines

Objective: Using a sequential exploratory mixed research design. This study aimed to capture the lived experiences of elderly persons at-risk during the pre- and post COVID-19 pandemic vaccination seen at Department of Geriatrics St. Luke's Medical Center Quezon City from August 2021 to November 2021. Specifically, it aimed to (1) To explore the participants lived experiences in relation to their concept and understanding of COVID-19, their conflicts and struggles, and coping resolutions during pre and post COVID-19 vaccination, (2) To determine the perception of elderly at-risk patients on their mental, physical, and social-emotional wellness using the Wellness Questionnaire, and (3) To interface the lived experiences of the participants to their mental, physical, and social-emotional wellness. **Methodology:** The themes from the stories and quantitative data from the Wellness Questionnaire were analyzed using NVivo 12 Plus software program. **Results:** The themes revealed from the lived experiences dealt mainly on health protocols, vaccine confidence, and wellness. The participants rated their state of well-being during prevaccination as "fair" with an improved rating of "good" at post vaccination. Quantitative analysis of the means derived from the questionnaire were found significant using the Wilcoxon SignedRanks Test at the .05 significance level. **Conclusion:** A general positive outlook seemed to characterize the elderly persons at-risk even in the face of a pandemic. Findings of this study could contribute to policy-making and practices in the field of geriatrics with regard to improved quality of physical and psychological life of old Filipinos.

72737 | *Precise Exercise Guidance to Improve the Muscle Strength of the Elderly*

Lee-Lan Cheng, National Chung Cheng University, Taiwan

WHO believes that aging is inevitable and is affected by the environment; how to create a healthy aging community space has become a trend in various countries. Taiwan's elderly population exceeded 7% in 1993. In 2022, 21.69% of Chiayi County will enter the "super-aged (>20%)" society. The government department proposed the "Precision Sports Instructor Training Program", through the assistance of academia to train instructors, and introduce instructors to the community to interact with the elderly (12 weeks). The purpose of this project: to develop precision sports courses, train teachers, and send communities to carry out teaching. **Plan implementation:** through joint research and development with academic units: 12-week sports course development, teacher training, personnel deployment, course implementation to assessment. After the course, it was found that the grip strength, static balance, and lower limb muscle strength of the elders in the community have significantly improved after sitting and standing for 30 seconds. **Summary:** Add precise exercise programs to implement community elders: healthy exercise, happy learning, and happy aging.



Saturday, July 15

Parallel Sessions

All times are in British Summer Time (UTC+1)

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

09:30-11:10 | Room G12

Saturday Onsite Presentation Session 1

Lifespan Health Promotion

Session Chair: Therese Jill Ablog

09:30-09:55

71452 | *Subjective Wellbeing in the Context of Globalization*

Anna Dłużewska, Durban University of Technology & Maria Curie-Skłodowska University, South Africa
Wojciech Janicki, Maria Curie-Skłodowska University, Poland

The research contributes to the discussion on the relationship between wellbeing (WB) and subjective wellbeing (SWB). Our aim was to develop a method for measuring SWB by creating a so-called "wellbeing belt"— a moving matrix-scale that will be a reference point in different communities' research on SWB. To create the matrix, we analyzed the relationship between objective WB–SWB indicators in different areas of the world. In the analysis, we accounted for values from 146 countries and other political entities where studies on self-reported life satisfaction (SRLS) were conducted between 2005–2017. SRLS values were compared with the values of several of the most frequently accepted objective WB indicators. Additionally, we analyzed variables showing the level of advancement within the process of globalization, and the variation of general knowledge about how other communities live, both of which determine the possibility of making objective assessments about the diversity of quality of life in the world. The results of the analysis on a global scale confirmed the initial assumption that a comparative scale is crucial in determining SWB. The analyses also indicate two important properties: 1. There is a strong link between HDI and SRLS on a global scale, as well as in the subgroups of high and medium developed countries; this link is missing in poorly developed countries. 2. The disconnection between objective (HDI) and subjectively perceived (SRLS) change in the situation—i.e., the actual improvement in living standards does not translate into increased life satisfaction.

09:55-10:20

71735 | *Advancing the Implementation of a New Multi-Site Community-Based Frailty Intervention in Singapore: Insights from the Programme Leads*

Poh Hoon June Teng, Geriatric Education & Research Institute, Singapore
Ngoc Huong Lien Ha, Geriatric Education & Research Institute, Singapore
Hwee Teng Robyn Tan, National University of Singapore, Singapore
Wee Shiong Lim, Geriatric Education & Research Institute, Singapore
Yew Yoong Ding, Geriatric Education & Research Institute, Singapore
Woan Shin Tan, Geriatric Education & Research Institute, Singapore

Background: The Geriatric Services Hub (GSH) is a novel frailty programme piloted by five hospitals in Singapore that provides integrated care. It partners different service providers, including primary-care providers and community-care organisations, to identify and manage frailty in the community. This qualitative study was conducted at the end of the pilot to capture the experiences of programme leads who conceptualised and implemented GSH over 3 years and their views about its sustainability. Methods: Using purposive sampling, we recruited 17 leads for 5 focus-group discussions. Hybrid inductive-deductive coding was used, and the Framework-Analysis approach guided this qualitative inquiry. Results: Findings were organised around five themes. The complex health system settings in which GSH operated posed challenges to care continuity. As GSH teams adapted to realities on the ground, the initial conceptualisation and planning evolved, including a growing emphasis on working with primary-care partners. GSH programme leads invested substantial efforts in building external partnerships. As conducting comprehensive geriatric assessment is resource-intensive, the target population should be further refined as part of care operationalisation. The views of programme leads on the sustainability of GSH varied, with constraints and priorities of their partners being a key determinant. Discussions and Conclusions: Implementation of frailty care from-hospital-to-community requires an ecosystem of care above and beyond a single pilot programme. To enhance sustainability and scalability, GSH teams may tap on their respective regional health clusters for more systematic and high-level efforts in partnership-building; and to fine-tune their models of care to account for differing constraints amongst partners.

10:20-10:45

71148 | *The Relationship Between Allostatic Load and Progress of Multimorbidity Among Older Americans*

Rolla Mira, King's College London, United Kingdom
Tim Newton, King's College London, United Kingdom
Wael Sabbah, King's College London, United Kingdom

Objectives: To examine the relationship between allostatic load and progress of multimorbidity among older Americans and whether it mediates socioeconomic inequalities in multimorbidity. Methods: We used 6 waves of Health and Retirement Study (HRS), a longitudinal survey of older American adults from 2006–2016. Multimorbidity was indicated by 5 chronic conditions: diabetes, heart conditions, lung diseases, cancer, and stroke. Socioeconomic factors were indicated by education, total wealth, poverty-income ratio (income), and race/ethnicity. Behavioural factors were smoking, excessive alcohol consumption, physical activity, and body mass index (BMI). Allostatic load was used as a biomarker of stress and was indicated by a combination of total cholesterol, high-density lipoprotein, glycosylated hemoglobin, c-reactive protein, waist circumference, and high blood pressure. Two Multilevel mixed effects generalized linear models were constructed to assess the association between allostatic load and progress of multimorbidity and whether allostatic load explained socioeconomic inequalities in the progress of multimorbidity. All variables included in the analysis were time-varying except gender, race/ethnicity, and education. Results: The allostatic load was significantly associated with the progress of multimorbidity even after adjusting for socioeconomic and behavioural factors with a rate ratio (RR) of 1.12 (95%CI: 1.11, 1.13). The association between socioeconomic factors and multimorbidity was slightly attenuated after adjusting for the allostatic load. Socioeconomic factors were also associated with changes in allostatic load. Conclusion: The allostatic load was associated with the progress of multimorbidity. Furthermore, it appeared to be induced by adverse socioeconomic factors and mediated the relationship between socioeconomic factors and the progress of multimorbidity.

10:45-11:10

69754 | *Effects of Prolonged Hospitalization on Vitamin D Levels of Stroke Patients Admitted in Veterans Memorial Medical Center*

Therese Jill Ablog, Veterans Memorial Medical Center, Philippines

Previous studies have established that vitamin D deficiency and insufficiency are associated with worse outcomes among stroke patients. In this prospective cohort study, we evaluated the effect of prolonged hospitalization on vitamin D levels among stroke patients admitted at Veterans Memorial Medical Center. A total of 87 patients were included in the study of which 31 had prolonged hospitalization (≥ 21 days) while 56 patients had < 21 days of hospital stay (control group). The prolonged group and control group did not vary significantly in terms of age ($P=0.483$) and gender ($p=0.761$). The mean length of hospital days in the prolonged group was 100.06 ± 103.96 days which was significantly longer than the control group (11.45 ± 3.16 days). Moreover, the mean Vitamin D level of the prolonged group (23.30 ± 13.40 ng/mL) was significantly lower compared to the control group (36.64 ± 23.96 ng/mL). Moreover, results showed that prolonged hospitalization was significantly associated with low level of vitamin D ($p=0.002$). Screening for vitamin D deficiency in stroke patients is important. Furthermore, the supplementary dose of vitamin D should be precisely defined to achieve the optimal serum 25(OH)D level in elderly stroke patients.

11:25-13:05 | Room G12

Saturday Onsite Presentation Session 2

Frailty

Session Chair: Nicholas Raphael Netto

11:25-11:50

72268 | *Interventions to Reduce Sedentary Behaviour in Community-Dwelling Older Adults*

Ragy Tadrous, University of Leeds, United Kingdom
Amanda Farrin, University of Leeds, United Kingdom
Anne Forster, University of Leeds, United Kingdom
Peter Coventry, University of York, United Kingdom
Andrew Clegg, University of Leeds, United Kingdom

Objective: To systematically review quantitative and qualitative studies examining interventions to reduce sedentary behaviour in community-dwelling older adults. Design: Mixed-methods systematic review including meta-analysis. Data Sources: Medline, Embase, Cochrane Central Register of Controlled Trials, Web of Science, Cinahl, SportDiscus and PEDRO were searched from inception to March 2023. Eligibility criteria for selecting studies: We included quantitative articles (randomised-controlled trials (RCTs) and cluster RCTs), qualitative articles (semi-structured interviews and focus groups) and mixed-method studies that explored interventions to reduce sedentary behaviour in community-dwelling older adults. Methods: Articles were appraised using the Mixed Method Appraisal Tool. Quantitative evidence was meta-analysed, qualitative evidence was thematically synthesised and both were combined in a mixed-method synthesis. Results: Forty-one studies (15 RCTs, 21 qualitative and 5 mixed-method studies) were included. Interventions were somewhat effective at reducing sedentary time (-29.10 mins/day, 95% CI -51.74, -6.46). Three analytical themes were identified (what sitting means to older adults, expectations of ageing and social influence in older adults). The mixed-method synthesis identified that existing interventions have been limited by a recruited sample that is not representative of the wider population of older adults, and outcome measurement and intervention content that is not consistent with older adults' priorities. Conclusions: Future research should focus on inclusive recruitment strategies to recruit underrepresented populations, incorporate outcome measures that are valued by older adults, and incorporate older adults' preferences in intervention content.

11:50-12:15

71008 | *Influence of Physical Performance Tests on Risk of Falls Prediction for Older People*

Oslei de Matos, Federal University of Technology-Brazil, Brazil
Brenda Lenardt, Federal University of Technology, Brazil
Vitor Nascimento, Federal University-Parana, Brazil
Tsuani Yamaguishi, Federal University of Technology, Brazil
Gabriel Furlan, Federal University of Technology, Brazil
Isabela de Lima, Federal University of Technology, Brazil

Objective: The main objective of this study is to develop a short model for assessing the risk of falls in older people through statistical analysis in some tests already validated. Methods: The study was carried out with 136 elderly Brazilian aged 60 years or older (70.3±6.4). To test the risk ratio (Berg Balance Scale <45) a logistic regression model was used with handgrip, Short Physical Performance Battery (SPPB), gait speed, body mass index (BMI), age and gender as predictor variables and for model selection the backward method p<0.05 was used. Results: We used statistical methods to analyze the influence of the performance of each test and the set to predict the risk of falls in the older people. Table 1. Statistical analysis of applied tests Statistics showed that handgrip had a high influence, but it was not significant, and similar results occurred with the gait speed test. As for the risk probability analysis, the SPPB 1 test showed an odds ratio of 3.2 times the risk of falls in individuals with poor static balance performance. Conclusion: We conclude that SPPB test 1 was the most important tool for the analysis of the risk of falls and should be part of a more complete diagnostic approach for the assessment of the risk of falls in the elderly people.

12:15-12:40

72483 | *Possible Prevalence of Sarcopenia and Physical Frailty in Older People in Kuwait: Preliminary Study*

Latifah Alenezi, Kuwait University, Kuwait

Sarcopenia is an age-related condition characterized by loss of muscle mass, strength, and function in older adults. In the past few years there has been a significant increase in sarcopenia due to the aging population. The aim of the study is to identify the possible prevalence of sarcopenia in older people in Kuwait. Fifty-five Kuwaiti elderly participants (≥ 65 years old) were screened for sarcopenia using original version of SARC-F scale (English). The participants' physical performance and muscle strength were assessed using time up and go (TUG), five times sit-to-stand test (5T-STs), 4 meters gait speed (4-MGS), and hand grip. The ADL independent level, fall and frailty were investigated for all using PSMS, the short FESI and FRAIL scales respectively. Data was analyzed using SPSS (version 28). As a result, out of the 55 participants (mean (SD) aged 70 (4) years old), 15 (27%) participants were classified as a sarcopenic group, SARC-F ≥ 4. PSMS, FRAIL and the short FESI showed significant differences between sarcopenic and non-sarcopenic groups, p<0.001. TUG and hand-grip tests showed no significant difference between the two groups. The mean speed of sarcopenic group was 0.7 m/s compared to 1.2m/s for the non-sarcopenic group, p<0.001. Similarly, sarcopenic group took longer time to complete 5T-STs test, p<0.005. Although non-sarcopenic group were faster in the 4MGS, no differences between both groups were found in the TUG test. Conclusion: Further studies using Arabic SARC-F, large sample size as well as looking at Bioelectrical Impedance analysis (BIA) would be recommended.

12:40-13:05

72279 | *'My Guardian Angel' – A Smart Wearable Device that Improves the Quality of Life of Older Persons Living in a Sheltered Home in Singapore*

Nicholas Netto, Singapore University of Social Sciences, Singapore

Singapore is one of the fastest ageing countries in the world, with the proportion of citizens aged 65 and above increasing from about 11% in 2012 to an estimated 25% by 2030. To tackle this 'silver tsunami', the 2023 Action Plan for Successful Ageing aims to empower older persons to lead healthy lives while ageing-in-place. As falls are a leading cause of injury-related hospitalisation, this is a major concern in Singapore. This presentation will describe the implementation of 'My Guardian Angel' (MGA) – a smart wearable device – in a Singaporean Sheltered Home (SH) for ambulant older persons. The device is novel in that it not only uses wearable sensors to detect and respond expeditiously to falls, but also encompasses other features which seek to improve the quality of life of older persons living in the SH. The features of the MGA include: (a) 'Mealtime Attendance Taking' that alerts staff if residents miss a meal; (b) 'Laundry Management System' where laundered clothes are tagged and tracked; (c) 'Access Control System' that serves as an 'pass' to residents' rooms and enhances their privacy; and (d) 'Fall Detection System' in which falls detected by the MGA would push the location of the fall to a staff's tablet who is then able to respond immediately. The presentation will provide an overview of the MGA, and offer insights into the benefits, challenges as well as feasibility of implementing the 'Fall Detection System' component of the device in an institutionalised setting for older persons in Singapore.

13:50-15:05 | Room G12

Saturday Onsite Presentation Session 3

Resilience

Session Chair: Alison Ward

13:50-14:15

72156 | *The Elderly as a Technological E-Excluded*

Maria Eugenia Navas Rios, Universidad de Cartagena, Colombia

Emperatriz Londono Aldana, University of Cartagena, Colombia

Jorge Armando Luna Amador, University of Cartagena, Colombia

Daniel Ruiz Navas, Institucion Universitaria Colegio Mayor de Bolivar, Colombia

ICTs has a greater impact on the elderly population, given their slow capacity and speed in the internalization and retention of knowledge. This situation becomes more critical due to the confluence of two fundamental aspects: on the one hand, as people get older, their learning level is slower; on the other hand, technology advances faster and faster over time. This generates traumas related to the complexity of software and hardware, as well as to the use of electronic devices. The aim of this research is to typify older adults in terms of their needs and limitations in relation to technological tools, in terms of usability and understanding of technical language. This is a descriptive and qualitative-quantitative study with information collected Focus Groups and surveys composed of categorical and mixed questions (Likert scale). Dyane 4 software was used for data processing. Three types of analysis were carried out: univariate, bivariate with application of Snedecor's F test and multivariate cluster analysis. The results of the research show that regardless of gender in older adults, there is a low understanding of technical language and high limitations in the usability of technological tools (few management skills). Based on the findings and following the Cluster Analysis methodology, three groups were typified: skilled technicians, semi-skilled and laggards.

14:15-14:40

72593 | *Understanding the Needs of Chinese Nursing Home Residents: The Need for Independence*

Shidong Huang, University of Sheffield, United Kingdom

Assessing the needs of Nursing Home Residents (NHRs) is the foundation of understanding older people's lives in nursing homes and evaluating the quality of long-term-care services. Physical, psychological and social needs are the important dimensions of needs assessment according to the surveys and case studies conducted in China. However, these needs are not completely understood as most of the researchers focus on the taxonomy of needs but ignored the entire experiences of residents and therefore some cultural differences are missed. This paper interprets how the residents defined, evaluated and categorised needs from the perspective of Chinese NHRs, based on the themes emerged from sixty interviews and half-year observations that collected in two different types of nursing homes in Nanjing. This research discovers that Chinese NHRs viewed need as difficulties, a reflection of individualism, and a form of exchange, which reflects the effects of the collective spirit and needs for independence. They preferred not to mention all the needs but only expressed no needs or some most basic or reasonable parts as they thought of needs as a sign of dependence and individualism. In addition to the need for autonomy, the residents had various needs, including health care, social relationships, activities and respect. These findings highlighted the need for independent living among the very old older people in some Chinese nursing homes.

14:40-15:05

72449 | *A Lifelong Learning Community Intervention to Support People Living With Dementia*

Alison Ward, University of Northampton, United Kingdom

Dementia is a global societal challenge. A key priority for dementia research is to explore ways to support people to live independently and remain living at home with a good quality of life and wellbeing. An education led intervention from Denmark offers a lifelong learning approach to the provision of community dementia care. It aims to support people's decision making, quality of life and promote their independence. A photo elicitation project explored the experiences of people living with dementia attending this lifelong learning service. The voices of those taking part were supported through the use of photography and storytelling methods. These photographs were used as prompts to aid discussions and support recall of activities and experiences of attending the service and everyday life outside of the service. The findings identified that those attending were active members of the service, and that they had active lives outside of the service. People living with dementia reported that they felt challenged in attending the service but welcomed this as they thought it was engaging their brains, supporting their memory and recall of everyday activities. They also spoke about the camaraderie that develops between members and that that this was an important part of their overall experience of attending the service. The photographs and storytelling approach was also identified to support participant's recall of events and enable them to share their experiences.

15:45-16:35 | Room G12

Saturday Onsite Presentation Session 4

Public Policy

Session Chair: Crystal Kwan

15:45-16:10

71983 | *Feeding in Advanced Dementia – Confronting the Israeli Challenge*

Yael Orion, Independent Scholar, Israel

Advanced dementia is defined as a combination of severe functional and intellectual decline together with several complications including swallowing disorders. Patients suffering from these disorders have an estimated life expectancy of less than six months. In 2013, the American Geriatrics Association published the "Choosing Wisely" principles, the first of which recommended avoiding "tube feeding" in advanced dementia. Some geriatricians dispute this recommendation, claiming the data supporting it is old and unreliable. The population in Israel is composed of 74% Jews, 21% Muslims and 5% other religions. More than half of the Jews and most of the Muslims declare themselves religious or traditionalists. In Judaism and Islam, food and fluids are regarded as basic needs rather than a medical treatment. The Holocaust still influences many Israeli Jews and the idea of withholding food can be very challenging. Therefore, many Israelis find it difficult to withhold nutritional therapy. Israeli general population and Israeli geriatricians represent heterogeneous approaches to the issue of tube feeding in advanced dementia, as these difficult decisions are founded not only on scientific knowledge, but on ethical and personal values as well. To overcome this heterogeneity, I gathered a group of Israeli geriatricians, dietitians and speech therapists from different backgrounds to write new clinical guidelines representing the wide spectrum of decisions based on medical status, Israeli law and the patients' values .

16:10-16:35

70372 | *Poverty Dynamics across the Life Span of Independent Elder-Headed Households: A Qualitative Longitudinal Retrospective Study in Hong Kong*

Crystal Kwan, The Hong Kong Polytechnic University, Hong Kong

Goal 1 of the Sustainable Development Goals is to "end poverty in all its forms everywhere" by 2030. This goal remains elusive for many members states, as their older adult (65+) poverty rates either remain consistent or in some cases increased since 2015. Achieving Goal 1 requires a deepened understanding of poverty in late life and innovative interventions to address old age poverty. The aim of this study was to examine poverty dynamics of late life poverty for independent elder-headed households, and specifically throughout the life course. What events are drivers, interrupters, and/or maintainers of poverty throughout the life course? How do such events sequence and cumulate over time to impact late life poverty for these households? Qualitative life history interviews were used to collect retrospective data from 60 older adults in Hong Kong. Thematic analysis was used to identify the following themes: (i) dropping out of school in childhood/youth (driver of poverty); (ii) experiences of extreme poverty and war childhood/youth (driver); (iii) working poor throughout young and middle adulthood (maintainer); (iv) public housing in adulthood (interrupter); (v) divorce/separation in adulthood (maintainer); (vi) "involuntary retirement" in older adulthood (maintainer); (vii) social protection in old age (interrupter); (viii) public housing in older adulthood (interrupter); (ix) social assistant in old age (interrupter); and (x) caregiving in late life (maintainer). The findings lead to several points of discussion regarding the poverty dynamics of these households, and recommendations for future research and practice.

16:50-18:30 | Room G12

Saturday Onsite Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jogymol Kalariparampil Alex

16:50-17:15

71496 | *Strength in Numbers: Analysis of the Effectiveness of Team Teaching in Mathematics in Middle School*

Kalpana Udayashankar, Mallya Aditi International School, India

Anita Hungund, Mallya Aditi International School, India

Shivangi Singh, Mallya Aditi International School, India

Mallya Aditi International School, Bangalore, India, is an inclusive school that caters to a wide range of students from high-end socio-economic backgrounds to economically underprivileged students, admitted under the Right to Education Act. The students have been exposed to team teaching from the early years of school and continue to experience the same in Middle School also. This study was an enquiry into the school's philosophy of team teaching, whether educators collaborate effectively towards a common objective and how far it helps students enhance their understanding of Mathematics. The qualitative and quantitative study was conducted on 87 students of two sections of Grades 7 and 8. Data was collected from students through a questionnaire consisting of both option-based and opinion-based questions. This was tabulated and interpreted using the Numbers App. The descriptive answers were documented for further detailed study. The result highlighted that Team Teaching is a powerful tool in reaching out to an inclusive group. However, some responses underlined that 17% of students were reluctant in this scenario, mostly because they were newly admitted to the class and had no exposure to this method of teaching. Therefore, the study also enhanced the need for greater acquaintance and encouragement for such students to bring them into the ambit of teaching Mathematics through Team Teaching. While on one hand team teachers facilitate most students who need help in understanding concepts, they also need to tweak their methodology of teaching to cater to students who need individual intervention.

17:15-17:40

70419 | *Implementation of Coding to Support Computational Thinking of Foundation Phase Mathematics Students*

Nothile Kunene, North-West University, South Africa

Marietjie Havenga, North-West University, South Africa

With the aim of exposing all learners to coding and developing computational thinking, the South African government introduced the draft curriculum for Coding and Robotics with the intention of preparing learners to solve open-ended problems, think critically, work collaboratively, and function in a digital and information-driven world. As a result, there is a need to support future teachers in implementing coding and developing computational thinking. The aim of the current study was to explore students' experiences in terms of the implementation of coding to support computational thinking in mathematics. In the study, a qualitative research approach was employed. One cohort of 130 Foundation Phase mathematics students participated and worked together in small groups. The students selected group members themselves. Problem-based learning was used as an active teaching-learning strategy. Class activities were done over a period of four weeks. Activities comprised an assignment on Scratch, which explored the design of several patterns and mathematics shapes, students' narrative reflections on the assignment, as well as semi-structured focus group interviews. The data were manually coded. Findings indicated that the use of coding enhanced Foundation Phase students' computational thinking, improved their mathematics understanding, and motivated students to engage in active learning. Students also enhanced their self-directed learning skills.

17:40-18:05

71036 | *Diagnosis of Learning Motivation Using Multiple-Level Tasks in Teaching Mathematics*

Zhanna Dedovets, The University of the West Indies, Trinidad and Tobago

Mikhail Rodionov, Penza State University, Russia

Akhtam Nazarov, Gymnasium named after Abulfazli Balami, Turkmenistan

One of the most important methodological tasks related to motivational issues is the creation of a diagnostic process that allows one to adequately assess the level of development of subject learning motivation of a particular student. The questionnaires and test methods currently used in psychological and pedagogical practice only diagnose the general attitude of students to educational work, without providing the opportunity to study their subject-content preferences. Since math learning motivation is largely determined by both the level of a person's subject competence and the nature of his intellectual abilities, its diagnosis should include an assessment of these factors, together with an assessment of the student's personal attitude towards learning in general, which, as you know, is the main indicator of the development of search motivation. The authors see the solution to the problem raised as the use of special multiple-level tasks included in teaching math. The study was conducted by 17 teachers at the Physics and Mathematics Lyceum of Dushanbe over a period of four years (2019-2022). 78 secondary school students participated in the experiment. The reliability of the conclusions is confirmed by their consistency with the results of parallel diagnostics, which were conducted using a number of the alternative methods of Thorndike, Smirnova and Kazantseva. Statistical analysis of findings testifies to the fact that the regular use of such tasks in the practice of math teaching facilitates adequate monitoring of the level of subject motivation of students and has a direct impact on its formation and improvement.

18:05-18:30

69888 | *Advancing the Learning and Teaching Experiences: Mathematics Education Training for the Future*

Jogymol Kalariparampil Alex, Walter Sisulu University, South Africa

It is undeniable that the COVID-19 has accelerated the 4IR, as a variety of digital technologies and platforms are now being utilized for curriculum delivery beyond the four walls of the classroom. For the advancement of the learning and teaching experiences of mathematics education in this technological era, a Mathematics Education and Research Centre was established in a rural university. Premised on the praxis that a student teacher needs to be trained in the subject content knowledge and pedagogical aspect of teaching during the four years of the training to become a fully-fledged teacher, three different methodologies and technologies to address the various needs at different levels of preparation of student teachers was utilised in the centre. The self-directed learning environment in the centre to develop the subject content knowledge, the heutagogical learning environment through 'Air Campus observation' to develop the pedagogical knowledge and the use of 'GammaTutorTM' device built on the TPACK environment in the real classroom teaching are portrayed to showcase methodologies of technologies in the advancement of learning and teaching. Though these methodologies were not designed only during the lockdown period, the "Air Campus Experience based on the heutagogical approach" was a new approach during the lockdown time. The qualitative data from the student teachers indicated that the three methodologies created a positive impact on their mathematical knowledge for teaching. These methodologies can be incorporated into any online or technologically blended environment for the advancement of learning and teaching experiences in realizing the 4IR in a pandemic-prone world.

09:30-11:10 | Room G13

Saturday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Laila Al Salmi

09:30-09:55

71784 | *Assessing Blended and Online-Only Delivery Formats for Teacher Professional Development in Kenya*

Constanza Uribe Banda, Wilfrid Laurier University, Canada

Eileen Wood, Wilfrid Laurier University, Canada

Alexandra Gottardo, Wilfrid Laurier University, Canada

The Kenyan government introduced a digital infrastructure support program and a new student-centered curriculum to enhance educational tools and practice to combat significant challenges in the domains of literacy and numeracy. These initiatives require teacher training and specialized program development for teachers. This study evaluated the effectiveness of two delivery modes (online versus blended) of a 12-week teacher professional development program (TPD) on early literacy development and the use of literacy software in Kenyan classrooms. Teachers (66 females, 5 males; Mage = 39.47, SD = 8.75, Range 22–56 years), were randomly assigned to either online or blended formats and their learning experiences were assessed through surveys, course performance, and discussions. Using both qualitative and quantitative approaches for data analysis, results showed that both formats were effective in improving teachers' domain knowledge, lesson plan construction, and comfort teaching early literacy skills, with no significant differences between the two formats. However, teachers did endorse a blended instructional format over online-only or in-person formats. Challenges related to resources and infrastructure were identified as barriers to technology integration in the classroom, and some cultural challenges were noted for the use of Western-developed software for young learners. The study recommends further research to examine the impact of regionalism, access to resources, and teaching experience on online learning outcomes. In summary, both online and blended formats were found to be effective in delivering TPD to Kenyan teachers, but challenges need to be addressed to optimize the use of technology in the classroom.

09:55-10:20

71963 | *The Effect of Teacher Immediacy as Leverage Technology on Online Students' Participation, Academic Achievement and Knowledge Retention*

Saqib Hussain, Roots IVY International Schools, Pakistan

Zaheer Ahmad, Allama Iqbal Open University, Pakistan

Naila Naseer, Allama Iqbal Open University, Islamabad

Immediacy plays a crucial role in fostering effective communication within the learning environment, encompassing online learning. It revolves around employing language and communication techniques to express a sense of warmth, approachability, and accessibility to students. Nevertheless, the effect of immediacy on students' participation, academic achievement, and knowledge retention in online learning context remains uncertain. This study investigates the effect of teacher immediacy on student participation, academic achievement, and knowledge retention in online learning environment. A total of 150 postgraduate students enrolled in MA Edu./ M.Ed at public university participated in the study. The study utilized a quasi-experimental nonequivalent posttest design, with participants assigned to either an experimental group (n=75) or a control group (n=75). The experimental group received online teacher immediacy interventions, which included videos, instant messaging, and social media platforms (WhatsApp group), while the control group received normal intervention. The study lasted for 06 days, 12 hours during which data was collected through online survey, achievement test (open book test) and retention test. The experimental group reported higher level of motivation, higher level of participation, academic achievement, and knowledge retention than the control group. The study suggests that teacher immediacy can be an effective tool in promoting students' participation, academic achievement, and knowledge retention in online learning environment. The findings highlight the importance of teacher immediacy to create more engaging and effective learning experiences. The quasi-experimental non-equivalent control group design used in this study provides valuable insights into the effectiveness of teacher immediacy in online learning environments. The results have implications for educators and instructional designers who are interested in enhancing student engagement, academic achievement, and learning outcomes in online learning settings.

10:20-10:45

72675 | *Extent of Innovative Teaching Strategies in Indigenous Peoples' Education Implementing Schools and the Teachers' Performance in General Santos City, Philippines*

Shandee Theresa Pestaño, Government of General Santos City, Philippines

Alberto Pacquiao, Government of General Santos City, Philippines

Evelyn Villaceran, Government of General Santos City, Philippines

Johnrex Galdo, Government of General Santos City, Philippines

The paradigm shift from traditional to remote teaching brought about by COVID- 19 pandemic carried challenges and difficulties for both learners and teachers. With most of the learners not ready for online delivery, teachers are ushered to other different modalities and innovative strategies to continue the education of the learners. The study aimed to investigate the extent of the use of innovative teaching strategies in the Indigenous Peoples Education implementing schools and their teaching performance. The study utilized a descriptive-correlational design. Data were analyzed through weighted mean and Spearman Rank Correlation. It was found that teachers assigned to the indigenous people's education implementing schools are using innovative strategies such as self-reflection, loving care parental involvement, and modern technology to a high extent while simulation to a moderate extent. On the other hand, the performance of the teachers are very satisfactory during COVID- 19 pandemic. There is a very weak relationship between the innovative teaching strategies used and their performance. The researchers believe that upholding to be innovative in their teaching strategies will build and create quality education. School Heads assigned in the IPed implementing schools should provide capability building to develop their innovative teaching strategies for the improvement of teaching. Teachers aim higher for their performance and reflect on the academic performance of the learners. There should be an implementation of development programs to strengthen the use of innovative teaching strategies in Indigenous peoples' education IPed implementing schools.

10:45-11:10

71751 | *Capstone Portfolios: Effectiveness from the Perspectives and Experiences of Early Childhood Candidates*

Laila Al Salmi, Sultan Qaboos University, Oman

This study aims to investigate the perceptions of teacher candidates enrolled in an early childhood program (BEd) towards the importance of producing a capstone portfolio. The purpose of using capstone portfolios is to provide evidence that early childhood education candidates (ECEC) have met international accreditation standards as stipulated by the National Association for the Education of Young Children (NAEYC) and realize the culminating development of their study in shaping the desired teacher qualities in their program of study. The perspectives of two cohorts of pre-service teacher candidates (a total of six participants) were investigated to report their views on the experience of creating capstone portfolios. Interviews and artifact analysis were used to collect data. The study revealed that early childhood education candidates consolidated theory and practice through their capstone portfolios. The findings also revealed that the capstone portfolio, besides being evidence for meeting the National Association for the Education of Young Children accreditation standards, served as a means for learning and professional development. These findings show that capstone portfolios are effective not only for meeting accreditation standards but also for allowing candidates to connect the dots and fully view their overall learning as ECE professionals.

11:25-13:05 | Room G13

Saturday Onsite Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Gareth Dart

11:25-11:50

72491 | *International Cooperation and Experience: Enhancing, Enriching or Encumbering? How Do Schools Benefit From International Partnerships?*

Michal Pachocki, Foundation for the Development of the Education System & Polish Academy of Sciences, Poland

There is a troubling question for primary and secondary school heads. To what extent is it profitable to devote working time and organize temporary replacements to send other members of the teaching staff abroad? Since the main task of schools is to transfer knowledge to learners and implement national curricula, do teachers still have time to carry out extra-curricular activities? It seems thought-provoking how schools can benefit from participation in international cooperation projects. This presentation presents the outcomes of qualitative research carried out in Poland on a sample of schools benefiting from European Union funds, with a particular focus on the beneficiaries of the Erasmus+ programme. It is a financial instrument of the European Commission, which co-finances international cooperation and the transfer of good practices and innovations to ensure high-quality school performance. During focus group interviews conducted between 2020-2022, the school representatives discussed the quality of achieved results, their value, and the usefulness of their dissemination among the teaching teams. The study showed that schools attach great importance to the effects of international cooperation. Yet the participants also pointed out that the knowledge and experience gained abroad may not be comprehensible enough unless other members of teaching teams receive it in the form of appropriate training materials that will make it handy to be used in their daily work with learners.

11:50-12:15

70869 | *Teacher's Needs Assessment on Content Knowledge in Science: Basis for a Comprehensive Learning and Development Plan*

Edilbert Reyes, Department of Education, Philippines

The Department of Education aimed to provide training that was relevant and responsive to the needs of teachers for them to perform effectively. This study was conceived to assess the training needs of teachers on content knowledge in science as a basis for a Comprehensive Learning and Development Plan. The respondents were science teachers from both Elementary and Secondary levels in the Division of General Santos City, Philippines. The competencies that were tested on the respondents were based on the grade level they taught since the tests were designed on the prescribed learning competencies per grade level. The instrument underwent thorough validation by the Learning Resource Evaluators (LRE). Results from the study revealed that there was a need to strengthen the content knowledge of teachers on the identified least mastered competencies in the four science domains, namely Matter, Living Things, Earth and Space, and Force and Energy, across all Grade levels. It was recommended that the identified competencies serve as the basis for the development of a Comprehensive Learning and Development Plan.

12:15-12:40

70422 | *Under Fire: Developing Micro-Level Partnership Practices Between a Ukrainian and United Kingdom University as a Rapid Response to Higher Education During Military Invasion*

Gareth Dart, University of South Wales, United Kingdom

Ann Kulynyak, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine

This presentation uses a case study design (Creswell and Creswell, 2022) to engage in a framework of reflection-in-action (Schön, 1983) exploring the implementation and impact of a series of small-scale micro-level events initiated between departments of education at a Ukrainian and UK university. This was as a response to the challenges faced by Higher Education Institutes (HEI) in Ukraine resulting from the major escalation of aggression by the Russian State on February 24th, 2022. The research briefly analyses current literature on the impact of recent conflict on HEIs globally, noting that much of it appears to focus on the immediate recovery phase post-conflict opposed to the current impact where Ukraine is still, literally, under fire. The impact of conflict on Ukraine HE generally and the particular HEI is discussed. Three of the 'micro-level' initiatives are described and analysed through a narrative process between the authors (Buckler and Moore, 2023; Cohen et al, 2017). These initiatives are: a digitally shared series of module sessions; a webinar engaging Ukrainian school teachers supporting UK school teachers who have Ukrainian refugees in their class; and this collaborative research. Possible lessons for the two HEIs and others in similar positions that require rapid response are discussed. Namely, the need to identify interventions that legitimately avoid stringent quality processes that UK universities operate within, the need to recognise and utilise student skills, and the advantage of a working relationship that recognises the importance of effective intercultural skills.

12:40-13:05

71576 | *Using Technology at Community Colleges to Equip Adult Learners for Employment: Digital Divide a Challenge?*

Tlou Molema, University of South Africa, South Africa

The world has entered the fourth industrial revolution (4IR) and South Africa is no exception. In order not to be left behind, everyone needs to embrace 4IR. This study emanates from the Adult Community Education and Training (ACET) programmes that are offered at community learning centres in the rural area of Limpopo Province whereby, facilitators (practitioners/adult educators) have raised concerns on how they can incorporate technology in their teaching and learning. These community learning centres cater for those who are not in employment, education or training (NEET) and serve as the safety net for this group of people. The purpose of the study was to establish whether technology is used in the teaching and learning of ACET programmes. Qualitative approach was adopted with case study design. Individual interviews and focus groups, were used for collecting data. The findings of the study were that technology is not used in the teaching and learning of ACET programmes due to the digital challenges. In conclusion, this study indicates that ACET practitioners should use technology in their teaching and learning in order to equip adult learners for employment. Therefore, adult educators at community learning centres need to be empowered with technological skills.

13:50-15:05 | Room G13

Saturday Onsite Presentation Session 3

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Maria Meletiou-Mavrotheris

13:50-14:15

71971 | *Mathematics, Technology, and Problem-Based Learning in Elementary School: Analyzing the Frequency of Wildfires in the Brazilian Atlantic Forest*

Lucas Almeida Silva, University of São Paulo, Brazil

Teaching Mathematics in Elementary School is both exciting and challenging. While Mathematics lays the foundation for many subjects and enables students to expand their horizons in life, science, and technology, many students struggle with it due to difficulties with comprehension, motivation, and problem-solving skills. Technology has proven to enhance Mathematics teaching by providing interactive learning experiences, facilitating visualization, promoting collaboration, and enabling adaptive instruction. This project aimed to assist Y7 students from a private school in Brazil to comprehend the basic usages of Ratio and Proportion and analyze the frequency of wildfires that happened between 2010-2023 in the Brazilian Atlantic Forest, following the problem-based learning method. The interdisciplinary project was organized into three stages with a total duration of 10 hours. These stages were understanding the basic properties of Ratio and Proportion, investigating the Brazilian Atlantic Forest, and applying Ratio and Proportion to collect data, analyze information, and design an infographic on the frequencies of deforestation detected in that specific region. The project helped to engage students in activities and investigations, allowing them to make the best use of mathematical thinking, developing both social and research skills to comprehend a real problem and how Mathematics can be applied to solve different challenges. By the end of the project, the students learned how to utilize mathematical thinking when solving real-life problems, reinforcing the relevance of problem-based learning and technology to the learning and teaching of Mathematics in Elementary School.

14:15-14:40

71432 | *Didactic and Pedagogical Strategies of Geoeducation in the Chicamocha Canyon in its Aspiration to Become a UNESCO Global Geopark*

Carlos Rios, Universidad Industrial de Santander, Colombia
Clara López, Universidad Industrial de Santander, Colombia
Ana Loayza, Universidad Industrial de Santander, Colombia
Amanda Amorocho, Universidad Industrial de Santander, Colombia
Martha Peña, Universidad Industrial de Santander, Colombia

The development of geo-education activities in urban and rural educational institutions within the territory of the Chicamocha Canyon, constitute an alternative to the non-existence of a geoscience subject in the academic curriculum. Faced with the challenges facing society in our country, it is necessary to strengthen the development of new strategies for the development of academic work, as well as the design of innovative didactic and pedagogical strategies. Geo-education activities, which have a comprehensive approach, addressing not only issues related to geosciences and planet Earth processes, but also matters concerning biodiversity and culture as elements that are linked to geology and shape the identity of people within the territory. The main objective of the geoeducation activities is to exchange knowledge about the elements of the natural and cultural heritage of the Chicamocha Canyon territory in its aspiration to become a UNESCO World Geopark, emphasizing the need to identify, appreciate and conserve them.

14:40-15:05

72227 | *FemSTEAM Mysteries: Role-Model, Game-Based Steam Pedagogy as a Vehicle for Gender Equality in the Arts and Sciences*

María Meletiou-Mavrotheris, European University Cyprus, Cyprus
Ioanna Vekiri, European University Cyprus, Cyprus
Ana Serradó Bayés, La Salle Buen Consejo, Spain

The EU-funded Erasmus+ project FemSTEAM Mysteries (Nov 2020-Oct 2022) was designed to counteract the tendency for gender inequality in the arts and sciences. Through the adoption of a transdisciplinary approach that integrated STEM and Arts, and combined Role-Model and Game-based methodology with a mystery story-telling digital game (escape room) that engages teenagers (age 12-15), FemSTEAM Mysteries aimed to bring out the important role of women in STEAM to students' and teachers' community and to provide role models for young girls to follow STEAM studies and careers. Strengthening the profile of the teaching profession was a key priority of FemSTEAM Mysteries. A blended professional development course aimed at developing teachers' knowledge and skills in teaching and learning using the FemSTEAM Mysteries methodological and didactical approach was designed during the project. Prior to its public release, the course was pilot-tested in partner schools in Cyprus, Greece and Spain. Next, trained teachers (n=32) of different disciplines engaged in the collaborative design of STEAM educational scenarios integrating the FemSTEAM Mysteries game and pedagogical approach. Teachers then pilot tested their scenarios in real classroom settings. The professional development course modules and the STEAM scenarios were finalized based upon received feedback, and then made available on the project website. The proposed paper will provide an overview of the pedagogical framework underlying the design of the FemSTEAM Mysteries course, and also describe the course content and structure. The main experiences gained from the course pilot delivery and the follow-up classroom implementations will also be reported.

15:20-16:35 | Room G13

Saturday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Newman Wadesango

15:20-15:45

68939 | *Enhancing Student Learning Outcomes in Educational Measurement and Evaluation: Integrating Blended Learning Approaches and Concept-Based Instruction*

Pongwat Fongkanta, Lampang Rajabhat University, Thailand
Fisik Sean Buakanok, Lampang Rajabhat University, Thailand

The development of student learning outcome should possess effective learning experience in which the directly effective approaches. This study investigates how a blended learning approaches and concept-based instruction affect to students' educational measurement and evaluation capability. The research method is deemed as one-group pretest-posttest experimental design which a treatment is implemented into group of college students for 45 hours and a dependent variable is measured before and after the treatment is implemented. Participants included 56 college students that were drawn by using cluster random sampling technique from student who enrolled the educational measurement and evaluation course at Lampang Rajabhat university, Thailand. Data was collected by using the Educational Measurement and Evaluation Test (EMET). Test was based on the curriculum guideline that measured five knowledge domains consist of setting goal of measurement and evaluation, designing a measurement and evaluation, creating and assessing an instrument quality, administration a testing, and grading score and reporting the result. Total of 30 items for testing included 6 items each domain. Descriptive statistics were used to analyze student learning outcomes in educational measurement and evaluation. Also, a t-test is inferential statistics test that used to determine if there is a significant difference between the means of two groups. Result revealed that the posttest score ($M=23.53$, $SD=1.02$) of students' educational measurement and evaluation capability was significantly higher than the pretest score ($M=16.12$, $SD=1.31$), $t(56) = 9.21$, $p=.01$.

15:45-16:10

71560 | *Physical Learning Environment and Learning Functioning Among Students from the Point of View of Teachers in the Arab Education*

Jamal Abu Hussain, Al Qaseme Academy, Israel

This study examines the relationship between physical learning environment and students' learning functioning, as perceived by teachers in elementary schools in the Arab education system in Israel, which function within a reality of exclusion and ongoing discrimination. Studies point to the importance of the design of the physical learning environment and its significant influence on students' functioning in several areas: emotional, cognitive, social, and aesthetic. The physical learning environment has a significant influence, both on the feelings of students and teachers, and on the way students function in various learning fields. Teachers can influence a variety of components in the school's physical learning environment to promote meaningful learning and create an environment that empowers learning, independent thinking, creativity, and self-learning and encourages personal growth and social involvement. This study is a quantitative research, which was done among 200 Arab teachers (87 male and 113 female) from elementary schools. The schools were selected in a random sample from the schools lists of the Ministry of Education; the teachers from each school were selected in a random sample. Teachers answered a questionnaire examining the relationship between the physical learning environment and the learner's functioning, the entire questionnaire showed a reliability of ($\alpha=0.79$). In order to test the research assumption, I used the SSPS statistical analysis program. The main results indicate that the physical learning environment affects the students' performance in the following areas: emotional, cognitive, social, and aesthetic. Details of findings relating to teachers' personality variables will be reported in the presentation.

16:10-16:35

70973 | *University Lecturers' Perceptions of Students Evaluation of Their Instructional Practices*

Newman Wadesango, University of Limpopo, South Africa

Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. Students are the direct beneficiaries of instruction, and given that they spend a great deal of time with teachers, they can offer useful inputs in identifying flaws during instruction and ways of remediation (Iyamu and Aduwa 2016). This article examines lecturers' perceptions of student evaluations on their instructional practices. A total of sixty lecturers from an institution of higher learning in South Africa participated in the study. Data were collected through a researcher-constructed 20-item Likert-type questionnaire. Data were analysed using frequency tables and the discussion revolved around the three research questions that formed the pillar of the study. The study established that generally university lecturers had negative perceptions of students' evaluation of their instructional practices. The study specifically revealed that while lecturers were sometimes positive about the use of results of student evaluations for formative purposes, they were strongly opposed to the use of such information for summative purposes. The study, therefore, recommends that student evaluations of teaching must always be triangulated with other multidimensional evaluation methods so as to increase validity and reliability in the evaluation of teaching effectiveness in higher education.

16:50-18:30 | Room G13

Saturday Onsite Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Catherine Ximena Flores Gomez

16:50-17:15

69517 | *Research Supervision During COVID-19: A Comparison Between Supervisors' and Supervisees' Experiences*
Panagiota Nakou, City University of London, United Kingdom

During the COVID-19 pandemic, teaching, learning, and research activities were taking place online (Rasheed et al., 2020) and technology has been extensively used to facilitate research and mentoring purposes (Adedoyin & Soykan, 2020), including research supervision. The importance of this research project stems from the need to explore the experiences of research students and research supervisors during the pandemic to assess the way their role and experiences have been impacted, the difficulties they faced and how these can be resolved in the future and/or inform future practice. Also, although technology has been used extensively in research supervision, the modes of engagement are rarely addressed, and limited research has been focusing on digital research supervision (Dowling & Wilson, 2017). Considering the sudden and complete abundance of face-to-face supervision during the pandemic, it is essential to examine the role of technology, the benefits that offers to research students and advisors and how we can sustain and further develop these going forward. This study reflects on findings from a small-scale qualitative research at City, University of London, exploring the retrospective accounts of doctoral students (online focus groups) and supervisors (online interviews) during the pandemic and assess its impact in digital research supervision. Moreover, this research piece aims to inform digital research supervision and reconceptualise doctoral pedagogy in the post-pandemic era by using the unexpected benefits offered and implementing the creative solutions discovered to overcome the associated challenges to develop an online/hybrid doctoral supervision format beyond the context of the pandemic.

17:15-17:40

69475 | *Efficiency in Learning Computer Programming Through Blended Learning Methods*
Mingmanas Sivaraksa, Mahidol University, Thailand

The COVID-19 pandemic has shifted the way education is delivered, leading to a widespread adoption of online learning methods. Online education has adopted many methods of learning, such as synchronous, where teaching is present during instruction, and asynchronous, where pre-recorded video learning is provided for students. In addition, there is also blended learning, where both methods are combined simultaneously. This research compares pure synchronous teaching and blended learning of a computer programming course in the Faculty of Engineering. We collect data by comparing performance between fully synchronous learning and blended learning from two groups of students, with 25-30 students in each group. The method to compare two groups of students is divided into two parts; the first part uses a quantitative approach by using the outcome of the exam. The second part uses a more qualitative approach by collecting feedback from students they have an experience in blended learning. The result of the first approach has shown that students' exam scores using the blended method give a higher median of 5.76% and a higher average score value of 1.59% than those who only participate in a synchronous approach. For the second approach, we found that students prefer blended learning over either only asynchronous or synchronous learning. They believe asynchronous learning can provide flexibility in terms of learning and course revision, while synchronous learning can provide instant feedback and reassurance from the instructors if they have questions and clarifications. The combination of both methods can help students reach the best outcome.

17:40-18:05

69681 | *Logistics of in-class Micro-exams in Pre-covid, COVID, Hybrid, and After-COVID Semesters*
Samuel Kosolapov, Braude Academic College of Engineering, Israel

Even today, when a huge amount of educational content can be found in the cloud, frontal lectures are a significant and inevitable element of many courses. The well-known problem of frontal lectures is little communication between the lecturer and most students. This lack of communication may be highly problematic in advanced elective courses. The first problem is that the lecturer is unaware if all the students are in line with the selected temp of the lectures. The second problem is that many students cannot evaluate if their understanding of the advanced concepts is good enough. In order to provide at least minimal feedback between the lecturer and students, it was selected to use the concept of regular in-class micro exams. It is clear that those micro-exams must be provided in a reasonably short time (say, maximum, 10 minutes), that the number of questions must be small (preferably less than three), and that the questions must contain the material already explained in the lectures. An additional requirement is that the logistics of those micro-exams must be simple and time-effective as for the students as for the lecturer. It so happens that in recent years organization of the courses was different. This presentation summarizes the experience of providing micro-exams in the different semesters (pre-COVID, COVID, Hybrid, after COVID). In the COVID semesters micro-exams were provided by using cloud services (ZOOM and Gmail), but it may be concluded, that those cloud services can be used in the "normal" semesters too.

18:05-18:30

70496 | *Schoolteachers' Practices Addressing COVID-19-related Learning Recovery: A Chilean Case Study*
Catherine Flores G., Universidad De Santiago De Chile, Chile
José Francisco Pérez, Universidad Academia Humanismo Cristiano, Chile
Paula Villalobos-Vergara, Universidad Metropolitana de Ciencias de la Educación, Chile
Arturo Flores G., Universidad ARCIS, Chile

Using Stephen Kemmis's practice theory—in which he advocates that practitioners' practice is shaped and formed by 'practice architectures' that constitute the mediating preconditions that construe, enable, or constrain their actions—in this article, we explore conditions shaping practice of 33 Chilean schoolteachers tackling the learning crisis. Teachers participated in workshops and were interviewed and the interviews were transcribed. Two kinds of analysis were undertaken: first, an analysis that identified key themes (e.g. about psychosocial, pedagogical and subject needs that arose in their own school after the pandemic); and second, an analysis using the practice architectures theory. The results of these analyses showed that the school contexts supplied not only physical architectural arrangements enabling and constraining teachers' work, but also discursive and relational conditions that shaped how teachers can respond to the loss of learning in their classes. The results show that the practices of teachers are enabled and constrained by conditions beyond teachers' control, and that bridging the learning gap requires transforming those conditions as well as teachers' professional practice knowledge.

09:30-11:10 | Room G08

Saturday Onsite Presentation Session 1

Professional Training, Development & Concerns in Education

Session Chair: Sarah Jefferson

09:30-09:55

68631 | *Assessment of School-Based Virtual In-Service Training to Values Education Teachers of a Public Secondary School in Zamboanga City, Philippines*

Valorree Melo, Department of Education - Don Pablo Lorenzo Memorial High School, Philippines

The transition from face-to-face to blended learning following coronavirus pandemic posed immense challenges to education sector. From in-person teaching to sudden virtual and/or modular learning, teachers must be equipped on the use of ICT applications to adapt their instructions in order to address the needs of the students for better learning. This paper sought to assess the effectiveness of School-Based Virtual In-Service Training as perceived by values education teachers of the selected public secondary school in Zamboanga City. 16 teachers who attended and completed the three-day training program were the participants of the study. Descriptive research design was employed, whereas, survey questionnaire with 5-point rating scale and semi-structured interviews served as instruments to collect data. The study showed that most of the teachers were proficient in basic computer skills like PowerPoint, Word, and Excel, however, they lacked familiarity on different ICT applications for synchronous and asynchronous instructions like Zoom, Google Meet, Google Classroom, Bamboo, Seesaw, etc. During the hands-on activities, the teachers experienced difficulties in following directions on the use of applications due to weak internet connectivity and outdated devices. Half of the teachers perceived the training "effective" for students with laptop/desktop and SMART phones, whilst, the other half perceived the training as "somewhat effective" due to problems in using devices. The teachers pointed out that the training is essential since it promotes an environment that allows students to actively participate in the teaching-learning process, henceforth, they are willing to study and apply the ICT applications in their classes.

09:55-10:20

71433 | *Investigating Chinese Kindergarten Teacher's Emotion and Identity through Activity System Analysis*

Simiao Pan, The Chinese University of Hong Kong, Hong Kong

Suzannie Kit-Ying Leung, The Chinese University of Hong Kong, Hong Kong

Sally Wai-Yan Wan, The Chinese University of Hong Kong, Hong Kong

In the past decade, an increasing number of qualitative studies pointed out the importance of contextualising teachers' experiences to comprehend their emotions and identities. However, as the contexts of primary or secondary schools become the dominant field, there is surprisingly little study concentrating on kindergarten teachers. Indeed, kindergarten teachers engage in a profession where emotional behaviors are considerably more common. This study attempts to close this gap by using Engeström's (1987) activity system analysis framework to uncover the contextual factors that affect Chinese kindergarten teachers' emotional experience and identity construction. The study adopts individual semi-structured interviews as the main data collection method, twelve kindergarten teachers participated in this research. A total of 491 minutes of interview data were collected. The finding reveals two activity systems that described the situational factors in teachers' identity formation process: classroom activity system and outside classroom activity system. Both systems share the same subject: teacher, but other elements in these two systems show a severe difference. Five outcomes have been addressed in this research in terms of teachers' identities and emotions: teacher as a happy friend, teacher as a compelling researcher, teacher as a fulfilled educator, teacher as a powerless employee, and teacher as a frustrated babysitter. The study sheds light on the complex interplay of factors that shape teachers' emotions and identities, providing insight into the challenges and opportunities that teachers face in their professional roles.

10:20-10:45

70402 | *Educating Under War*

Radia Guerza, Batna 2 University, Algeria

Education under war has always been a very hard enterprise to undertake. However, a paramount value of education and instruction have always stood as strong incentives to push people to strive and use other means at hand to provide their children with knowledge by maintaining alive the process of teaching. In fact, education stands mandatory for every individual to protect citizens from any kind of abuse, ill-treatment, and ignorance. In peace times, it is important to keep one's citizens educated to ensure harmony, social stability and to keep tight relations between people inside and outside the country's territory. Henceforth, the current paper attempts to shed light on how we can educate individuals in territories under the siege of war. It enquires into the following question: "to what extent does war negatively impact the process of education?" To address the aforementioned query, an exploratory research design has been applied wherein a questionnaire to 100 Algerian individuals, from different social groups and educational backgrounds, and who lived during the Algerian revolutionary war, has been used to collect data. Results indicate that, indeed, despite wartimes an aware and responsible nation considers education as a precursory tool to fight for liberty, enlightenment, and freedom.

10:45-11:10

69310 | *Older and Wiser: Lessons to Be Learnt From Positive Veteran Teachers*

Sarah Jefferson, Edith Cowan University, Australia

Geoffrey Lowe, Curtin University, Australia

Christina Gray, Edith Cowan University, Australia

Given the current teacher attrition crisis in Australia, it is important to understand what enables some teachers to remain positive and committed to teaching despite challenges they face including increased administrative duties and demands by external stakeholders. Less still is known about older (veteran) teachers who remain enthusiastic and engaged with their role. This qualitative study employed semi-structured interviews with five veteran teachers who identified as positive and committed to the profession. The study revealed emergent themes including a strong sense of self efficacy, the ability to continuously adapt, and their respectful relationships with students, all of which contributed to their ability to maintain comfort in the role. This article presents a nuanced understanding of how these participants remain committed to and positive about the profession after decades of service and the adaptive and constructive strategies they employ to maintain levels of comfort. These findings are timely for school leadership as they highlight the importance of identifying and learning from these teachers to potentially enable them to support or lead their less experienced or disenfranchised colleagues.

11:25-13:05 | Room G08

Saturday Onsite Presentation Session 2

Professional Training, Development & Concerns in Education

Session Chair: Jocelyn L. N. Wong

11:25-11:50

69637 | *The Key to Successful Discipline-based Professional Learning Communities: Facilitator Identity and Training in a Rapidly Changing Educational Landscape*

Tali Berglas Shapiro, Mofet Institute, Israel

Jonathan Mendels, Mofet Institute, Israel

This paper presents a study that investigates the skills and knowledge required to effectively facilitate discipline-based professional learning communities (DIPLCs). The study uses an ethnographic case study approach and a phronetic iterative approach to qualitative data analysis. Data was collected over a period of five years using multiple methods, including interviews, focus groups, and document analysis. In all, the study included 60 participants. The study found that there are several skills and areas of knowledge that are necessary for effectively facilitating a DIPLC. Five areas of expertise were identified, including the abilities to strengthen social capital, to instill motivation for activity, to maintain balance, and to deal with inherent tensions in the community. The participants in the study emphasized the importance of providing specific training for DIPLC facilitators in order to support PLC success. The researchers developed a "guideline for DIPLC facilitation" that has the potential to assist in selecting the right people for the role and developing a training program for them.

11:50-12:15

71167 | *Investigating Teacher Candidates' Beliefs About Inclusive Education and Inclusive Teaching Practices*

Charlotte Brenner, University of Lethbridge, Canada

Teacher candidates' (TCs) beliefs about inclusion and understandings of inclusion and teaching practices will be examined pre and post a 36-hour Educational Psychology Course of Exceptional Learners at a university in Alberta. The course is intended to introduce TCs to "the characteristics and potentialities" of students with exceptional learning needs, along with teaching approaches to support students with diverse needs and backgrounds. The course objectives are: 1. To provide opportunities for TCs to learn about and reflect upon the rationale for inclusion; 2. Examine forms of diversity (e.g., physical, intellectual, social, emotional); 3. Explore current issues regarding inclusion and 4. To learn about teaching strategies that facilitate inclusion for all students. The course consists of 12, three-hour classes (over the course of seven weeks). During the first class, TCs were asked to state their beliefs and knowledge about inclusion and their understandings and prior knowledge of inclusionary practices within school settings. During the final class, TCs responded to the same probing questions. In the final class TCs were also asked to identify elements within the course that fostered their understandings of inclusion and inclusionary practices. After receiving consent from TCs' their responses will be analyzed to identify if changes occurred in their beliefs and knowledge about inclusion throughout the course. Furthermore, elements of the course that supported or hindered TCs' development of positive beliefs about inclusion will be identified.

12:15-12:40

72421 | *How Can Teachers Be Equipped with Multicultural Teaching Competency? A Perspective of Social Capital*

Jocelyn L. N. Wong, the Chinese University of Hong Kong, Hong Kong

Providing good quality of multicultural education is highly reliant on the multicultural competency of teachers and their capacity to put it into practice. Studies, however, show that teachers feel themselves ill-prepared to handle diversity issues and their sense of multiculturalism is rather limited. Hong Kong is no exception. Local teachers have limited training on how to teach ethnic minority students effectively, especially in a mixed class with local mainstream students. Therefore, their professional needs have to be addressed in order to develop their multicultural competency. This presentation is to report findings generated from a Hong Kong government funded research project (RGC Ref. 14613518) that addresses the research question as "How can teachers be equipped with multicultural competency?" This research applied a mixed method approach to gather views from 229 local teachers, including both primary and secondary schools, regarding their learning needs and expected support that can equip them with cultural responsiveness from the perspective of social capital. Findings show that internally, trust development and resource sharing among colleagues, plus relationship building with ethnic minority students and their parents can help local teachers have a better understanding of cultural differences and develop close ties with them. Externally, outside learning opportunities can bring in new knowledge that enhances teachers' multicultural teaching competency in a mixed student population class.

12:40-13:05

72074 | *Should or Should We Not Ban ChatGPT in Academia?*

Mohammad Tariqur Rahman, University of Malaya, Malaysia

Noor Hayaty Abu Kasim, University of Malaya, Malaysia

Noor Lide Abu Kassim, International Islamic University Malaysia, Malaysia

The emergence of ChatGPT has brought concerns and confusion about artificial intelligence (AI) in academia. Some universities have put a ban on ChatGPT, while others are undecided. Using a Google form-based questionnaire, we asked university students, lecturers, and others who are engaged in academic and research-related occupations. The online questionnaire was shared through social media. Among the anonymous respondents (n=91) about 65% have had experiences using ChatGPT for a variety of reasons. About 80% of the respondents are against banning ChatGPT to prevent students from using it to do their academic tasks such as writing assignments and publications. Some of the advantages that have been mentioned for allowing ChatGPT for students, include that it would help improve efficiency and productivity in academic writing (~40%), give access to vast amounts of information and data (~33%), and enhance creativity and innovation (~20%). Nevertheless, while considering the potential threats or challenges associated with the use of ChatGPT in academia, the respondents think that ChatGPT would increase dependency on technology and automation (65%), facilitate plagiarism (50%), and reduce human interaction and feedback (40%). Finally, in their opinion, institutions for higher education should regulate the use of ChatGPT to ensure academic integrity by establishing clear guidelines and policies (45%), developing tools for plagiarism detection (25%), and giving training and awareness programs (24%). Given these responses, it could be concluded that most of the respondents are in favour of adopting rather than banning ChatGPT in academia with proper guidelines for its stipulated usage.

13:50-15:05 | Room G08

Saturday Onsite Presentation Session 3

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

Session Chair: Grant Black

13:50-14:15

70696 | *The Role of Virtuous Humanity and Self-control Between Dark Triad Personality Traits and Bullying Behavior Among Young Smartphone Addicts*

Arooj Miran, Lahore Garrison University, Pakistan

Faiqa Yaseen, Lahore Garrison University, Pakistan

Bullying is a pervasive problem that affects individuals of all ages, but it can be especially damaging during the formative years of young adulthood. It can damage, both, physically and psychologically. Yet globally the statistics of bullying has been increasing rapidly. Therefore, the current study investigated the role of virtuous humanity and self-control in the relationship between dark triad personality traits and bullying behavior in young problematic smartphone users. The study is based on a correlation research design in which a multi-stage sampling technique was used to collect the data from 801 young problematic smartphone users. In first stage, 1029 young adults were approached to fill the screening form. In second stage, only those participants were approached who met the criteria of problematic smartphone usage and were engaged in violent content on smartphone. The data was collected using four different scales. Results indicated a significant positive relationship of dark personality traits and bullying behaviors. The results also highlight that virtuous humanity and self-control are negatively associated with bullying behavior. Moreover, moderated mediation analysis was used to examine the mediating role of virtuous humanity and moderating role of self-control in the relationship of dark triad personality and bullying in problematic smartphone user. The current study demonstrates that virtuous humanity and self-control are the protective factors that weakens the relationship of dark personality traits to bullying in young smartphone addicts. These protective factors can be taught to young smartphone addicts through psychoeducation and counseling support programs in colleges and universities.

14:15-14:40

72704 | *Influence of Online Computer-Mediated Activities on the Development of Aggressive Behaviour: A Systematic Literature Review Comparing European and Asian Regions*

Sohni Siddiqui, Technische Universität Berlin, Germany

Anja Schultze-Krumbholz, Technische Universität Berlin, Germany

Mahwish Kamran, Iqra University, Karachi, Pakistan

Research has shown that technology has a significant influence on everyday life. Especially during recent years, professional and academic activities were increasingly moved to online and digital platforms. However, it can be assumed that this also bears the risk of involvement in harmful behavior. To provide an overview of the influence of technology on the development of aggressive behavior and other behavioral disorders, qualitative and simple causal comparative analysis were conducted with 50 cross-sectional, experimental, and longitudinal studies with over 35,000 participants from Europe and Asia between 2015 and 2021. A systematic review of the studies showed that they comprised a wide range of aspects of technology such as playing violent video games and moral position of the player, exposure to violent media, problematic internet use, social networking, and internet and smartphone addiction. Moreover, differences were observed, especially regarding violent video gaming across the regions. Problematic social networking and internet and smart phone addiction were correlated with a high level of aggressive behaviors in most of the studies. In this comparison, it is pointed out that in most of the studies from Asian countries, questionnaires or self-report were used to measure the variables where results might be influenced by common method bias. However, in European studies some of the modern scientific methods such as neuroimaging in collaboration with the use of questionnaires was focused to elaborate the results. It is recommended to design studies based on a longitudinal approach with experimental strategies and involving participants using probability sampling techniques.

14:40-15:05

69967 | *Presence, Language and Culture: The Linguacultural Time-being*

Grant Black, Chuo University, Japan

Drawing from earlier research into student responses to their study abroad experience this presentation explores why intercultural experiences have a wide range of reactions. Travel abroad and intercultural experiences in general can result in a profound shift in perspective for many people, but these patterns tend to be on a spectrum and are not uniform or universal. For some, intercultural experiences have a tremendous potential for providing great insights for one's sense of self of understanding of the human experience. This presentation seeks to understand why that is the case and in what way could such things possibly be measured. A transformative intercultural experience can be thought of as a reframing of one's experience, as a form of metacognition, or as an expansion of the psychological territory of our personal experience. Using a classic Zen poem as a primary reference point, the presentation will argue that varying degrees of attachment to an egoic personal identity are what account for the wide range of reactions. The realisation at the core of this is that consciousness is not culturally or linguistically dependent.

15:20-16:35 | Room G08

Saturday Onsite Presentation Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Majid Al Busafi

15:20-15:45

71561 | *Enhancing Student Success – An Institutional Effort*

Tao Jiang, University of Leeds, United Kingdom

This session aims to discuss how University of Leeds delivers its commitment to access and student success through its institutional policy, strategy and governance. It will also highlight the importance of student-staff collaboration in achieving this strategic goal. The session will open with an introduction to the University of Leeds' commitment to access and student success by looking at its policy, strategy and institutional structure. It will then explain how the University's Access and Student Success Steering Group leads on the implementation of the strategy at faculty and school level through the Academic Leads Network, with the support from Faculty Student Success Officers. During this part of the workshop, participants will be invited to share their institutional strategies, policies and structure in improving access and student success if relevant/applicable. The session will also discuss the University of Leeds' work on supporting access and student success. It will first look at the activities that the outreach and engagement teams have delivered in order to increase the access for wider communities particularly the under-represented groups. It will then introduce the bespoke programmes run at Leeds to support the continuation of the student learning as well as the provisions to enhance student attainment and progression. It will also highlight how the University utilises its research resources to support the development of access and student success. Participants will be invited to ask questions about Leeds' policy and administration in this area.

15:45-16:10

71745 | *How Do Leaders Instill Innovative Behaviors in the Higher Education Institutions? An Empirical Study*

Said Al Riaymi, Sultan Qaboos University, Oman

Waheed Umrani, Sultan Qaboos University, Oman

Saeed Siyal, Beijing University of Chemical Technology, China

Irene Yong Seok Ching, University of Malaya, Malaysia

Hassan Syed, University of Pennsylvania, United States

The present study adopted a time-lagged method to collect responses from the university teachers. The adopted method is considered robust to handle CMV issues. Using this approach, a total of 214 useable responses were obtained. The aim of present study was to add value in the existing literature on Social Penetration Theory by examining relationship between inclusive leadership and innovative work behavior and mediating effects of work engagement and leader member exchange. The empirical results indicated that inclusive leadership and innovative work behavior were positively related. We also obtained empirical support for the mediating role of work engagement and LMX on the inclusive leadership and innovative work behavior relationship. This paper discusses theoretical and practical implications based upon social penetration theory. The study highlights how inclusive leadership helps university teachers enhance their innovative work behaviors through indirect effects of leader-member exchange and work engagement. The study also forwards robust future research directions.

16:10-16:35

70940 | *A National Coach Education Framework to Develop the Sports Coaching Profession and Sports Industry in the Sultanate of Oman*

Majid AL Busafi, Sultan Qaboos University, Oman

The aim of this research is to design a national coach education framework for the development of the sports coaching and sports industry in the Sultanate of Oman. The study presents plans to structure and redevelop the sports sector in a sustainable manner inside Oman. Additionally, it examines global experiences, policies, and models on how coach education contributes to advancing the sports talents, job creations, sports clubs development, and private investments. The research use the cross-sectional and exploratory approach because of the study's broad and varied scope. It employ qualitative and quantitative research methods. The concerned stakeholders expected to participate in the data collection include, sports coaches, sports persons, sports clubs, Ministry of Sports Affairs, the Oman Olympic Committee, Omani Federations and Committees, and HEIs located throughout the 11 Oman governorates. The descriptive and inferential statistics helps in extracting the relevant factors and preparations of the framework. The framework goes through rigorous reliability and validity checks by national and international experts and standards.

16:50-18:30 | Room G08

Saturday Onsite Presentation Session 5

Professional Training, Development & Concerns in Education

Session Chair: Hagit Rifinski

16:50-17:15

70546 | *The Reactions Towards and Skills Acquisition from a Microlearning Practice*

Irene Isibika, Vrije Universiteit Brussel, Belgium

Chang Zhu, Vrije Universiteit Brussel, Belgium

Egbert de Smet, University of Antwerp, Belgium

Albogast Musabila, Mzumbe University, Tanzania

Microlearning has paved way and increased the possibilities for effective workplace training. This paradigm opportune employees with less resources to acquire skills, the needed skills while on the job. Using the Kirkpatrick evaluation model, the study aimed to explore librarians' reactions towards microlearning. Factors investigated included satisfaction towards microlearning, microlearning effectiveness, motivation and addressing needs. The librarians from Mzumbe University in Tanzania were trained on how to use a library management system (ABCD system) through the microlearning approach. A qualitative study was employed using two focus group discussions with 12 participants to gather data on their reactions towards microlearning. Deductive thematic analysis was conducted verbatim, and themes were generated according to participants opinions. Results showed that librarians were positively inclined to use microlearning for their training needs since it helped to improve themselves professionally despite challenges encountered. One of the many advantages that librarians liked is the fact that microlearning enabled them access to training materials whenever needed. The emerging themes may be used to bring a new dimension to other disciplines in professional training.

17:15-17:40

71877 | *Pedagogical Professionalism and Its Implication in Educational Accountability in Tanzania*

Rose Matete, The University of Dodoma, Tanzania

Pedagogical professionalism requires that those who are involved in the teaching profession field are duly respected. Under decentralisation framework in Tanzania however, teachers are required to be accountable to school committee members for pupils' learning. This study explored pedagogical professionalism as a form of decentralisation and its implications for educational accountability. This was a qualitative study employing a case study design and it involved 90 classroom teachers, 10 head teachers, 6 school committee members, and 2 educational officials making a total of 108 participants. Data was collected through open-ended questionnaires, interviews, focus group discussions and documentary review. Bar charts were used to analyse the data from open-ended questionnaires while thematic and content analysis were used to analyse data from focus group discussion, interviews and documentary review. The results indicate that teachers rejected to be accountable to the school committee members and they preferred to be supervised by head teachers, School Quality (SQ) assures and Ward Education Officers (WEOs) since these belong to the same profession. Teachers thought that school committee members need to facilitate all matters concerning the school development plans outside the classroom and leave the teachers free to perform their professional duties. The key argument in this paper is that if teachers are to improve their teaching and pupils' learning, head teachers, SQ assurers and WEOs have to work closely with them. Teaching profession needs to be regulated by people who belong to the same field while outsiders may be consulted to facilitate the work of the teacher.

17:40-18:05

70137 | *The IRP Framework: A TPD Reflexive Model on the Pedagogical Underpinnings of ICT-Enabled Teaching Practices*

Ángela Novoa-Echaurren, Universidad de los Andes, Chile

This presentation discloses the primary finding from a qualitative case study research that explored six schoolteachers' ICT reflexive practices as part of a doctoral thesis at UCL Institute of Education. The research outcome constitutes an ICT reflexive practice (IRP) framework aiming to aid teachers and school policymakers in harnessing ICT potentials to increase pupils' learning possibilities. Drawing on synergies between Freire's (2014) and Dewey's (1910) notions of 'reflexive practice' and Dourish's (2017) 'user-generated contexts', the framework integrates policy, theory and practice through a teacher professional development (TPD) model deeply embedded in the school ecosystem. The primary contribution to knowledge is supporting researchers and policymakers to understand teachers' pedagogical underpinnings of ICT practices. New technologies for learning play an increasingly important role in education. For example, it is now possible to observe that artificial intelligence is a subject of concern among many commentators and educational experts. In this context, the conscious and critical use of ICT becomes a matter of singular relevance. As proposed through the framework, reflexive practice suggests addressing this issue while harnessing the potential of ICT according to the conditions, needs and collaborative decisions teachers make within their institutional boundaries and even beyond.

18:05-18:30

71884 | *Mockrptions – An Innovative Tool to Deal with the Complexities of Teaching*

Hagit Evan-Rifinski, Bar-Ilan University, Israel

Classroom management is one of the biggest challenges facing new teachers. This problem is acute in many countries due to various factors including large classrooms, discipline problems, and lack of student motivation. Role plays, simulations, and case studies are traditionally used to teach classroom management skills. However, feedback from my former students has shown that these methods often cannot simulate a real classroom. Instead of replicating the complex classroom environment in which these events actually occur, simulations tend to look at critical events in a vacuum. Due to this, pre-service teachers are often left unprepared for actual classroom management when they enter the field. In response to this gap, I created 'Mockrptions', a tweak on traditional simulations. In a 'Mockruption', a pre-service teacher designs and delivers an original lesson. During the lesson, an unexpected classroom management issue, such as belligerent behavior, occurs, forcing the student teacher to simultaneously address the unforeseen classroom management issue and continue to teach. This method is currently being tested in an ongoing qualitative action research study involving two groups of 30 pre-service teachers at Bar-Ilan University in Israel. In this study, students participate in recorded 'Mockrptions.' Data is then gathered from lesson observations, student reflection notes, and student focus groups. This presentation will discuss the results and insights from this continuing research. Audience members will learn about this method, its development, and findings from its first trial; additionally, they will discuss its potential for empowering novice teachers to effectively address the complexities of classroom management.

09:30-11:10 | Room G09

Saturday Onsite Presentation Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Chika Nweke

09:30-09:55

68087 | *Sociological Regard at the Interpretation of Learning Difficulties in Mathematics: Testing the Anthropodidactic Approach in Urban Schools*

Thomas Rajotte, University of Quebec in Rimouski, Canada
Émilie Boivin, University of Quebec in Rimouski, Canada
Raphaëlle Dufour, University of Quebec in Rimouski, Canada

This study project contributes to documenting the subject of learning difficulties in mathematics. In this research, we aimed to verify what are the main explanatory factors underlying teachers' perception of learning difficulties in mathematics and in relation to student performance in a problem-solving test. To meet the objectives of the study, we implemented a correlational quantitative data analysis devised with the participation of 262 primary school students. Regression analyses were performed. The results of the analyses show that the performance in solving a written mathematics questionnaire is explained mainly by socio-demographic variables associated with the students and by factual variables relating to the conditions for taking the questionnaires. Moreover, the teacher's perception of student performance in mathematics is mainly explained by variables directly related to the student or to the teacher's vision of the student's potential for success at school.

09:55-10:20

71211 | *The Shaping of China's School Music Education Between Globalization, Nationalism, and Citizenship in the Twenty-First Century*

Wai Chung Ho, Hong Kong Baptist University, Hong Kong

Examples of using music education to build a responsible, cohesive, and robust society can be found in both traditional and contemporary Western and non-Western worlds, respectively. The purpose of this study, which concerns globalization and nationalism in Chinese society, was to analyze how multiple citizenships in school music education are put into practice, interpreted, and negotiated within educational settings. This paper traces and examines the policy and practice of school music education in China through a critical analysis of public Chinese texts, such as official policy documents, curriculum standards, selected music textbooks, and related commentaries, before revealing the following two major findings. First, Chinese authorities have sanctioned diverse music cultures in the development of citizenship in response to an increasingly relaxed social environment in terms of its market system and the cultural and economic influences of globalization. Second, the Chinese State has determined its development course, defined its national identity and citizenry, and selected its nation-building curricula following the path of socialist education with Chinese characteristics to nurture young students in their preparation to join the socialist cause. Despite the introduction of multicultural music (including popular songs) and socialism in school education, this paper argues that the Chinese Government has attempted to use traditional Chinese music and traditional Chinese culture and values (such as the importance of harmony in family and society delineated in official approved songs) to bridge the gap between the discourses of globalization and Chinese socialism and nationalism to meet the needs of a dynamic Chinese nation.

10:20-10:45

71967 | *Application of Modified Flanders Interaction Analysis During Mathematics Lessons in Senior Secondary Schools in Lagos State, Nigeria*

Olufunmi Taiwo, Lagos State University, Nigeria
Modupe Alawaye, Lagos State University, Nigeria

Objective: This study examined the classroom interaction analysis in the teaching and learning of mathematics in senior secondary schools in Amuwo Odofin Local Government Area of Lagos State, Nigeria. Methods: The research design was a survey type. The sample consisted of ten mathematics teachers and 725 students selected from five secondary schools in festac Area. The instrument for collecting data was a classroom observational schedule activity. Five senior secondary schools were used with two mathematics teachers in each school and seven hundred and twenty-five 725 students. It was designed to collect information on teachers' and students' interaction patterns in the classroom. The data collected were analyzed using the Mean scores, Standard deviation, percentage and t-test statistics tested at a 0.05 level of significance. Results: The results of the analysis revealed that teachers dominate all the activities in the classroom that is the teachers were the active person in the classes, while the students were just passive listeners. It was concluded that mathematics classes in Amuwo Odofin Local Government were Teachers-Centered. Conclusion: Based on the finding of the study, it was recommended that Mathematics teachers should make the teaching more student-centered in order to allow full participation of students in the lesson, also they should not be too strict, but they should be approachable, friendly, accommodating, which will enhance their performance. Hence, efforts should be made by the government to include observation techniques in the teachers training institutions.

10:45-11:10

71913 | *Investigating the Challenges of Teamwork for 1st Year Undergraduate Engineering Students*

Mauryn Chika Nweke, University College London, United Kingdom
Matthew Banner, University College London, United Kingdom
Manal Chaib, University College London, United Kingdom

Literature has shown that the ability to work in teams is one of the most highly coveted skills by engineering employers (Levy and Rodkin, 2016). On the Biochemical Engineering programme at UCL, teamwork is present across the programme curriculum and has seen consistently high levels of positive feedback in annual evaluation surveys. However as the pandemic forced educators to move to the online environment, this resulted in significant implications for how students interacted with each other and engaged with teaching material, which in turn highlighted gaps in staff support. As we move to a blended approach, this project sought to understand the challenges 1st year undergraduate students face with teamwork in remote settings vs. in-person vs. a blend of both, discern any difficulties in teamwork related to inclusivity and gather information on how teaching staff could better support students working in teams for the first time at university. We addressed this with a mixed-method approach consisting of questionnaire design and case study-based workshops with our post-pandemic cohort of students who have experienced in-person, online and blended learning. Results showed that communication and engagement were the most common challenges students faced in remote teamwork settings, with language barriers and accessibility being the most prevalent issues. The results also highlighted issues with inclusivity related to students who do not have English as a first language. It was also highlighted that there was a need to better address the implementation of adjustments for disabled/neurodivergent students in teamwork settings.

11:25-13:05 | Room G09

Saturday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Benjamin Leung

11:25-11:50

70147 | *Investigating the Usage of Labster and its Future Implications for Industry and Academia*

Rana Khalife, University College London, United Kingdom

Chika Nweke, University College London, United Kingdom

Pierre Springuel, University College London, United Kingdom

The unprecedented impact of COVID19 on engineering education has resulted in lasting changes in the way educators teach as well as the way students learn. One of the most impacted areas was the inability of students to undertake laboratory training, which is crucial for engineering employability. In 2020, UCL Biochemical Engineering implemented the use of Labster – a virtual lab simulator that allows students to complete laboratory experiments online, whilst simultaneously exploring complex theories. This project aimed to investigate the impact of using Labster as a lab training tool to evaluate how well it prepared students for industry, and furthermore to understand any implications this may have for academic practice across other departmental programmes. The method for data collection comprised of interviews and survey dissemination to two MSc cohorts and steering committee members who comprise of key industry players. Analysis of the results shows that over 60% of graduates on the MSc reported back that the use of Labster effectively prepared them for the engineering working environment. Similarly, communications with industry suggested that although many companies use in-house virtual software packages, Labster served as a useful tool in helping to bridge the skills gap. The consensus from all students that partook in the study was that the lab simulator was considered to be very useful for practical theory learning which made it easier for them to carry out practicals. Based on this, the use of Labster will be rolled out to lab and non-lab based modules across a range of programmes.

11:50-12:15

71604 | *Grade 8 Students' Impediments When Learning Geometry: A Case of One High School, Eastern Cape South Africa*

Shakespear M. Chiphambo, Walter Sisulu University, South Africa

Nomxolisi Mtsi, Walter Sisulu University, South Africa

Nomaroma Kumanda, Walter Sisulu University, South Africa

One of the contributing factors to students' poor performance are the impediments which this study identified. The study explores Grade 8 learners' impediments when learning geometry in one of the high schools in the Eastern Cape province of South Africa. The study uses van Hiele's geometric thinking theory as it provides the framework of how students learn geometry. The study employed a qualitative approach guided by the case study design and subjected textual qualitative data to thematic content analysis. Nine Grade 8 students were purposely selected from the cohort of 56 students using diagnostic test results. By using reflective tests and intervention activities the study established impediments student demonstrate when learning geometry. The study reveals impediments that inhibit students from performing well in geometry as lack of mathematical language proficiency, failure to make meaning of the mathematical concepts and terminology, lack of English language proficiency, poor teaching methods and students' negligence of mathematical rules. The study recommends that mathematics teachers integrate polygon pieces assisted by mathematics dictionary in the teaching and learning of geometry.

12:15-12:40

71924 | *Peer Teaching and Learning in a Taught Postgraduate Course*

Benjamin Leung, Hong Kong University of Science and Technology, Hong Kong

A major tenet of cooperative learning has been that learners should be provided with appropriate and substantial learning inputs. Learning opportunities ideally should be scaffolded in accordance with Vygotsky's Zone of Proximal Development (ZPD). An added challenge for scaffolding, however, is working with mixed abilities learners whose levels of understanding and engagement often vary greatly. This paper presentation reports a quasi-experimental study conducted in a real-time online via Zoom postgraduate course environment where the students were systematically introduced and required to perform peer teaching and learning under a modular course structure and at a regular interval with shared group marks accounting for 50% of their marks in the course. The postgraduate course was one-semester long and embedded within the indispensable element of inter-dependent learning through peer teaching that featured division of labor, mutual identity, environmental spaces and simulations of situations. Peer teaching/learning was hypothesized to be conducive to an optimal postgraduate learning environment. The presentation will summarize the teaching context that was purportedly in alignment with the tenets of cooperative learning, analyze the students' responses to the research questionnaire about their perceptions of the peer learning paradigm, and propose some pedagogical issues for discussion. The research data were drawn from the triangulation of self-reported qualitative and quantitative sources as well as an analysis of the learning outcome artifacts as evidence. Preliminary analysis reveals the desirability of this experimental approach and calls for further study.

12:40-13:05

72616 | *Co-Designing Curriculum for Rural Education in Indonesia: Promoting Relevance and Engagement for Holistic Education Development*

Nurul Jamila Hariani, Universitas Airlangga, Indonesia

This research paper aims to explore the process and outcomes of co-designing curriculum in rural-area schools in Indonesia. The study utilized a qualitative research design, and data were collected through interviews, focus group discussions, and document analysis. The participants were teachers, students, parents, and local community members involved in the co-designing curriculum process. This study's findings indicate that co-designing curricula in Indonesian rural schools is a promising strategy for providing pertinent and meaningful education to students in remote areas. Co-designing curriculum required collaboration among stakeholders to identify the local context and challenges and create a curriculum that integrates the local context and cultural values while meeting national and international standards. The co-designed curriculum provided opportunities for students to actively engage in their learning and interact with the local community, thereby fostering their holistic development. The study also uncovered several obstacles in the co-designing curriculum process, including a lack of resources, restricted access to technology, and the need for capacity development and training. To address these challenges, the study recommends strengthening collaboration and communication among stakeholders, providing adequate resources and support, and promoting capacity building and training opportunities for teachers and other stakeholders. Co-designing curriculum in Indonesian rural schools is a promising strategy for providing pertinent and meaningful education to students in remote areas. The process requires the commitment and cooperation of all parties involved, as well as adequate support from the government and other pertinent organizations.

13:50-15:05 | Room G09

Saturday Onsite Presentation Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Nomxolisi Mtsi

13:50-14:15

70662 | *Improving the Entrepreneurial Mindset through Entrepreneurial Education: A Framework Based on Action Research*
Zeinab Hmama, Africa Business School, Mohammed VI Polytechnic University, Morocco
David Hayes, Africa Business School, Mohammed VI Polytechnic University, Morocco

Purpose – Global changes have increased interest in Entrepreneurship as a subject in universities and business schools around the world. In light of these changes, it is essential to develop sufficient entrepreneurial skills to pursue environmental mutations. The study aims to identify the impact of entrepreneurial education among (a) women aged 20-30 year-old with university or technical degrees who cannot find employment, (b) underserved aspiring entrepreneurs, and (c) children, grades 1-6, and their teachers. Design/methodology/approach – The approach is based on an action research methodology with a cyclic improvement approach that provides insights into practice and research. As this study is underway, pilot groups are being identified for each target group. Once identified, data will be collected based on a mixed methodology to identify the target's needs. Next, the data will be analyzed to develop content(s) and training(s) based on the needs identified. Findings – Our future conclusions will help to determine what is crucial in entrepreneurial mindset education to make learning and development of entrepreneurial mindset rewarding for large groups of people and will lead to an import list of guidelines that educators can use to design entrepreneurial mindset programs to meet the different needs and requirements of their target audience and to measure the impact. Originality/value – This study will contribute to impact research in entrepreneurial education by analysing and developing an entrepreneurial mindset learning programme based on an action research methodology that involves not only the researcher but all different stakeholders in the process of implementation of an entrepreneurial mindset learning programme.

14:15-14:40

71739 | *Toward Teaching Kids in Arab Countries Programming Skills: A Case Study*
Hamzeh Aljawawdeh, Zarqa University, Jordan
Abdallah Aljalabneh, Zarqa University, Jordan

Teaching children to code has gained popularity in recent years, with many schools and institutions now providing tools and programs to get young learners started with computer programming. High-level programming languages, such as Python, Java, and C Sharp (i.e., C#), are often used in these educational contexts due to their simplicity and versatility. This article discusses the benefits of teaching children to code with high-level programming languages and offers tips and strategies for effectively introducing these concepts to young learners. Through hands-on activities and interactive lessons, children can gain valuable skills and knowledge to serve them well in their future academic and professional endeavours. A case study has been conducted to show that children in Arab countries can learn coding skills effectively when they are taught using interactive and hands-on methods.

14:40-15:05

71094 | *Exploring Online Science Activities That Will Enhance Interactive Learning in Science in a Historically Disadvantage University in South Africa*
Nomxolisi Mtsi, Walter Sisulu University, South Africa
S Chiphambo, Walter Sisulu University, South Africa
N Kumanda, Walter Sisulu University, South Africa

The paper reports on the online practical science activities that will enhance interactive learning in science. Science is an important subject that assists in boosting the economy and it is in terrible need of approaches that involve students more in a lesson like promotion of self-activity, promotion of self-development, stimulation of interest and curiosity. The paper seeks to find out if the science online activities are promoting interactive learning. The paper is informed by Vygotsky's social constructivism which encourages involving of learners actively in learning. The study is located in the interpretivist research paradigm, followed a qualitative approach, and adopted a case study design. A purposive sample of 4 science lecturers participated in the study. Data were collected through individual interviews. Content analysis was utilised to analyse data collected for the study and the data were coded and categorised to enable thematic analysis. The findings revealed that it is not easy to do the experiments online, students are denied the acquisition of some scientific skills. For example, manipulative skills, predictions based on the hypothesis, analysis of the results, and presenting the findings. The paper recommends the use of blended learning so that face-to-face sessions can be utilised for experiments.

15:20-16:35 | Room G09

Saturday Onsite Presentation Session 4

Built Environment

Session Chair: Theopisti Chrysanthaki

15:20-15:45

70469 | *GIS Tools for Senior-friendliness of Cities in Terms of Security in Light of the Post-pandemic Situation and Armed Conflict*

Marta Czaplicka, University of Warmia and Mazury in Olsztyn, Poland

Agnieszka Dawidowicz, University of Warmia and Mazury in Olsztyn, Poland

Adam Senetra, University of Warmia and Mazury in Olsztyn, Poland

Malgorzata Dudzinska, University of Warmia and Mazury in Olsztyn, Poland

First, the outbreak of the COVID-19 pandemic in 2019 and then the armed conflict in Ukraine in 2022 have influenced changes in social behaviour. People not only started gathering food, sanitary supplies and products necessary for survival, but also reduced their activities outside their homes. This phenomenon mainly affected senior citizens as a social group with higher susceptibility to the virus, a more severe course of the disease and a higher mortality rate due to coronavirus, as well as greater limitations in daily functioning. Therefore, the question arises: are residential estates senior-friendly in terms of citizen security? The study was conducted to: 1) examine the sense of security and identify the elements of housing development that give a sense of security to urban seniors; 2) relate to previous studies by identifying changes observed in seniors' assessment of these development elements. Based on an extensive literature review, a list of indicators was compiled on the sense of security of senior citizens in urban housing estates. This was followed by a paper-based survey and CASI (Computer-Assisted Self-Interview), the results of which were compared with surveys previously conducted on the same group of respondents. After processing the data obtained, the elements examined were assigned ranks. Using the GIS tools, maps of senior-friendly areas (concerning citizen security) in chosen cities were generated. The research grant was funded by the National Science Center of Poland. Project title: The concept of identifying age-friendly housing estates in the aspect of infrastructural and landscape determinants.

15:45-16:10

72951 | *Accessibility of Healthcare Facilities: Arts Integrated in Design for Visually Impaired People*

Daryia Krivosheina-Palityka, University College London, United Kingdom

Evangelia Chryssikou, University College London, United Kingdom

Healthcare facilities serve diverse individuals, including older adults with multimorbidities. Integrating arts into healthcare spaces has been shown to improve patients' health and well-being. However, it remained uncertain if the visual arts were accessible to people with different sensory needs. Given the growing number of older adults who are visually impaired, it was valuable to determine whether the arts were accessible to visually impaired people (VIP) and to explore strategies for improving them. This study employed mixed methods: (1) secondary research of 25 British healthcare art programs to identify accessible art presence and influencing practices; (2) review of 31 healthcare estates guidance documents and 4 supplementary ones to determine accessibility requirements; and (3) interviews with healthcare art practitioners from 3 London NHS Trusts to find opportunities for increased accessibility. Data collected in July 2022 by a reviewer with clinical background. Quality of art programs and documentation assessed based on preliminary literature review on accessible arts in museums and galleries. 6 out of 25 programmes incorporated accessible arts, and only 2 included VIP in commissioning process. The reviewed documentation lacked specific recommendations on the accessibility of arts. The interviews helped to reveal numerous accessible solutions for healthcare art programmes. The evidence showed that healthcare art programmes were mostly inaccessible to VIP. The healthcare facility guidelines require their revision with evidence-based alterations. The research identified the need for changes in arts integrated in healthcare facilities and proposed opportunities to improve their accessibility, which could subsequently benefit older adults' health in healthcare facilities.

16:10-16:35

72286 | *The 'SPACE AWAY' Project: Exploring the Use and Acceptability of a Bespoke Dementia Friendly Seating Area Within Hospital Inpatient Wards*

Theopisti Chrysanthaki, University of Surrey, United Kingdom

Victoria Revell, University of Surrey, United Kingdom

Lynette Nunn, Independent Scholar, United Kingdom

Hayley Harvey, Independent Scholar, United Kingdom

The need to make the hospital environment more supportive and friendly to people with frailty and living with dementia has been widely acknowledged in the past few years (Dementia Action Alliance, 2014; Royal College of Psychiatrists, 2013; Galvin et al. 2010). In 2009, the Department of Health has funded The King's Fund Enhancing the Healing Environment Programme which worked with 26 NHS hospital trusts to develop more dementia-friendly design. The evidence demonstrate that supportive designed environments reduced significantly incidents of 'patient deconditioning' which can lead to a loss of muscle tone, reduced mobility, increased falls, confusion and agitation, and demotivation. Environmental changes have been found to improve nutrition and hydration, sleep and mood promoting mobility, independence and meaningful social interaction with staff and family carers whilst in hospital (Waller and Masterson, 2015). Despite the growing evidence, the majority of hospitals are not age or dementia attuned (Grey, Xidous and O'Neil, 2020). The present paper will present findings from our study exploring the feasibility of use and impact of a bespoke dementia friendly seating area (including light enhancements) within two Milford community hospital inpatient wards called 'SPACE AWAY' on the health and wellbeing of older inpatients with cognitive impairments including dementia, their family carers and staff.

16:20-17:35 | Room G09

Saturday Onsite Presentation Session 5

Curriculum Design & Development

Session Chair: Robyna Irshad Khan

16:50-17:15

69565 | *Digging Digital Learning: Towards Developing Online Learning Content for Southern African Archaeology Training*
Alette Maria Harcombe, University of South Africa, South Africa

The Covid-19 pandemic resulted in a sudden and forced adoption of online learning across all sectors of education. On a discipline-specific level, fields that are characterised by predominantly theoretical teaching appear to have adapted more smoothly, while those with practical training components struggled the most. Unfortunately, the discipline of archaeology fell into the latter category, as it utilises archaeological fieldwork excursions, outdoor activities and lab training as part of its curriculum. While the most common strategy executed by teaching staff to convey fieldwork methods and techniques, was the utilisation of existing multimedia (especially online videos), the lack of uniformity and strategic integration of these sources, coupled with minimal interactivity, meant that they often failed to make considerable positive impacts on the online learning experiences of archaeology students. To address these issues, the paper outlines the creation and review of a prototype eLearning session for archaeological fieldwork, which integrates theoretical content with various media (photos, illustrations, videos, and audio-prompts) through inter-active functionality.

17:15-17:40

70316 | *Higher Education Curriculum Design in Colombia: An Approach from Education Policies*

Maria Eugenia Navas Rios, Universidad De Cartagena, Colombia
Emperatriz Londono Aldana, University of Cartagena, Colombia
Jorge Armando Luna Amador, University of Cartagena, Colombia

With the Colombian Constitutional Reform of 1991, the Government ceased to be the sole designer of the curricula in educational institutions. With this Reform, the Government fulfills the role of supervision and control of educational quality. On the other hand, the Universities are granted the Autonomy for the design of their Institutional Educational Projects, therefore, the design of the educational projects of each academic program offered by the Institution, which are inputs for the curricular design of each program. The Government has been fulfilling its function through the issuance of decrees that include quality conditions. Based on the above, this research aims to describe the changes in curriculum design in Colombia, starting with the first law on higher education after the reform of the 1991 Constitution, and how universities have migrated from a curriculum design "by objectives" to a design by "competencies" and today the design is based on learning outcomes. From a qualitative research approach supported by theoretical review and documentary analysis, using the Atlas T and the Gaphi, it is concluded that the curricular design in Colombia and its transformations obey international guidelines and maintains the same formal and sequential structure, independent of the norm that governs in each historical moment. What really changes is the way of carrying out each of these elements that make up the structure.

17:40-18:05

70992 | *Developing Contextually Relevant Master-level Bioethics Program for Pakistan*

Robyna Irshad Khan, The Aga Khan University, Pakistan
Kulsoom Ghias, The Aga Khan University, Pakistan
Tashfeen Ahmad, The Aga Khan University, Pakistan
Mustafa Aslam, The Aga Khan University, Pakistan
Anita Allana, The Aga Khan University, Pakistan
Ashar Malik, The Aga Khan University, Pakistan

With the field of medicine rapidly changing and related ethical issues emerging, it is critical for bioethics education to keep apace. In LMICs where healthcare is fraught with questions of ethics, there is a scarcity of trained bioethicists. In Pakistan, basic awareness of research ethics has been gradually increasing due to the international regulatory requirements, but there remains a need for formal bioethics programs. We developed a two-year, master-level program for bioethics in Pakistan using following six steps: 1) Problem identification and needs assessment. 2) Targeted needs assessment. 3) Development of curricular objectives. 4) Identification of educational strategies. 5) Implementation. 6) Evaluation and feedback. The program will commence from January 2024 and is designed for training of mid-career professionals who aspire to attain in-depth knowledge of bioethics. The overall aim is to develop professionals with an understanding of local contexts, together with an ability to discern ethical issues and identify at risk groups during research. It will offer a foundation in key concepts, notably equity, rights, entitlement, power, discrimination, and how these pervade the society from micro to structural levels. Specific skills around the study of knowledge production, analysis, and writing in ethics will be cultivated. After completion, graduates are expected to become bioethics champions, capable of establishing similar educational programs, along with providing bioethics and research ethics consultative services to public, private, and governmental organizations. This presentation aims to share important experiences in development of a bioethics program that may help inform development of contextual programs elsewhere.

09:30-11:10 | Room G10

Saturday Onsite Presentation Session 1

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

Session Chair: Wenhui Winfred Xuan

09:30-09:55

69407 | *A Mixed-method Case Study on Reading Motivation under Mainland Chinese EFL University Context: A Complex Dynamic Systems Theory Perspective*

Jianjun Li, The Chinese University of Hong Kong, Hong Kong

This present study adopted a longitudinal sequential mixed-method research (MMR) approach with a quan-QUAL design and a triangulation purpose to research the reading motivation of a Mainland Chinese EFL university student from the perspective of the time dimension. The complexities and dynamism of participant's reading motivation are unraveled through the lens of complex dynamic systems theory (CDST). Chinese Reading Motivation Questionnaire was administered first, followed by a concurrent semi-structured interview. This coupled data collection procedure was repeated four times over a half-year time span. The line chart via Excel is employed to identify the changes and developmental trends of reading motivation over time and Software NVivo 12 with a content analysis approach is adopted to analyze the reasons for the change in reading motivation and the interactions among these reasons over time. This study found that the participant's reading motivation manifested some CDST features such as dynamism, complexity, attractor states, non-linearity and dependence on contextual factors (teacher, reading materials, teaching style, College English Test Band 6, father's encouragement and international news). Meanwhile, the self-regulation and contextual factors that showed variation over time were intertwined to shape the reading motivational dynamic and complex nature in the time dimension.

09:55-10:20

72164 | *An Emotion-Based Study of Russian Language Teaching in the China-Russian Borderland: A Sociopolitical Perspective*

Zongtuo Liu, University College London, United Kingdom

In the present era, foreign language education is gaining significance and acting as a key medium between China and the world. Informed by this, the study examines Russian language teaching experiences with a particular focus on the emotions of Russian language teachers. Seeing emotions from a sociopolitical perspective (Benesch, 2017, 2018, 2020; De Costa et al., 2018), this study explores the emotional experiences of Chinese teachers teaching the Russian language in China. Two Chinese teachers with over ten years of teaching experience at Heihe University were selected for the study given the strategic importance of Heihe as a key border town linking China to Russia. Based on the multiple types of data including semi-structured interviews, and classroom observation this study finds that there is a complex interplay between positive emotions and negative emotions, which is largely shaped by various sociopolitical factors at multiple levels. In terms of the emotions related to teaching performance, their positive emotions are influenced by the accessibility of Russian language resources, social events held between cities in China and Russia, and students performance. Conversely, their negative emotions arise from state-level education requirement, high-stakes literacy test, and institutional management. Strategies used by Chinese teachers to respond to promotion practices at borderland university are also explored. Based on the findings of this study, relevant implications are offered to enhance the emotional rewards of the Russian language and provide suggestions for language education policymakers.

10:20-10:45

71483 | *Gratitude and Mindset in a University EFL Context*

Jeffrey Wilang, Suranaree University of Technology, Thailand

Gratitude and mindset have recently gained attention in English as a foreign language (EFL) context due to their considerable benefits in the learning process. This study contributes to the growing literature by examining the relationship between gratitude and mindset in language learning among undergraduate EFL students. Two online survey questionnaires—a 19-item survey on gratitude and a 12-item survey on mindset—were used to evaluate students' levels of gratitude, growth or fixed mindsets, differences in gratitude and mindset based on gender and year level, and relationships among gratitude, growth, and fixed mindsets. Using convenience sampling, a total of 106 students completed the online questionnaires. Descriptive statistics indicated that students demonstrated high levels of gratitude but maintained a fixed mindset. Sophomore students emerged as the most grateful, despite also having a fixed mindset. Female students exhibited higher levels of gratitude compared to male students, who were more inclined to possess a fixed mindset. Correlational statistics unveiled a significant association between gratitude and a growth mindset. Analysis of open-ended question responses about other instances of gratitude experienced in class emphasized the roles of bilingual instruction and peer activities as contributing factors. The study concluded with a discussion of pedagogical implications, highlighting the importance of fostering thankfulness in the language classroom and raising awareness of the advantages of adopting a growth language mindset.

10:45-11:10

72127 | *Understanding Chinese High School ESL Learners' Use of L2 Attitudinal Resources in Letter Writing: A Systemic Functional Perspective*

Wenhui Xuan, Hong Kong Metropolitan University, Hong Kong

While adolescent L2 writing has gained exponential research spotlight in the field of L2 writing, yet research on adolescent L2 English letter writing remains relatively scanty. In this paper, I draw on Appraisal from systemic functional linguistics to investigate the attitudinal resources used in L2 English letters written by adolescent Chinese EFL learners. I collect the data from two English letters written by a class of 50 junior three ESL students in Guangzhou China. I mainly look at Affect, Judgement and Appreciation from the system of Attitude in Appraisal to examine the interpersonal meaning-making in ESL learners' L2 letter writing. I utilize both quantitative and descriptive approaches to analyze the data, which are repeated measures ANOVAs and case study. The findings reveal that judgment is the dominant attitudinal resources that used in the interpersonal meaning-making in these students' letter writing and there exist significant differences under the use of different attitudinal resources between the two letters studied. These findings provide feedback to our understanding of interpersonal meaning-making in adolescent L2 letter writing. In addition, they also offer implications on how Appraisal could be leveraged as a framework in L2 writing assessment.

11:25-13:05 | Room G10

Saturday Onsite Presentation Session 2

Higher Education

Session Chair: Yue Chen

11:25-11:50

70586 | Extracurricular Activities in Universities, in the Light of Some Experiences of Arabic and Western Universities
Yahya Alharbi, Imam Muhammad Ibn Saud Islamic University, Saudi Arabia

The current study employed descriptive study, through analysis of the experiences of two Arabic universities: Jordan University and Cairo University and two western universities: Cambridge University and Harvard University. The results showed that there is a clear interest in extracurricular activities for students in those universities that have been reviewed. This indicates that there is good infrastructure for extracurricular activities requirements and equipment. Moreover, it shows that these universities organized many extracurricular activities. Furthermore, it was found that there are differences between these universities as regards the administration of these extracurricular activities. In Jordan University, there are a number of departments and divisions concerned with student extracurricular activities, which operate under the administration of the Deanship of Student Affairs, while at Cairo University there are departments concerned with student extracurricular activities under the administration of the General Directorate of Youth Welfare. Student extracurricular activities are carried out directly through the students' union. In addition, the voice of the students is taken into account in the administration and planning of extracurricular activities through the students' union. Moreover, the reviewed universities illustrated that there are student elections that are organized based on specific regulations.

11:50-12:15

72598 | Academia and Its Discontents: The Mouse, The Prisoner and The Lottery Winner
Sandra Kouritzin, University of Manitoba, Canada
Satoru Nakagawa, University of Manitoba, Canada

We examine the perceptions of university academics in relation to how they articulate their emotional experiences within certain ideological and experiential manifestations of academic work in the context of the Canadian neoliberal university. It is well established in the literature on academic work that neoliberalism has become the defining ideological form of late-stage capitalism which informs much of the university's transformation since the end of the Cold War. These characteristics include: the pursuit of profit (Smyth, 2017 and Ball, 2012); importance of image and 'branding' (Smyth, 2017, Bal, 2017, and Tuchman, 2009); increased managerialism and administrative control (Author, 2020, Alvesson & Spicer, 2016, and Peters, 2013); and the transformation of academics into entrepreneurs of the self (Santoro, 2011, Ball, 2003, and Smyth, 2017). To this end, the research question being addressed in this presentation is "How do academics experience and respond to the conditions of the neoliberal academy?" We present analysis of interviews with more than 400 academics within Canada's cartel of U15 research intensive universities, conducted between 2017 and 2023, funded by a SSHRC Insight Grant awarded to the authors. Interviews focused on faculty workload creep (Author, 2019) and faculty members' perceptions of their identities and roles within the academy. In this analysis, we focus on emotional 'clusters' that emerged in our data, each of which may contain more than one single, identifiable emotion: The Mouse, the Prisoner, and the Lottery Winner. There is an increased sense of desperation, competition, and isolation among faculty, seen as fighting for survival.

12:15-12:40

72334 | Building Belongings for Students on Transnational Education Programmes: A Case Study
Yue Chen, Queen Mary University of London, United Kingdom
Kok Keong Chai, Queen Mary University of London, United Kingdom

Students with greater sense of belonging in higher education tend to be more motivated and engaged in their learning. However, it has always been a challenge to keep a strong sense of community for students studying on Transnational Education (TNE) programmes where they seek a degree offered by a foreign university outside their home country, especially after the Covid pandemic where learning isolation didn't help. In this presentation, we review the benefits and value added by our TNE programmes and present scholarly initiatives that have been designed and implemented to strengthen the student sense of belonging. In particular, a case study of running a peer learning led joint live session for over 400 undergraduate students based in London and Beijing will be presented. The initiative was created to encourage peer learning, promote cross-culture understanding and strengthen the sense of community. The principle of the pedagogy, the rationale of the design, the implementation and the feedback from students are collected and analysed. This case study has provided valuable insights into the challenges and opportunities of building a sense of belonging among students. It has given useful guidance for future initiatives and further pedagogical research in this area.

12:40-13:05

71744 | The Value of Leisure Reading Among the Youth in a Higher Education Institution in South Africa
Dudzile Mkhabela, University of South Africa, South Africa
Kofi P Quan-Bafour, University of South Africa, South Africa

While some young adults find leisure reading naturally enjoyable, others find it to be extremely difficult or boring. This could be due to them not being taught the importance of reading or not acquiring reading skills during their foundation phase of education. Without the skills and the habit of reading many children could reach adulthood but cut off from important local and global information. The lack of love for reading might not only keep them busy or in touch of their world but keep them out of trouble because of bad friends. The objective of this paper was to explore the value and experience of young adult-leisure readers in an institution of higher learning in South Africa. Twelve (12) young adult students were purposively selected to participate in the study. The study employed individual and focus group interviews to collect data. The findings revealed that early exposure to books and other leisure readers in the home and school can encourage the formation of reading habit among children. Listening to interesting stories at school at a young age can also encourage children's concentration and listening skills. Leisure reading is a passionate, academically valuable, and life-changing hobby. The study also, revealed that some participants read subject content for leisure (science textbooks) due to a lack of leisure literature available during the holidays, while others read subject content because they were interested in the subject (history and political science textbooks). They wanted to learn more about the subject, but not to take a test. The paper recommends that leisure reading should be used as a transformative learning tool in the classroom at an early stage of schooling.

13:50-15:05 | Room G10

Saturday Onsite Presentation Session 3

Higher Education

Session Chair: June Ho

13:50-14:15

69881 | *'Flow' in Architecture Pedagogy (Studio), Observations and Future Applications*

Mia Tedjosaputro, Xi'an Jiaotong - Liverpool University, China

Yiqun Sun, Xi'an Jiaotong - Liverpool University, China

This study proposes an adaptation of 'flow' developed by Csikszentmihalyi in teaching and learning, particularly as a fresh perspective to view architecture studio pedagogy. 'Flow' is people's mental state at peak moments of experience; it has been described colloquially as "being in the zone". Feeling completely absorbed or fully immersed in doing something is a trait of flow. Studio is the backbone of architecture education, as students are usually involved in up to 14 weeks of design journey based on a single design brief for approximately eight contact hours per week. The aim of the study is to consider the application of 'flow' principles to improve architecture students' experience, in other words, to achieve a 'flow' state during learning and teaching and addressing the problem of maintaining student retention and motivation. A study is conducted to characterise nine 'flow' principles, with a bottom-up approach through tutor observations. Data is collected through one semester (14 weeks) studio in three different formats: individual tutorial, group peer review and design critics. This research is qualitative in nature and observations will be made on the students' production in the form of the drawings they submit twice per week. The researcher will also have a checklist to enumerate instances of when flow is taking place during the lessons. It is anticipated that of the nine principles, only three to five of the principles will be observed in this context. The expected outcome is an understanding of the extent to which the current architectural studio's pedagogical approach is conducive to achieve 'flow' state.

14:15-14:40

71222 | *Reforming Higher Education Curricula as an Engine of Industrial Growth in Thailand*

Wanwisa Suebnusorn Klaijumlang, Kasetsart University, Thailand

Meechai Orsuwan, Kasetsart University, Thailand

Aracha Krasae-in, Kasetsart University, Thailand

Ratree Prasomsap, Thailand Development Research Institute, Thailand

Nawathas Thasanabanchong, Thailand Development Research Institute, Thailand

To overcome the middle-income country trap, Thailand has attempted to reform its higher education curricula to ensure that they equip students with skills necessary for the growth of targeted industries considered as new engines of growth of Thailand. They are advanced Agriculture and Biotechnology; Aviation and Logistics; Bioenergy and Biochemicals; Digital; Food for the Future; Future Mobility; High Wealth and Medical Tourism; Industrial Robotics; Intelligent Electronics; and Medical Hubs. Therefore, the objectives of this study are (i) to systematically analyze 1,467 higher education curricula covering both undergraduate and graduate levels in all types of government-funded institutions; (ii) to analyze the relevance of those curricula to skills sets required by the ten targeted industries; and (iii) to provide recommendations regarding Thailand higher education reform in general and the curricula reform in particular. Through a systematic review of nationwide curricula documents and semi-structured interviews and focus group interviews with altogether 97 key informants, the study revealed that those curricula possessed decent inputs in terms of teaching staff but there remain areas of improvement in terms of laboratories, curricula contents, and equity of government subsidy. Teaching and assessment are aligned with present trends of pedagogy but more time for internship is needed. Considering outputs, products, and outcomes of curricula, more student enrollment in some fields is needed and the quality of graduates has not yet met the industry requirements both in terms of quality and quantity. Given research results, more personalized, flexible, and multidisciplinary curricula are mandatory for the industrial growth.

14:40-15:05

69916 | *A Transition to the University – An Exploration of Gen Z Engineering Students*

June Ho, Macquarie University, Australia

Nicholas Tse, Macquarie University, Australia

Noushin Nasiri, Macquarie University, Australia

The literature review process has revealed the lack of scholarly papers on the transition to university of Generation Z (GenZ) students, especially in Australian context. Research objective: This study aims at exploring in-depth the perceptions and behaviors of Australian GenZ students in the transition to engineering programs. Methodology: Both primary data (questionnaires and surveys integrated into assessments) and secondary data (enrolment database) are collected at the School of Engineering, Macquarie University, in 2022. Wordcount technique is then used to analyze the phenomenon. Findings: The response rate is 60% of 500 students. The results show a high rate of young engineering students with a good career orientation. Hybrid environment teaching is still in need for teaching GenZ post-COVID. GenZ students viewed the transition process as an achievement in their life with new connections, new skills, and the ability to adapt to a new environment. However, this cohort experienced difficulties with self-management skills, such as time management or procrastination, and new engineering concepts especially advanced maths units. Implications: The paper ends with recommendations for educational institutions to support students during the transition process. A better design for hands-on engineering activities in an online learning environment, supporting courses or tutorials for Maths and self-management skills are important to student's achievement. Lastly, the development of a communication system through social media is also suggested. Originality: This paper is the first to explore in-depth the transition to tertiary education phenomenon from GenZ's perspective in Australia.

15:20-16:10 | Room G10

Saturday Onsite Presentation Session 4

Higher Education

Session Chair: Leidy Lorena Piñero Cortés

15:20-15:45

67140 | *A Path to Enhance University Relevance and Competitiveness in Developing Countries*
Serwan Baban, The President of Kurdistan Region, Iraq

Higher Education Institutions attempt to remain relevant and competitive through modernising their teaching, research, and consultancy as well as engaging effectively with society, government and the private sector at all levels. However, attaining these aspirations is a challenge due to multiple issues which include fluctuations in student enrolments, market influences and the strains to fulfil public expectations. Managing these interlocked issues successfully will require setting the future plans of the Institution based on its assets, markets, political and economic issues, customers and competitors. The plans will need to clearly show direction, create measures for success and drive key decisions. This paper presents an interactive process for planning in higher education and developing a practical strategic plan as a road map to determine what an institution aims to become in the future. Hence, providing a framework to facilitate an institution's vision, mission, values, goals, and strategies to remain relevant and competitive. In addition to managing the implementation procedure to successfully realize the declared objectives.

15:45-16:10

70465 | *Microcredentials and Environmental Challenges, as Educational Innovation in Colombian Universities: The Case of the EAN University*

Leidy Lorena Piñero Cortés, Universidad EAN, Colombia
Billy Fernando Crissien Castillo, Universidad EAN, Colombia

The educational model of the EAN University has established "The educational innovation" as a fundamental pillar, understood as the ability to constantly reinvent oneself and transform educational practices into experiences that generate value in the classroom, the institution and the environment, through the implementation of disruptive initiatives. Within these three strategic axes, initiatives are being developed that permeate the curriculum and generate value for the student, from the implementation of micro-credentials that certify the skills most demanded by the Colombian labor market to a model of challenges and hiring within the study units that demonstrates the active learning proposed from the educational model and that generates a relationship with the environment seeking solutions to the country's problems. The Inter-American Development Bank (2022) defines micro-credentials as credentials that lack recognition by formal education authorities, which include certifications of completion of a course, of a job skill, or validation of knowledge based on in an exam. Microcredentials offer the possibility of improving skills and increasing human capital (IDB, 2022), in this presentation it will be shown how microcredentials are integrated into the curriculum of the formal study plans of the EAN university, the possibilities of early exits to the labor market of students in different disciplines, allowing them to stabilize at the forefront and explore new models that reinforce learning in the classroom.

16:50-18:30 | Room G10

Saturday Onsite Presentation Session 5

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

Session Chair: Etsuko Yamada

16:50-17:15

69698 | *A Longitudinal Case Study on Transformational Videoconferencing-Based EFL Teacher Training for Pre-Service Teachers' Professional Development*

Lillian Isperton, University of New York in Prague (UNYP), Czech Republic

New technologies and digital learning have opened up a wide range of learning possibilities for language learners. Even though traditional, face-to-face foreign language teaching remains predominant, there is a growing interest in teaching foreign languages (especially English as a Foreign Language - EFL) on videoconferencing (VC) platforms such as Zoom and MS Teams. Using the technological affordances of VC platforms effectively requires pedagogical skills. Instructors' teaching strategies of VC-based EFL teaching are pivotal in maintaining high-quality online interactions among learners. Effective video-conferencing-based EFL teaching is imperative. Nonetheless, many teacher training programmes worldwide are still lacking, and teachers are not being prepared to implement EFL courses which are VC based effectively. Our study explored two pre-service EFL instructors' professional development initiatives: The first aims to explore instructors' independent teaching strategies in a five-week practicum where they were encouraged to put the knowledge of VC-based EFL teaching they gained during a teacher training course into practice. The second is exploring the development of instructors' teaching strategies in VC-based EFL teaching after a year from the practicum. Data were gathered from a series of in-depth, individual interviews and random in-class observations. Findings indicate that instructors' teaching competencies in VC-based EFL teaching have improved thanks to self-regulated professional development and internal motivation strategies offered during the training. By refining teaching approaches together during the training and the practicum, instructors had opportunities to receive and provide peer feedback, guiding their professional development from the training onwards.

17:15-17:40

72397 | *English for Special Purposes – Designing a Legal English Course for Law Students*

Liora Zalayet, Tel Aviv University, Israel

Following a need for an advanced comprehensive language course which specializes in Law, a discipline specific course in English was designed for Law students. The course is aligned with the Common European Framework of Reference for Languages (CEFR) and corresponds to the Independent User B2 level. The course's aim is to develop competences needed to deal with legal English. Materials were designed to develop students' skills in English, specifically in the area of law. The LMS used was Moodle platform. The course consists of several thematic units: An introduction to the study of law and jurisprudence, Contract law, Constitutional law, Criminal law and Torts. Each unit includes resources and activities focusing on listening, reading, writing and speaking, as well as legal vocabulary and formative and summative assessment activities. Student perceptions of the course were examined following their participation in the course. Students reported that the course is one of the best specialized courses they had taken at the university, that it was very interesting and user-friendly. In addition, they reported that they acquired concepts and materials that are essential for their academic studies. At the same time, the majority of the students perceived that their language abilities had significantly improved after completing the course. The implementation of the course is recommended in other Legal English programs and its framework can be used as a model for other discipline-specific language courses. Recommendations for course design will be given.

17:40-18:05

71993 | *Construction of an Early Warning System for Online English Gamification Teaching Based on Behavioral Characteristics of Second Language Acquisition*

Zhehuan Wei, China University of Geosciences, China

Liang Yan, China University of Geosciences, China

With the development of globalization and the need of lifelong learning, learners of different ages have a great demand for online English education. However, due to the dual influence of online learning situation and language acquisition rule, online English education is more likely to cause learning burnout than other subjects. Some scholars have introduced gamification teaching to improve the effect of online English learning. However, the existing researches are mainly based on the process experience and outcome effectiveness, ignoring the learning problems that may occur in the learning process and failing to conduct timely intervene. To solve this problem, this paper extracts the behavioral characteristics of online English gamification teaching and builds an early warning model. Multiple machine learning algorithms are comprehensively applied to re-encode the behavioral data in OULAD, and the long and short term memory network (LSTM) is used to group the behavioral data of 1921 students in the table studentinfo and studentVLe. The accuracy of 6 models including naive Bayes and logistic regression model is compared comprehensively and the parameters are adjusted to achieve the optimal effect. The results show that the prediction accuracy of this study reaches 0.8656, which is significantly higher than the initial prediction of 0.6043. The results show that this system can significantly improve the accuracy of dynamic early warning in the process of online English gamification teaching, and further promote teaching and learning through personalized intervention.

18:05-18:30

72524 | *Teaching Goal-Setting in English Learning*

Etsuko Yamada, Hokkaido University, Japan

In Expanding Circle countries where English is rarely used in daily situations, it is sometimes difficult for students to have realistic and motivating goals in English learning. The extrinsic goals such as English test scores as qualifications and becoming fluent as English native speakers are generally promoted. Autonomous self-directed English learning has been encouraged for decades and one of the key elements in the learning is setting up students' own goals. The learning cannot be successful unless the students are clearly aware of their intrinsic goals and try to spontaneously achieve them. This empirical study was conducted in a state university in Japan. The goal-settings of Japanese students were observed and investigated in guidance courses for self-directed English learning. The language of instruction was Japanese. Students revised individual goals of English learning several times during the six-month course. Qualitative analysis was conducted on students' goal setting sheets and reflection diaries. The findings include that students' goals gradually became more specific as they revise. It indicates that the occasions of trial-and-error and self-monitoring of their own goal-settings are important process. The classroom discussions with peer students were also found to be effective to gain various skills in goal-settings and inspirations for achievement. Further implication of this study is that the methods of instructing goal-settings in English learning need to be more developed and established.

09:30-11:10 | Room G20

Saturday Onsite Presentation Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Betul Sekendiz

09:30-09:55

71946 | *Language Policies and the Challenge of Indigenous Language Maintenance in Nunavut*
Eve Haque, York University, Canada

Canada is federally an English and French bilingual country since 1969 but has also in 2019 passed an Indigenous Languages Act. In this presentation, I will examine how Canadian federal language policies are implicated in language education policies and educational outcomes for Indigenous communities in Nunavut. Nunavut is a large northern territory in Canada where Inuit account for 85 percent of the population and 70% of the population has Inuktitut as a mother tongue yet all the schools operate in English or French despite the fact that Inuktitut is one of the 3 official languages of the territory - along with English and French. Inuktitut based instruction has declined significantly since Nunavut became a separate territory in 1999 and a new education policy proposes to reduce this instruction even more by replacing it with a single Inuit language arts course. With first language loss in Inuktitut currently close to 12 percent per decade, this will even further accelerate intergenerational language loss. Even with the passage of a federal Indigenous Languages Act, first language maintenance and vitality for future Inuit generations remain under threat as long as English and French continue to have equal status in both territorial and federal language policies.

09:55-10:20

68406 | *COVID-19 and School Hibernation! Implications for Educational Management in Nigeria*
Jacob Adeyanju, University of Lagos, Nigeria

The emergence of COVID-19 pandemic in China on December 31, 2019 and its eventual spread to the world in 2020 came as a shock to the entire world. Although literature is replete with mixed reports on the origin of the virus, it is undisputable that the pandemic brought a reset on the entire human activities in general and the education sector in particular. In almost all the countries infected, schools being the most vulnerable at all levels, went on hibernation as over 1.5 billion learners were kept out of schools for fear of being infected (Global Campaign for Education, 2020). To analyse the impacts of the pandemic on the education system and especially on the learners, this study made use of metanalytical and systematic review methods. Miligram's obedience and conformity theory was used to underpin the variables in the study. The study found out that various online learning modes (both synchronous and asynchronous) were adopted in schools in various countries including Nigeria to keep the educational institutions alive. It was therefore recommended that the National Policy on Education, being the highest policy document in the Nigeria education system be reviewed to incorporate these modes of learning at the various levels of education in the country. While the various curricular must be reviewed to include this new trend, educational administrators and teachers must also be trained on how to use the various virtual learning platforms.

10:20-10:45

71542 | *Revisiting University Visions, Missions, and Strategies Following the Global Pandemic: Comparisons Pre- and Post-COVID 19 in Europe, Asia, and the United States*
Kate Montgomery, Southern Methodist University, United States

Miami of Ohio University President from the United States, Gregory Crawford (Forbes, 2022), claims that "the new world emerging from the global pandemic calls for reevaluating past organizational approaches on subjects from social engagement to employee compensation to workplace culture. This could be a pivotal moment for organizations to revisit their vision and mission and to articulate more powerfully the world they want to see and the way they will help bring that about" in his Forbes magazine article, "An Organizational Vision And Mission For A New World And Workplace: Part 1". The global pandemic created systemic change in many aspects of society at large: some disruptive change for the time, some with lasting impacts. This research examines how missions, visions, and strategic plans were impacted post-COVID-19 to assess signaling tendencies through the lens of institutional theory. Building on a previous qualitative content analysis pre-COVID-19, a comparative study compares current mission, vision, and strategic plan statements to previous communication to assess changes for three universities in Europe, Asia, and the United States. Findings suggest a range of responses from little to substantive changes in university rhetoric. This research provides original contributions to the body of knowledge and agendas for future research (e.g., longitudinal content analyses, interviews with university leaders) and practice (e.g., consulting frameworks inspired by John Kotter's seminal work in organizational change focusing on vision and communication).

10:45-11:10

70560 | *An Analysis of Academic Stress and Academic Integrity Issues in Online Higher Education During the COVID-19 Pandemic*
Betul Sekendiz, International College of Management Sydney, Australia
Reenu Maskey, International College of Management Sydney, Australia
Valerie McMorrán, International College of Management Sydney, Australia

When the World Health Organisation (WHO) on March 11, 2020 declared COVID-19 a global pandemic, many countries around the world were forced into temporary lockdowns. In response, many higher education institutions including the ICMS quickly transitioned on-campus courses to online. However, emerging research has shown a surge in academic stress and academic integrity issues in this increasingly online learning and teaching environment. The aim of this study is to analyse the relationship between academic stress and academic integrity breaches in online higher education during the COVID-19 pandemic. The research design comprises two stages. In Stage 1, a retrospective analysis of the stress and/or mental health related assessment extension requests, their sources and associated types of assessment tasks between the February 2020 – August 2021 teaching periods is conducted. In Stage 2, the ICMS academic integrity case repository is analysed against the data obtained in Stage 1 to analyse the relationship between academic stress and academic misconduct cases. All data are accessed by the named participants on this project and de-identified to maintain the anonymity and confidentiality of the students and other academic staff involved in the cases. A mix of quantitative and qualitative methods are used to analyse the data. The discussion and conclusions of this study provide wholistic driven learning and teaching strategies to help students manage academic stress, as well as rethink assessment design as a preventive measure to minimise the risk of academic integrity breaches.

11:25-13:05 | Room G20

Saturday Onsite Presentation Session 2

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

Session Chair: Reinette Gouws-Meyer

11:25-11:50

71510 | *Exploring the Use of Technology to Enhance Parental Involvement in Children's Education: A Qualitative Study in Selected Rural Schools in Limpopo Province*
Nomazulu Ngozwana, University of South Africa, South Africa

Parental involvement is a crucial factor in enhancing children's academic achievement and success. However, in rural areas such as Limpopo Province, parental involvement in children's education is often limited due to challenges, such as the lack of resources, and inadequate communication channels between parents and schools. The study responded to the question of: How do teachers and educators perceive the role of technology in enhancing parental involvement in children's education? This qualitative study aims to explore the use of technology to enhance parental involvement in children's education within selected rural schools in Limpopo Province. The study used a case study design, and data was collected through semi-structured interviews with parents, teachers, and school principals who were purposely selected from the four schools. The data was analyzed using thematic analysis to identify key themes related to the use of technology in enhancing parental involvement. The findings of this study provided the insights into the potential of technology to enhance parental involvement in children's education in rural areas, as well as the challenges and opportunities associated with its use. The use of technology can provide valuable opportunities for parents to be more involved in their child's education. By prioritizing user-friendly platforms, communication, personalized learning, and privacy and security, schools can harness the power of technology to strengthen the home-school connection and support student learning.

11:50-12:15

72429 | *Introducing Mobile Learning Into the Primary School Curriculum: A Case Study of the Continuous Pedagogical Use of Mobile Devices*
Maria Zarkada, European University, Cyprus

In the modern digital age, many researchers talk about the educational use of mobile devices since their presence in educational systems has been continuously increasing in recent years. But, although undoubtedly, mobile devices seem to be included and used more often in school classrooms, the duration of their utilization seems to be short or for a specific period of time, the teaching subject or the application that is usually used is specific while there is no research an effort to make effective use of them systematically in all the subjects of the Primary school. The purpose of the program is to use mobile devices (tablets) pedagogically in all basic courses of the primary school for a very long time in order to explore their pedagogical utility. The innovative program lasted one school year and was implemented in the older classes (4th, 5th, 6th) of the Experimental Primary School of Lamia. Through the program, the students in the context of daily teaching subjects came into contact with a variety of digital applications, thereby enhancing the learning process while simultaneously cultivating and developing 21st century skills.

12:15-12:40

67668 | *Child Q: A Case Study of the Adulthoodification of Black Girls in School*
Sylvia Ikomi, University of Leeds, United Kingdom

In 2022 the news of the strip-searching of a Black secondary school girl (now referred to as Child Q) in a school/academy in London appeared in the news headlines. Child Q's school/academy called the police concerning an issue of potential drug possession by Child Q. She was subjected to a traumatic intimate strip search by police officers, whilst menstruating, in the absence of an Appropriate Adult and without her mother being informed (The City of London and Hackney/CHSCP, 2022, p.2). This incident has led to a wider public discussion about the adulthoodification of Black girls. Whilst a significant amount of coverage has been given to the police's role in the case of Child Q, this article explores the role of Child's Q's school/academy and how its actions leading up to and on the day of this incident are arguably demonstrative of the wider issue of the adulthoodification of Black girls in schools and academies. This case study helps readers to answer the question how do teachers' adulthoodify Black girls through their discourse? This is done through an analysis of the case of Child Q and the wider academic literature on this topic. The article is approached from the perspective of inferences that can be made from the facts that were published in the Independent Child Commissioner's report through a critical discourse analysis with a conclusion that society's adulthoodified discourse about Black girls can put Black girls in a position in which they require safeguarding from their safeguarders.

12:40-13:05

71926 | *The Influence of a Student-Centred Education Intervention on the Perceptions of Lecturers at a University of Technology in South Africa*
Reinette Gouws-Meyer, Tshwane University of Technology, South Africa
Mia Abrie, University of Pretoria, South Africa
Erika Jordaan, Tshwane University of Technology, South Africa

Student-centeredness is not a new notion in education, and when applied to higher education, it can be viewed as a method of prioritizing students' interests over those of curriculum and administration. However, the way educators implement this strategy can be intimidating, and their perceptions of the concept and its application in their classrooms can have a significant impact on its success. This study aimed to give educators at a South African University of Technology the opportunity to describe their perceptions of the student-centered teacher training intervention in which they participated, as well as their subsequent actions to reorient education practices toward student-centeredness in their teaching environments. To identify patterns in the meaning of the perceptions, inductive thematic analysis was used to create codes from the information gathered using semi-structured interviews and digital questionnaires. Seven main themes were identified, with four of the themes related to the impact of the teacher training intervention and its effect on the lecturer's perceptions towards student-centeredness, and three themes focused on the self-reported influence of the intervention on the lecturer's teaching styles.

13:50-15:05 | Room G20

Saturday Onsite Presentation Session 3

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Nancy Ann Gonzales

13:50-14:15

70313 | *Raising Multilingual Children in Sweden: Challenges in Family Language Policies for Chinese Immigrant Families*
ZeJia Xu, University of Uppsala, Sweden

The goal of this study is to examine how diverse language policies and practices, as well as ideologies, are represented within single and across different multilingual Chinese families in Sweden. By using ethnographic tools, such as interviews and observation, data is collected from three Chinese immigrant families in Stockholm. Based on Spolsky's (2004, 2012) framework, the discussion is structured in relation to language management, ideologies and practice, offering some new perspectives on Chinese maintenance and development in the Swedish context. The analysis uses Norton's (1995) concept of investment to understand how wider social, political and economic processes influence family language policies (FLP) and the opportunities open to family members. In later work, Darvin and Norton (2015), extended investment to include ideology, identity, and Bourdieu's (1987) concept of capital. The notion of capital, in particular, enables an examination of the complex ways in which participants' differing ideologies influenced the investment each made in learning various languages. While all participants invested in Swedish, their reasons for doing so differed according to its perceived potential for conversion into other forms of capital. Other languages, such as English and Mandarin, were differently valued depending on participants' past and present experiences as well as the conversion value they hoped these languages would have on both local and global markets, that is, their potential for offering a route to desired identities. Overall, this study shows the unique character of each families' multilingual experience and the complexity of contemporary FLP in Sweden.

14:15-14:40

69719 | *Educational and Linguistic Practices Regarding Identity Among Roma in Poland*
Maciej Witkowski, WSB University, Poland

The paper focuses on the motives and strategies adopted by Roma leaders in their conscious choices between different ethnic names. In doing so, author notes the detailed situational construction of cultural reality that Marschall Sahlins described as a re-evaluation of the existing meaning in the course of enacting it in its practical and subjective sense. This concept reconciles the structuralist approach with the perspective of personal agency. In other words, the authors believe that individuals independently organise their actions and give meaning to objects using already existing ways of understanding of the cultural order. The main object of analysis are ethnographic interviews with Roma leaders and ethnic activists from Poland. The author intends to determine the nature of Roma leaders' involvement in discussions about the proper name of their group. The author suppose that the attitudes of Roma activists in this aspect are crucial for the process of increasing the dynamics of change in relations between the Roma minority and the majority.

14:40-15:05

69070 | *Living or Fading: Practices in the Family, Education, Agriculture, and Forest Conservation Among the Indigenous Peoples in Ifugao, Philippines*
Nancy Ann P. Gonzales, Ifugao State University, Philippines

Since ancient times, the indigenous people applied traditional approaches for their economic subsistence, land and water resources, flora, fauna, and food production. The study aimed to identify the extent of indigenous practices of parents of students at the basic education level before and at present from the Globally Important Agricultural Heritage Sites (GIAHS) of Ifugao, Philippines in the aspects of a) family, b) education, c) agriculture and, d) forest conservation. The survey method was used. The 160 parent respondents rated the practices of their parents before and likewise evaluated how they observed at present the indigenous practices as described in the questionnaire with a reliability value of 0.869. Two-stage purposive sampling, descriptive statistics, ANOVA, and the Likert scale were utilized. Findings disclosed that generally, as the Ifugaos preserve their traditions, spiritual rituals were performed. Indigenous marriage practices were observed before the formal wedding. Properties were given as an inheritance to the new couple. Birth order among children is important because it determines the size/s of the properties or the amount to be inherited. Parents in their old age usually bless their children. Education was of less importance and boys were prioritized before. Today, however, equal opportunity for both men and women is practiced. Agricultural rice production was patterned by the seasons of the year. The rich forests were preserved and protected. This time, these indigenous practices among the communities of the province are threatened because of socio-economic reasons, modernization, technology, and a decline of interest among the youths.

15:20-16:35 | Room G20

Saturday Onsite Presentation Session 4

Educational Research, Development & Publishing

Session Chair: Ugorji Iheanachor Ogbonnaya

15:20-15:45

70488 | *ICT Educational Practices in Chile and Finland: A Systematic Review on Pre and Post-pandemic School Contexts*

Ángela Novoa-Echaurren, Universidad de los Andes, Chile

Linda Molin-Karakoc, UCL Institute of Education, United Kingdom

Alejandra Canales-Tapia, UCL Institute of Education, United Kingdom

This presentation discloses findings from a systematic literature review concerning schoolteachers' educational practices with digital technologies in Finland and Chile. The results from this research are drawn from an analysis of 17 articles surveyed from existing publications on pre- and post-covid teaching practices using digital technologies. The process followed a protocol considering a five-year pre-specified period, context, methodological restrictions, and other relevant dimensions, such as the relationships between understanding and practices from the available articles. Contribution to knowledge is twofold. First, it presents a qualitative methodological approach to a systematic literature review, often associated with quantitative traditions. Secondly, the study addresses significant gaps in educational research that persist in two distinctive contexts, raising the urgency to cope with such issues in the academic and professional development domains.

15:45-16:10

70341 | *Gender Digital Divide: The Complexity of Digital Media Literacy Among High School Students With Professional Technical Training in Mexico*

Iris Cristina Peláez-Sánchez, Tecnológico de Monterrey, Mexico

Carlos Enrique George-Reyes, Tecnológico de Monterrey, Mexico

Leonardo David Glasserman-Morales, Tecnológico de Monterrey, Mexico

Nowadays, society faces a new era of digitization and virtualization due to the Fourth Industrial Revolution. This era has influenced all the complex aspects of human life. Therefore, it is vital to promote the digital media literacy of students at the upper secondary level since it has become an intrinsic component for the acquisition of knowledge and its learning. On the other hand, the digital gender gap represents a digital fracture that causes a lower representation of women in the digital world and access to STEM careers, even affecting female students' learning due to factors such as technophobia or stereotypes associated with feminine and masculine roles. This study presents the perception of the complex level of digital media literacy of 124 students (men=73, women=44, and non-binary students=7) of upper secondary education with technical training in computer science in Mexico. The data collection instrument measured three dimensions of digital media literacy based on gender. The study showed that male students had a higher level in the dimensions: access to digital information (87.7%), production and socialization of digital communication (85%), and interpretation of digital information (77.3%). The results show that there are gender differences in the level of digital media literacy that have a similar interaction with technologies.

16:10-16:35

71578 | *Cognitive Demands of Questions Used by Grade 11 Teachers in Teaching Euclidean Geometry*

Ugorji Ogbonnaya, University of Pretoria, South Africa

Maria Mosima Bogoshi, University of Pretoria, South Africa

Questions play significant roles in teaching and learning. Questions can be used to foster students' critical thinking and problem-solving skills. This makes it imperative that teachers expose their students to questions that challenge them to think. This study used the South African Curriculum and Assessment Policy Statement's cognitive levels of questions framework to investigate the cognitive demands of questions used by mathematics teachers in teaching Grade 11 Euclidean geometry. The study was conducted in six secondary schools in Tshwane South district, in Gauteng province, South Africa. Teaching artifacts (students' notebooks and workbooks) were the sources of data for the study. Deductive content analyses of the teaching artifacts revealed that the teachers used only routine procedures questions (that is questions demanding simple applications and calculations) as examples in teaching the topic. Also, most of the questions (82%) that were given to the students as classwork or homework were routine procedures questions. Questions of high cognitive demand (complex procedures and problems solving tasks) were found lacking in the teaching of Euclidean geometry in the schools. The imbalance in the cognitive demands of the questions the teachers used in teaching the topic and the preponderance of questions of low cognitive demand might hamper the students' development of problems solving skills. The implications of the findings for teacher training and professional development are discussed.

16:50-18:30 | Room G20

Saturday Onsite Presentation Session 5

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Vincent Tam

16:50-17:15

69784 | *Knowledge, Attitude, and Perception Towards ChatGPT Among University Students and Faculty: A Preliminary Exploration*

Faouzi Kamoun, ESPRIT, Tunisia

Walid El Ayeb, ESPRIT School of Business, Tunisia

Sami Sifi, ESPRIT School of Engineering, Tunisia

Farkhund Iqbal, Zayed University, United Arab Emirates

Ibtissem Jabri, ESPRIT School of Business, Tunisia

Launched on November 30, 2022, the OpenAI chatbot ChatGPT has taken the world by storm with its ability to generate human-like text in a conversational style. The reactions varied from enthusiasm about its potential to enhance learning to major concerns about its possible threat to learning and academic integrity. Rooted into the theories of ethical perceptions and behaviors as well as academic misconduct, this exploratory study aims (1) to gauge the general level of knowledge, attitude, and perception (KAP) towards ChatGPT among university students and faculty, (2) to determine if there was a significant relationship among the three KAP indexes and (3) to explore the effect of some demographic characteristics on participants' KAP. To address the above research questions, we use a cross-sectional survey research design based on a validated self-report questionnaire distributed among undergraduate and graduate Business and Engineering students at ESPRIT, Tunisia. We use a bivariate correlation to test for significant relationships between the KAP indexes, independent sample t-tests, and univariate analysis of variance (ANOVA) to determine if there was a significant difference between selected demographic variables and KAP indexes. Statistical analysis of our data is presented, and the implications of our findings for future research and practice are discussed. To the best of our knowledge, this is the first reported study assessing the levels of knowledge, attitude, and perception towards ChatGPT. The results of our research can guide us towards developing effective institutional policies and strategies to better respond to the opportunities and threats posed by ChatGPT.

17:15-17:40

69689 | *The Role of Applying Intelligent Technology in Developing Academic Programs*

Atef Awad, Abu Dhabi University, United Arab Emirates

The study aimed to reveal the role of applying intelligent technology in developing academic programs from the students' point of view of academic programs of military colleges at Abu Dhabi University, UAE. Used the descriptive analytical approach, and the study sample consisted of 347 students. The results of the study concluded that the application of intelligent technology at Abu Dhabi University from the students' point of view of the academic programs of military colleges came to a medium degree, and the development of academic programs came to a moderate degree. The results also indicated no statistically significant differences at the level of $\alpha \leq 0.05$ in the development of programs. The academic variable is attributed to the academic program and the existence of statistically significant differences due to the variable of the study stage in favor of the master's degree. The results showed a statistically significant role at the level of significance $\alpha \leq 0.05$ for the fields of intelligent technology in the development of academic programs for military colleges at Abu Dhabi University. The study also recommended Developing and improving the departments and sections related to academic coordination available on the university's electronic platform to provide the academic programs with the necessary needs through appropriate guidance and advisory methods and ensure that they are delivered to the most significant number of students. Also, exerting more efforts to respond to students' complaints and grievances quickly and effectively through intelligent technology.

17:40-18:05

72494 | *Using Power Tools to Automate and Scale Personalised Feedback to Learners*

Ikechukwu Ogbuchi, Atlantic Technological University, Ireland

Etain Kiely, Atlantic Technological University, Ireland

Cormac Quigley, Atlantic Technological University, Ireland

Donal McGinty, Atlantic Technological University, Ireland

Konrad Mulrennan, Atlantic Technological University, Ireland

John Donovan, Atlantic Technological University, Ireland

A critical strategy of motivating students and improving performance in higher education is communicating timely and personalised feedback (Koenka et al., 2019). The language used to deliver students' progress and what specific intervention can support their learning is hugely impactful especially for students who are struggling. This can also be challenging for the academic community to implement when lecturing to large cohorts of year 1 students. This presentation will show how the learning analytics team in ATU Galway have developed a data pipeline to ensure students receive appropriate and personalised feedback on their progress in year 1 Science and Computing modules. This work initially began with the DANIEL project in 2015 which employed a semi-automated process and has evolved to a streamlined automated process embedding the tools of the MS Power environment. This research output is the result of a close collaboration with academics, researchers and the Computing Services team transforming Moodle data into meaning information and insights for students. The step-by-step process of how this works using Power Apps (lecturer interface for feedback and progress thresholds), Power Automate to trigger large scale communication, Power BI (visualisation of cohorts' performance) will be demonstrated. Learners have engaged as partners in the development at each phase of the process and their experiences of this transformed digital learning feedback system is explored.

18:05-18:30

70421 | *A Comprehensive Learning Sequence Recommendation Scheme with Deep Learning and Adaptive Optimisation Techniques*

Vincent Tam, The University of Hong Kong, Hong Kong

Zhenglong Li, The University of Hong Kong, Hong Kong

With many fascinating applications of computing technologies in various sectors of education, and the diversity of learning contents available on numerous online resources, finding an appropriate and comprehensive learning sequence to support effective learning activities in different course modules is intrinsically a very challenging yet significant task. In some previous studies, sophisticated e-learning frameworks utilising explicit semantic analyses on course materials to extract the relationship on relevant concepts, and then applying various optimisation techniques for recommending the optimised learning sequence based on specific course materials and/or experts' advice are considered. Nevertheless, either the course materials or experts' advice can be biased. Therefore, to reduce the potential biases due to individual sources of information, a more comprehensive learning sequence recommendation scheme is proposed and carefully examined in this work. Through the use of a radically new deep learning approach based on a huge corpus for summarisation of key concepts or knowledges, the potential risk of identifying any irrelevant concept or relationship can be minimised. More importantly, an adaptive optimisation technique will be applied on the key concepts and relationship captured through such vigorous process to construct a more customisable learning sequence for recommendation to any individual or group of learners for intelligent e-learning systems. To demonstrate the feasibility, a prototype of the proposed scheme was developed and compared against another existing approach for learning sequence recommendations on selected course modules. The preliminary evaluations shed lights on some possible directions for future investigations.

09:30-11:10 | Room B08

Saturday Onsite Presentation Session 1

Learning Difficulties & Disability

Session Chair: Nathalie Goulet

09:30-09:55

70976 | *Mothers' Perceptions about Fathers' Roles in Raising Children with Disabilities in Abu Dhabi*
Ahmed Hemdan, United Arab Emirates University, United Arab Emirates

Research related to mothers' perceptions of fathers' roles in raising their children with disabilities is scarce. The purpose of this qualitative study was to explore mothers' viewpoints in understanding the fathers' roles/experiences in raising children with disabilities. The participants of the study comprised a total of 42 mothers, raising children with various disabilities from three metropolitan areas in Abu Dhabi, UAE. Mothers' perceptions in relation to fathers' role in raising children with disabilities were explored through semi-structured interviews using convenience sampling. The Nvivo software (version 12) was used to analyze the data. Various main themes were inductively derived from the data such as mothers' perceptions about fathers' involvement in raising children with special needs, fathers' acceptance of the child, and collaboration between the parents in providing support to the child. Few mothers reported that some fathers are cooperative and supportive towards their disabled children's needs. Most of the mothers reported feelings of frustration and sadness because of the fathers' shortcomings in taking care of the disabled child's needs. Mothers also reported that fathers need to be more responsible toward raising their children with disabilities and to spend more time with them. The study results indicated that mothers experience burnout because of fathers' shortcomings which might lead to divorce. The study recommends providing counseling programs for fathers to be more accepting, accommodating, and cooperative toward their disabled children's needs. Support programs/groups can assist parents to manage various problems and alleviate the consequences of stress due to having a disabled child.

09:55-10:20

69721 | *Confidence of Teachers of Students with Intellectual Disabilities to Provide Help to Their Students Who Have Chronic Diseases and Illness*
Mohammed Alhammad, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

Number of Students with intellectual disabilities have common chronic diseases such as epilepsy, diabetes, etc. In addition, these students may face common infections, which occur for all students, such as respiratory and gastrointestinal infections. As teachers of students with intellectual disabilities interact most of their school day with their students in the classroom, the symptoms of these chronic diseases and common illnesses may occur during the school day. Teachers are among the adult persons who can provide help in schools. However, there is little research investigating teachers' confidence in providing help for students with intellectual disabilities who also have chronic diseases and illness in Saudi Arabia. Therefore, the current research aims to determine whether teachers are confident in their ability to provide help when symptoms of chronic diseases and illness occur. A cross-sectional study employed a questionnaire sent to teachers of students with intellectual disabilities in Riyadh, Saudi Arabia: 300 male and female teacher participants took part in the study. The findings illustrated that, in general, teachers have little confidence to provide help for their students' chronic diseases and illness. However, although there are some symptoms of illness and chronic diseases that teachers feel they are not confident to deal with, there are a few symptoms of illness that teachers do show strong confidence to deal with them. The recommendations discuss the rise in confidence of teachers to provide first aid.

10:20-10:45

69443 | *Science and Learners with Disabilities: Exploring Possibilities with Digital Technology*
Subhash Chander, University of Delhi, India

This presentation deals with exploring possibilities of using technology for learning science at the secondary level by learners with visual impairment. It discusses the possibilities of using digital technology for learners with visual impairment after identifying some of the challenges related to content and pedagogy. The pedagogical opportunities digital technology has come up with, are immense and provide possibilities for making concept learning barrier-free for learners with disabilities. Creating alternative access routes for learning different concepts of science by developing understanding through different digital platforms is the main idea of this presentation. It looks at some practical possibilities of conceptual development with tools like using mobile-based tools (like google lens) and apps and Artificial Intelligence-based tools. The study focused mainly on the development of process skills of learners with visual impairment. After developing a framework for the same, where digital tools were used for instructional design that catered to an inclusive classroom where learners with visual impairment were also there. It was conducted in two classes of 7th and 8th grade. The use of instructional design (for one unit each of their science syllabus with day plans spanning 3 weeks) using digital technology created opportunities for interactive learning and facilitated the development of science process skills. Learners with sight and learners with visual impairment showed improvement in their interest as well as academic performance. The study is qualitative in nature and shares narratives of the students before and after the implementation.

10:45-11:10

70473 | *Inclusive Education in Early Childhood Centers in Quebec: Educators' Attitudes and Approaches in Implementing an Inclusive Education Framework*
Nathalie Goulet, University of Quebec in Montreal, Canada
Manon Boily, University of Quebec in Montreal, Canada

In its most recent Educational Success Policy, Quebec is implementing a variety of measures to promote equal educational opportunities for all children (MEES, 2017). Amongst its strategies, inclusive education is prioritized in early childhood education and care (ECEC) centers (MEES, 2017; MEES, 2018), which is coherent with universal goals/guidelines on inclusive education (UNESCO, 2021). However, working on inclusion is complex (Andrys, 2019), and professionals are still learning how to implement an inclusive educational approach (Farmer et al., 2022). There can also be a gap between governmental policies/orientations, and professional practice (Raimondi & Wittorski, 2017) or experience (Goulet & Boily, 2022). In fact, various aspects of the context impact the meaning of the concept itself, and the way inclusive education is actually enacted (Engelbrecht & Savolainen, 2018). In addition, the attitudes of the ECEC professionals, regarding inclusive education, and the enactment of the chosen approaches, are aspects to be considered in order to understand the foundations of inclusive education (Engelbrecht & Savolainen, 2018). For all children to benefit from inclusive education, it is essential to better understand the early childhood professional's perspectives. This study presents the attitudes of ECEC professionals regarding inclusive education, in relation to their approaches in the implementation of inclusive education in their educational environments. Results highlight different perspectives among ECEC professionals such as educators, pedagogical advisors and specialized educators, that lead to varied forms of inclusive education.

11:25-13:05 | Room B08

Saturday Onsite Presentation Session 2

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Fakhriya Al-Yahyai

11:25-11:50

66800 | *Why Decolonising the South African University Curriculum Will Fail*
Saloshna Vandeyar, University of Pretoria, South Africa

This paper sets out to explore how academics can become agents of meaningful educational change and social cohesion, by implementing a Pedagogy of Compassion. The education triad comprises the teacher, the learner and the content (curriculum), which unfolds within historical, political, social and educational contexts. Changing one aspect of this triad – the curriculum- without due consideration to the others, will not effect the desired change. In the context of the university, the demographics of the learner has radically changed and a massive drive to decolonise the curriculum has been initiated, but little if any attention has been given to academics who deliver the curriculum. I argue that the Achilles' heel in the decolonisation of the curriculum project of South African universities is the academic.

11:50-12:15

72615 | *Chinese Government's Call for Building China's "Cultural Confidence": How Does it Influence the Intercultural Communication Courses in Chinese Universities?*
Chen Su, University of Edinburgh, United Kingdom

Over the past few decades, China has become increasingly prominent in the global economy and politics. The Chinese government has recognised the need to promote a Chinese discourse that inspires a positive and confident attitude among Chinese individuals towards Chinese culture when interacting with other cultures. In 2016, President Xi Jinping first called for building China's 'cultural confidence', defining it as 'raising people's understanding of and trust in Chinese culture', and subsequently emphasised it at numerous important conferences. In 2020, building China's 'cultural confidence' was written in the newest National Teaching Guidance for English Major by the Minister of Education, becoming one of the key teaching goals in university English language education. This presentation reports on qualitative research conducted at two Chinese universities, investigating how the government's emphasis on cultural confidence has influenced intercultural communication courses. This study comprises classroom observation, semi-structured interviews with programme directors, teachers and students, and analysis of the relevant policy documents. The preliminary findings show that the teachers emphasised the need to incorporate Chinese culture into intercultural communication courses to develop students' 'cultural confidence'. They regarded knowledge of Chinese culture as an important part of intercultural communicative competence and emphasised strengthening a sense of nationhood and national identities that could connect and unite Chinese people. However, the teachers' understanding of 'cultural confidence' indicated an essentialist view of culture and neglect of cultural diversity in a multicultural society. Therefore, the national guideline should offer more instructions on how to develop 'cultural confidence' in higher education.

12:15-12:40

70730 | *Erasing Cultural Difference? A Swedish Non-Governmental Organization's Civic Integration Work with Male Migrant Attitudes on Gender Equality*
Joakim Johansson, Uppsala University / Mälardalen University, Sweden

How are gender equality and masculinity constructed in We are Sweden's men's group activities for new arrivals? To what extent are cultural difference erased or preserved in this context of civic integration programs targeting migrants from countries outside Europe having predominantly Muslim populations? Since 2018, We are Sweden participates in the training of newly arrived men from Afghanistan, Syria, Iraq and Somalia in "Swedish values". These activities are funded by and part of the public policy of several Swedish municipalities. Drawing upon intersectional gender theory and discussions in citizenship studies on "the assimilationist turn" in European migrant policy, this paper presents findings from a critical thematic analysis based in studies of public documents and media postings from We are Sweden, as well as observation and individual interviews in one of the groups educated. The findings indicate that the education by We are Sweden transcends any simplistic multicultural/assimilationist binary. Rather than just another case of assimilation, this education is more fruitfully described as a mixture of assimilationism and multiculturalism. On one hand is it expected of the participants that they abstain from taking part in a culture of the countries they migrated from described as patriarchal, instead adopting gender equality values associated with the country they migrated to. On other hand are also expressed expectations on heteronormative family forms, and a traditional masculinity centered around male protector and male bread-winner roles, more commonly associated with the traditional than with the non-traditional.

12:40-13:05

71700 | *A Project of Transforming the Literature of Omani Stories and Folk Songs Into Visual Interactive Graphics Drawing: Consolidating the Concepts*

Fakhriya Al-Yahyai, Sultan Qaboos University, Oman
Mohammed Al-Amri, Sultan Qaboos University, Oman
Yasser Fawzy, Sultan Qaboos University, Oman
Adhari Al Shidhani, Ministry of Education, Oman

The current Arabic studies confirm that the literature presented to the Arab child, including inherited stories and songs, contributes greatly to shaping the identity of the child and achieves its uniqueness in a world where the cultures and knowledge presented to him/her in today overlap. It also indicates that most of what is presented to the Arab child is in fact imported from different cultures and is translated to fill some shortage in the quality of the material available to the Arab child. These studies also share the role of imported cultures through television, video and electronic games in shaping the culture of the Arab child. From this point of view, this research project works on three main objectives: (1) researching Omani folk songs and tales, (2) trying to document them in a contemporary visual form that is appropriate to the early childhood stage, and (3) Utilizing modern technologies in transforming the literature of Omani songs and folk stories into visual interactive drawings that bear the characteristics and traits of the Omani personality, and contribute to the consolidation of the concepts of identity and Omani culture. To achieve the above main objectives, the researchers used the historical research design in investigating the most important stories, songs and initiatives for recording Arab and Omani children's literature in form of particular, as well as the semi-experimental approach to transform the (audio) heritage songs and stories into children's literature in the form of tangible and interactive (visual) stories.

13:50-15:05 | Room B08

Saturday Onsite Presentation Session 3

Educational Research, Development & Publishing

Session Chair: Bulelwa Makena

13:50-14:15

71541 | *Art and Sports Images as an Approach for Teaching and Learning in Art and Physical Education Curricula*

Mohammed Al-Amri, Sultan Qaboos University, Oman

Marwa Hamdy Mohamed Elsayed Nasr, Sultan Qaboos University, Oman

Yasser Mohammed Fawzy, Sultan Qaboos University, Oman

Fakhriya Al-Yahyai, Sultan Qaboos University, Oman

The relationship between art and sports might be evident for the professional parties in society, especially in terms of art-sport images, which are represented in different forms and concepts such as movement, rhymes, harmony, aesthetics, and unity. The art-sport images can be seen easily in Olympic sports events and the different formats such as posters, sculptures, designs, paintings, and multimedia forms. Through these images, artists bring a strong relationship between art and sport, and this relationship must be introduced to educators, researchers, teachers, and students in both discipline. This paper is a part of a funded research project currently supported by the college of education at Sultan Qaboos University in Oman. The research project aims to investigate the perceptions of in-service art and physical education teachers towards knowledge integration between the plastic arts and school sports curricula and the challenges that impede its achievement in the Sultanate of Oman. However, in this paper, the researchers aim to investigate first the relationship between art and sports using artistic images as an approach to teaching and learning in Art and Physical Education Curricula. The researchers use descriptive-analytical as a research methodology in order to achieve the objective of this paper. Recommendations will be cited accordingly to promote and support the relationship between art and sports for enhancing the quality of teaching and learning Art and Physical and Education Curricula in Oman.

14:15-14:40

70310 | *Research Writing Retreat Pedagogical Impact Towards Emerging Researchers*

Bulelwa Makena, Walter Sisulu University, South Africa

Thandiswa Mpiti, Walter Sisulu University, South Africa

Motsi Qoyi, Walter Sisulu University, South Africa

It is the South African higher education context that sustains prolonged registered students who experience delays to graduate because of the research component embedded in the offered curriculum. Factors like limited academic writing capabilities, coupled with fear to engage logistically in research have been noted to hinder success among emerging researchers. To support, enhance and inspire the emerging, writing retreats have been noted as a potential solution to curb this research logic divide, thereby denoting the expected academic writing throughput rate. It is for this reason that this paper seeks to investigate whether research writing retreat pedagogies have any significant effect on increased publication rate by emerging researchers. This paper used a qualitative approach embedded in a case study design as this method helped authors to have a better understanding of challenges experienced in relation to the investigated topic. Three lecturers were nominated pending their convenience as supervisors for the research project enrolled for by BEd Honours' students whose institution is located in a rurally disadvantaged Eastern Cape Province. To collect data, we used semi-structured interviews. The findings of this investigation revealed that writing retreats (i) increased throughput publication rate as well as (ii) improved academic writing pedagogies. It is worth noting that collaboration in-between supervisors and supervisees through attending research writing retreats, has led to excellence in sustained graduate attributes, thereby developing a new and vibrant production of researchers with a common characteristic of enhanced academic writing skills and collaborative multidisciplinary backgrounds.

14:40-15:05

72697 | *What Words Can Tell Which Numbers Cannot?: Measuring Interactional Competence in a Paired Oral Proficiency Test*

Anton Pushparajah Tharmathanan, University of Leicester, United Kingdom

The results of speaking tests are increasingly being utilised to make critical judgments about students. Ensuring these results fairly and accurately reflect the learner's abilities is essential. The study, framed within socio-cultural theory, takes an interactionalist stance and views paired format speaking tests as jointly constructed events between two test-takers. The purpose of this mixed-methods study is to support Messick's (1989) theory on validity and advance our knowledge of the subtleties of the interactional discourse score meaning when derived from an oral paired test in terms of factors associated with test takers and their partners' personalities (conscientiousness, openness to experience and agreeableness) on one's performance. Undergraduates from Sri Lankan University (n = 108) who registered to take the UTEL oral exam took part in the quantitative component of the study. Eighteen (n=18) candidates participated in the qualitative phase of the study. Their live test performances were recorded on video and transcribed using Conversation Analysis protocol (CA). Initial Hierarchical Multiple Regression Analysis (HMRA) results indicated that the test-takers overall and Interactional Competency (IC) scores, as well as their own and partners' "conscientiousness", "openness to experience", and "agreeableness" significantly contributed to the regression model. CA framework analysis reveals some of the finest aspects quantitative analysis fails to capture in conversational interactional elements. The initial findings deepen our understanding of factors involved in assessing paired speaking. These findings may have implications for policy on assessing speaking both for the University test in Sri Lanka and the major testing agencies worldwide.

15:20-16:35 | Room B08

Saturday Onsite Presentation Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Jacques Rousseau

15:20-15:45

71897 | *Applying and Adapting Resistance to Change Theory to the Changed Adult Education Landscape in South Africa*
Alfred Rivombo, University of South Africa, South Africa

This article demonstrates how the 'Resistance to change' theory of Kurt Lewin can be interpreted as helpful model of facilitating consultative and participative change management. I demonstrate this through the investigation of the transition of the former Adult Basic Education and Training sector to the Community Education and Training sector. This transition was elicited by the need to upgrade adult education sector to a level in which it can contribute towards the attainment of the National Development Plan, which is, to eliminate poverty and reduce inequality. I created data through document analysis, in-depth interviews, and focus group discussion with 11 and 5 participants respectively, whom I selected through a purposive maximum variation sampling strategy. Some of the themes that concern the application (and adaptation) of resistance to change theory are consultation and communication, and collaboration of all stakeholders. It is suggested that as change is outcomes-oriented, it is important that all stakeholders involved in change processes are informed, for them to be willing to actively participate.

15:45-16:10

72448 | *Examining the Impact of EdTech on UK Education: Policy, Practices, and Power*
Shania Kirk, Queen's University Belfast, United Kingdom

This paper examines how the UK education system, as a social institution, is structured and how this affects the role of key actors in terms of their ability to influence institutional developments in response to EdTech. The theoretical lens applied is the institutional logics perspective on the ways in which institutions change in response to new technologies. There are two elements of particular interest. First, the values underpinning the education system are shifting in response to the growing influence of the EdTech industry in education. This brings about a process of evolution of the institutional character and processes of the education system from a social institution, to a socio-technical institution. Second, this evolution of values affects the manner in, and extent to which different institutional actors exercise agency. The role of law is to balance the ability of macro-level actors (the state and EdTech companies) to assert their interests in education against the rights and interests of schools, communities, teachers, parents and pupils. Section one sets out the institutional structure of the education system, focusing on the division of roles and responsibilities between the state and meso-level actors. Section two maps out the trends in educational policy in recent decades, identifying the avenues through which the EdTech industry is gaining influence over education. The final section examines the impact of these developments on the position of micro and meso-level actors, including changes in their roles and a shift in the understanding of agency as autonomy, to agency as consumer choice.

16:10-16:35

70085 | *OpenAI / ChatGPT and Challenges to the Academic Project*
Jacques Rousseau, University of Cape Town, South Africa

The OpenAI Playground and ChatGPT use GPT-3.5 to produce text using an AI language model that is capable of routinely producing texts that would appear to have been written by humans at a level of sophistication that would meet typical benchmarks for competence in those fields. Policy responses at universities currently speak to the capacity these tools have at present. But AI models for text-generation will keep improving, resulting in an arms race that educators cannot win. A further concern for many educators is that students who have greater familiarity with computers and the Internet might better be able to exploit these tools in formulating "better" generative commands, which would in turn further exacerbate the "digital divide" between students with historical advantages compared to others. While some universities are responding by increasing the number of assignments written in class or oral examinations, these potential solutions cannot be implemented in large classes, such as those with an enrolment of 900+ students as are common in South African universities. The range and severity of the possible consequences of OpenAI (and related tools) for teaching, learning and research is significant enough to merit reflection and response at the highest levels of decision-making, and this paper will offer reflections on possible responses to this challenge.

16:50-18:30 | Room B08

Saturday Onsite Presentation Session 5

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

Session Chair: Deanne Brocato

16:50-17:15

70439 | *Preliminary Evaluation of the Latest Social Media Trend on Marine Conservation Awareness in Malaysia*

Nurul Hidayah Mat, Universiti Malaysia Terengganu, Malaysia

Izwandy Idris, Universiti Malaysia Terengganu, Malaysia

Che Hasniza Che Noh, Universiti Malaysia Terengganu, Malaysia

Mohd Yusri Ibrahim, Universiti Malaysia Terengganu, Malaysia

Najihah Abdullah, Universiti Malaysia Terengganu, Malaysia

The marine environment is the primary ecosystem function and service provider to all living organisms on earth. Its efficiency and health status rely heavily on effective management, sustainable practice, and attitude by people. Nevertheless, the marine ecosystem is seriously affected by issues including climate change and anthropogenic causes. Current public awareness of marine conservation is generally low, and will continuously decline if the community's conservation knowledge is limited and focused only on conventional and old media. Thus, new media is seen as a critical platform for public education and increased support for marine conservation, yet studies of its effectiveness are lacking. This study aims to identify the significance of new media in conveying information about marine conservation to the public, and subsequently evaluate the latest social media trend in promoting marine life conservation awareness. Data from three semi-structured interviews with media practitioners highlighted the need for a long-term communication strategy to highlight the devastating human impacts on the marine environment. Moreover, new media consisting of the three most trendy platforms, TikTok, Instagram, and Facebook, are paramount in creating cost-effective and interactive marine-related content. This preliminary evaluation further explains other variables and challenges associated with raising public awareness of marine conservation.

17:15-17:40

71986 | *Exploring the Challenges in Producing Social Entrepreneurs Among Graduates from the Indigenous Community in Malaysia*

Nazahah Rahim, Universiti Utara Malaysia, Malaysia

Faizahani Ab Rahman, Universiti Utara Malaysia, Malaysia

Azyyati Anuar, Universiti Teknologi Mara, Malaysia

In order to support the sustainability of entrepreneurship agenda at Higher Education (HE) institutions in Malaysia, the Ministry of Higher Education (MOHE) launched the Entrepreneurship Action Plan 2021-2025 and the HE Integrated Entrepreneurship Education Guide. This is because, it has been the aspiration of the Malaysian government through these entrepreneurship policies, that Malaysia starts to produce balanced and holistic graduates with entrepreneurial mind-sets and to nurture job creators rather than just grooming jobseekers. The interest in social entrepreneurship which is a type of entrepreneurship has been recognized to contribute to the socio-economic development of the country and has grown exponentially but, this aspiration might pose challenges to individuals in marginalized communities such as the indigenous community. This study aims to explore the challenges in producing social entrepreneurs among graduates from the indigenous community in Malaysia. It was conducted as a qualitative study based on sixteen respondents who participated in the study. Data were collected through a combination of observation and semi-structured interviews. The findings revealed significant challenges categorized into internal and external challenges. Internal challenges include knowledge, awareness, and attitude, whereas external challenges comprised of support, location, and tradition. This study provides one of the many solutions in combating poverty and building economics for Malaysians, especially those in marginalized communities.

17:40-18:05

70010 | *Travelling University® as a Praxis-Oriented Approach for Building Resilient Systems and Achieving Education for Sustainable Development: A Pan-African Experience*

Ranahansa Dasanayake, Trier University of Applied Sciences, Germany

The centrality of education in achieving sustainable development has long been established. Further, the importance of education for sustainable development (ESD) had been unequivocally agreed upon, thus the allocation of a dedicated sustainable development goal—Goal 4—in the 2030 agenda for sustainable development. Despite ESD's relatively long history, there is a dearth of effective and praxis-oriented applications the world over. This work presents a novel praxis-oriented approach (through recent case studies from the African continent) to demonstrate how pedagogic tools can effectively be deployed in ESD and building resilient systems. The primary tool employed, Travelling University® (TU), grounded in multiple theories of education, provides a platform for graduate students and young academics to undertake hands-on lifecycle-wide complex system analysis of humans-technologies-institutions-systems (HTIS) to build zero-emission system examples, and subsequently, based on the experience, chart masterplans for resilient systems (e.g. resilient cities) in target regions/countries. Despite this approach predominantly in the pedagogic domain, the results show how multidimensional objectives of sustainability, SD, and system resilience could be achieved by contriving university-business linkage and university-society outreach in several African cities, viz. Arusah, Tanzania, Gulu, Uganda, Sunyani, Ghana, etc. The TU method proved to be effective in creating university-business linkage, which, among others, provides hands-on praxis to students and young academics, improves the employability of graduates, achieves resource efficiency, business profitability, sustainable resource management, etc. of businesses and institutions, provides opportunities for inclusive education and achieving a multitude of other SDGs.

18:05-18:30

69987 | *Sustainability in Marketing Education: A Content Analysis of Current Practices in Curriculum Development*

Deanne Brocato, Utah State University, United States

Antje Graul, Utah State University, United States

Matej Marsh, West High, United States

Maya Marsh, West High, United States

The growing societal and environmental challenges of the 21st century represent a dichotomy for corporations worldwide on how to meet the needs and wants of their customers while respecting environmental limitations. Sustainability is a topic that continues to gain importance and is becoming a crucial element in business operations, production and consumption worldwide (Paliwal, 2016). However, it often remains overlooked in academic curriculum. Practitioners and scholars identify the need to educate current and future students on sustainability-related practices (e.g., Blewitt & Cullingford, 2004; Hernandez & Mayur, 2000). The infusion of sustainability into the business education curriculum embodies an important pathway to marketing education that allows future marketers to rethink the application of sustainability to business practices. Research looking at undergraduate level courses suggests that marketing classes devoted to sustainability and green business strategies remain scarce (Wilhelm et al., 2015). Specifically, sustainability should be integrated in marketing education to expand students' understanding of the impact and consequences corporate actions have on the environment and understand ways in which companies can build long-term value through sustainability (Bascoul et al., 2013; Çaliyurt & Yüksel, 2017; Upadhyaya, Hughes, & Houston, 2019). Drawing on a systematic content analysis of sustainability marketing syllabi, this paper investigates how sustainability related issues are taught and realized in institutions of higher education.

09:55-11:10 | Room B09

Saturday Onsite Presentation Session 1

Literature/Literary Studies

Session Chair: Norbert Eze

09:55-10:20

71927 | *A Curatorial Poetics and Ekphrasis in Anglophone Hong Kong Poetry*
Antony Huen, Hong Kong Metropolitan University, Hong Kong

With the emergence of a group of award-winning poets from Hong Kong, there has been an increase in critical interest in their writing and poetics. Some have been referred to as the "Hong Kong School" of poets, comparable to the New York School of poets (Huen, 2022), and the dominance they have asserted over the British poetry scene has been termed the "Hong Kong moment" (Huen, 2023). With the focus on how the writing of Hong Kong poets, based in the city or elsewhere, is characteristically oriented by objects, this paper argues that such a distinct way of writing can be usefully read as an act of curation and in relation to the ekphrastic tradition. If ekphrasis refers to detailed description of a work of visual art (OED Online), many Hong Kong poets avoid detailed description of objects, which can range from a Chinese painting to a Cantonese dish, forcing readers to discern any socio-cultural, political and personal meanings the objects have for them. Through careful grouping of these objects, as in curation of exhibitions, each Hong Kong poet paints a particular culturally specific and cosmopolitan milieu and together contribute to an increasingly pluralistic identity of the city of Hong Kong and its people. These poets have worked the city into a kind of curatorial project about itself, complicating our understanding of the intersection of poetry and art and deviating from any established colonial and Eurocentric notions of Hong Kong.

10:20-10:45

71979 | *The Artist as Anthropologist: Time and the 'Picturesque' in Maya Deren's and Lawrence Ferlinghetti's Caribbean*
Serena Volpi, Roma Tre University & The Italian International Institute, Italy

This paper explores the representation of the Caribbean in the works of Maya Deren (1917-1961) and Lawrence Ferlinghetti (1919-2021), using time and the 'picturesque' as a working framework for understanding their accounts of the Caribbean. While experimental director and dancer Maya Deren, and especially her seminal work *Divine Horsemen: The Living Gods of Haiti* (1954), is generally associated with the Caribbean and Vodou, the notes on Haiti and Cuba left by poet Lawrence Ferlinghetti in *Writing Across the Landscape: Travel Journals 1960-2010* (2019) have not been taken into account in relation to this area. In his essay on Haiti (1960), Ferlinghetti makes explicit reference to the 'picturesque' marking Western descriptions of Haiti since (at least) William Seabrook's *The Magic Island* (1929). The 'picturesque' as a category was introduced in the 18th century in aesthetic theory and was defined by William Gilpin in his *Essay on Prints* (1768) as "that peculiar kind of beauty, which is agreeable in a picture." The concept is, however, linked not only to paintings but also to travelogues and ways of dealing with time in social and cultural anthropology. As noted by Robert Smithson, the picturesque would be strictly linked to "a more physical sense of the temporal landscape." This paper aims at exploring the above themes in the works of Deren and Ferlinghetti since both visited the Caribbean more or less in the same years while entering into dialogue with descriptions of the area by anthropologists and travellers.

10:45-11:10

68402 | *Extrapolating the Nigerian Condition in Hangmen Also Die*
Norbert Eze, University of Nigeria Nsukka, Nigeria
Cindy Ezeugwu, University of Nigeria Nsukka, Nigeria

One Nigerian playwright whose brief pilgrimage on earth has been blessed by providence to create enduring and provocative plays on Nigerian condition and one who appears prophetic in his writing, is Esiaba Irobi. In a greatly tumultuous tragedy entitled *Hangmen Also Die*, Irobi in 1989 projected in the play that fragrant abuse and misappropriation of the proceeds of crude oil, the major driver of the nation's economy, by greedy and unconscionable leaders will ostensibly exacerbate poverty and throw the country into the Hobbesian state of nature as people struggle to survive by all means. In this paper, attempt will be made to dissect *Hangmen Also Die* through close reading to demonstrate that the current state of anomie faced by Nigerians in the twenty-first century parallels the actions and utterances of the characters in *Hangmen Also Die* because insecurity, kidnapping, youth restiveness and all kinds of oddities dramatised in the play have continued to cause Nigerians to gasp for breath daily in an environment where human lives are no longer sacrosanct as life appears to be lived on the crest of the waves owing to horrendous terrorist attacks and mass killing of ordinary Nigerians.

11:25-13:05 | Room B09

Saturday Onsite Presentation Session 2

Performing Arts Practices: Theater, Dance, Music

Session Chair: Pusit Suwanmanee

11:25-11:50

72453 | *Forging Resilient Theater: Zuoying Elderly Care Center as a Site for Memory Re-Collections and Story Narrations*
Ching-Pin Tseng, National Sun Yat-Sen University, Taiwan

Having been an aging society, Taiwanese authorities have widely set up community care centers and related courses to assist elders with care, so as to achieve the goal of delaying aging. The old Zuoying district in Kaohsiung City is an early historical settlement, rich in historical sites and multiple cultures. In the process of modernization, the district has been an aging society due to the migration of young generations. Studying on resilience and inhabitability of Old Zuoying district, this research chooses Zuoying Elderly Care Center as a tentacle for discovering local problems and living potentials. From the viewpoint of humanistic innovation and social engagement, this research project has run some courses in artistic practice to share local humanity and environmental ideas with community elders. In the course of "Multimedia Creation", an issue of 'My Ideal Home' is firstly proposed for participants to rebuild their identification with Zuoying district. Elders could thus share their stories and narrate relevant histories of the community in co-working on scene models related to the places. Based on interactive experiences in the courses, which evokes participants' story-telling and re-builds their identification with local places, this paper argues that this caring center can be regarded as a medium for forging resilient "theater" due to potential cognitive therapies for elders. From the viewpoint of the city as theater and through the process of memory recalling, this article will finally explore how the notion of theatrical therapy and the mode of resilient theater can be projected to urban scale.

11:50-12:15

70237 | *Recollection of Khun Yuam: Music Evoke Memories*
Suppabhorn Suwanpakdee, Princess Galyani Vadhana Institute of Music, Thailand

Khun Yuam, a small district in Mae Hong Son, northern Thailand, is known as a wood and border trade area. From 1943-1945, the Japanese army retreated to Khun Yuam, and this venue became part of the local people's memories. Furthermore, during music fieldwork in 2021, the researcher interviewed the Ruam Dao Khun Yuam Ensemble, a contemporary Lanna traditional ensemble. Most of the band members were alive during the occupation period; a song entitled Yipun (Japanese) that the band insisted they learnt from Japanese soldiers by oral tradition but not evident in the Japanese language pronunciation because of language dynamics combined with the local pronunciation of Tai Yai. To inspire the researcher to examine by using the Cross-Cultural Music Process, the creative method, which includes 1) Learning the original tunes from local musicians and consulting with language experts, 2) Interpreting by arranging for a string quartet by combining music in the same context, 3) Rehearsal and performing, and 4) Transmission, designing showcases with narration and seeing the reflection. The result was an arrangement for a string quartet in "Recollection", which combined two Yipun and O Te, children's Japanese tunes, which Pang Tanu, a legendary local person, sang. The music demonstrated a legacy of human beings and empathy that is apparent to the audience engagement as part of the performances.

12:15-12:40

70366 | *Music Composition: Lagu J-Mahmad Folk Dance for Jazz Ensemble*
Theerawut Kaeomak, Songkhla Rajabhat University, Thailand

This article is about a music composition name "Lagu J-Mahmad Folk Dance". The song composed for Jazz Ensemble. It has 4 musical parts that include, part A-B-A-C-A which has been played in 6 minutes long. The composer using the melodic ideas, Motif ideas and rhythmic ideas from the southern of Thailand folk song name "Lagu J-Mahmad" to compose. The Lagu J-hahmad song is kind of the popular Rong-Ngeng Tan Yong folk song which developed from old Rong-Ngeng folk song. It has unique beautiful melodies and native dance rhythmic. The Lagu J-hahmad always played for singing and dancing. The lyrics of the song used native language that talk about native stories, social stories, epigram, courtship, and some part of native lullaby. This music composition combines jazz ensemble with a solo and rhythmic group of the southern of Thailand musical instruments. Intertwining between eastern and western tones. The main idea is 1). Development Lagu J-Mahmad melodies, motifs and rhythmic. 2). Use the stories in Lagu J-Mahmad to compose, such as the introduction of song is like lullaby song but sound so jazzy and making the new sweet melody from Lagu J-Mahmad melodic idea for describe a courtship situation in song. 3). Use modern jazz harmony, quartal harmony and 12 tone. 4). Orchestration song on Duke Ellington style. 5). Use latin music style make a carnival atmosphere for the song.

12:40-13:05

70166 | *Nora Fantasia: Transferring Nora's Folktune to Wind Band*
Pusit Suwanmanee, Songkhla Rajabhat University, Thailand

Nora, a southern Thai folk dance theatre, was awarded UNESCO status in 2021. The music of Nora is distinctive because the performer must improvise a long oral devotion singing together with dance, including being compatible with the rhythm. Nora's overture, called Dam Noen or proceed in English, is typically played on a Pi Nora, a double reed wind instrument with rhythmic patterns. Ko, Nad, and Ta Kru are commonly played on a Klong Tab, a one-framed drum played using the hands. Although Nora is recognised internationally, it is still for certain people, and it has been known to influence younger generations. It inspired the researcher to select the Nora musical elements to arrange music entitled "Nora Fantasia for Wind Band" by using the cross-cultural musical dialect between Western and Eastern music cultures. For example, the technique of wind instrument tonguing and trill to imitate Nora's music style is ornamenting with improvisation simultaneously. The researcher trialed this music with the university's wind band and found that students were more aware of their folk culture through the material in this music for dissemination which aims to transfer the philosophy of Nora to the new generations of musicians and audiences to appreciate Nora's sensation.

13:50-14:40 | Room B09

Saturday Onsite Presentation Session 3

Workshop: Enhancing Student Engagement Using Digital Games-based Pedagogy

13:50-14:40

72371 | *Enhancing Student Engagement Using Digital Games-Based Pedagogy*

Anupam Mehta, University of Birmingham, United Kingdom

The session addresses the challenges of building an active learning environment and how to address this issue using digital game-based pedagogy to enhance engagement, particularly in large classrooms. Digital game-based learning involves applying the game-based concept of learning with technology. Several studies have shown the impact on student engagement through game-based learning (Carenys et al., 2016; Plump et al., 2017). The session aims to demonstrate how simple digital games can be created and applied in any discipline to enhance students' interactions, especially with international cohorts (where interactions are limited). The session will provide evidence from using game-based pedagogy in Accounting modules at the University of Birmingham to explain the usefulness and challenges of using this innovative pedagogy in making learning fun and academic engagement at a deeper level with students using a simple game-based platform.

By the end of the session, the audience will have an

1. an understanding of a digital game-based pedagogy
2. be able to create simple digital games to be used online (live and offline)
3. Identify and manage the challenges associated with digital game implementation.

15:20-16:35 | Room B09

Saturday Onsite Presentation Session 4

Plurilingualism – Bilingualism

Session Chair: Dylan Williams

15:20-15:45

72277 | *A Longitudinal Study of Multilingual Children and Youths' Conversational Styles*
Xiao-Lei Wang, Adelphi University, United States

This longitudinal study explores the conversation styles of two trilingual male children and youth over a 19-year period. The study highlights their unique conversation style, characterized by strategic mixing of languages, humor, phonological-semantic manipulation, re-signifying, and double voice. The findings suggest that children who grow up with multiple languages tend to develop conversation styles that creatively leverage their linguistic and cultural resources. The participants' conversations were engaging and versatile, which demonstrated their ability to effectively employ different funds of knowledge. The study provides implications for education and parenting, underscoring the importance of supporting children's linguistic and cultural development, and the potential benefits of multilingualism. This research contributes to a growing body of literature on multilingualism and highlights the importance of understanding the unique communication styles of multilingual individuals.

15:45-16:10

72031 | *Promoting Multilingualism to Enhance Equity in Higher Education*
Dylan Williams, Queen Mary University of London, United Kingdom

This talk will argue that if universities are serious about internationalisation they must confront the hegemony of English-medium instruction. English-medium instruction (EMI) courses can lay the foundation for an oppressive pedagogy because there is an assumption that all students within these classrooms share the same level of English proficiency, which may not be the case for international students located in English-first-language countries. To promote social justice and create more equity in such learning environments, this talk will outline practical measures future policy makers should take to be more inclusive of students' multilingualism. One key way to do so in EMI settings is by making students aware that translanguaging is a credible learning tool for them to use. By making students aware that translanguaging is an inclusive part of the learning process, they will recognise that their first language has a "space" in this dynamic, which helps promote greater equality and inclusivity. This talk will further argue that in order for universities to become multilingual, spaces need to be provided for students to conduct research multilingually and they must be made aware of this possibility. Promoting social justice in Higher Education is not only a case of recognising multilingualism as a legitimate policy; it is also about allowing students the opportunity to question the status quo. In other words, students need to be given opportunities to critique the social structures that are often taken for granted and this talk will conclude by offering suggestions for how this can be done.

16:10-16:35

72347 | *Pre-Service Korean Language Teachers' Attitudes Toward the Plurilingual Classroom Environment*
Beomjin Kim, Seoul National University, South Korea
Jinhyun Lee, Seoul National University, South Korea
Bonkwan Koo, Seoul National University, South Korea

The purpose of this study is to investigate the attitudes of pre-service Korean language teachers toward the plurilingual classroom environment. As the language environment in South Korea is rapidly becoming plurilingual, investigating the attitudes of pre-service Korean language teachers towards it is an urgent need among the Korean language education community. To achieve the study's purpose, the Q methodology was utilized, which is a method that combines the qualitative statements sorting technique and the quantitative by-person factor analysis. This method statistically analyzes individuals' subjectivity to explore diverse perspectives regarding an issue or topic. Based on previous research, 39 statements were collected for the study. As the Q methodology usually requires around 50 participants, 56 pre-service Korean language teachers were selected as participants for this study. Following the analysis, the attitudes of Korean language pre-service teachers were categorized into four types. Factor 1 actively advocates for language classrooms as plurilingual environments. Factor 2 highlights language learning that prioritizes the Korean language. Factor 3 expresses fear of facing a changed classroom language environment. Factor 4 emphasizes the importance of ancillary support for plurilingual environments from a practical standpoint. The findings of this study will contribute to the development of a desirable teacher education program for pre-service Korean language teachers who need to cope with the rapidly changing classroom environment in South Korea, which is becoming a plurilingual environment.

16:50-18:30 | Room B09

Saturday Onsite Presentation Session 5

Media & Communication

Session Chair: Rebecca Lind

16:50-17:15

71518 | *Privacy Matters? The Invitation for Monitoring Oneself Through Location Sharing Apps*
Chia-Shin Lin, Shih Hsin University, Taiwan

Regarding the location sharing function on smartphones, previous studies have linked it with privacy issues, because the information disclosed by location sharing not only influences users' digital privacy and security, but also physical safety. Despite these concerns, some location sharing apps designed for social interaction, such as Zenly, are embraced by young adults. The current study aims to explore why young adults invite others to monitor their activities through constantly sharing their location, disregarding privacy issues. Based on this, the current study proposes the research question "How does the role of privacy paradox influence their location sharing behaviour?" The interplay between users' motivations and the role of privacy concerns were the core of the current study. Regulatory focus theory and communication privacy management theory were incorporated to establish a theoretical framework. The current study invited people who have experience in using social location sharing apps with their peers to participate in this study. A quantitative survey was conducted between 14 Nov 2022 and 1 Dec 2022 and 485 valid samples (people) were collected. The current study employs PLS-SEM (partial least squares structural equation modelling) to examine the hypotheses. The results showed that maintaining social relationships outweighed privacy concerns in the use of location sharing apps. Promotion-focused motivations played a significant role in shaping impression management and prevention-focused motivations failed to achieve this. Meanwhile, privacy management rules tend to be less influential. Theoretical discussions were elaborated.

17:15-17:40

70190 | *YouTube as a Tool for Disaster Communication: An Analysis of User Engagement with Flood Disaster News in Thailand*
Smith Boonchutima, Chulalongkorn University, Thailand
Chawapon Samriddee, Chulalongkorn University, Thailand

YouTube is a powerful social media platform that has become an important tool for disaster communication and management. This study examines user engagement with flood disaster news on YouTube in Thailand, with a focus on the types of content that are most engaging and the implications for disaster communication. Using a quantitative content analysis of 64 flood disaster news videos from seven news agencies in Thailand, we analyzed the tone, focus, and content of the videos, as well as engagement metrics such as views, likes, and comments. We found that visual elements, emotional language, information on evacuation, closures, and property damage, and impact interviews with affected individuals were associated with higher levels of engagement. These findings have important implications for disaster communication and management. By taking into account the disaster management principle of prevention, preparedness, response, and recovery, news agencies can better respond to disaster events and communicate with the public. This study suggests that providing information on evacuation, closures, and property damage can increase engagement, as well as reporting impact interviews with affected individuals. The study concludes by providing insights into how news agencies can improve their disaster communication on YouTube, with the aim of contributing to the development of disaster management policies and strategies for news agencies in Thailand. This study also contributes to the literature on the role of social media in disaster communication and management, particularly in the context of flood disasters.

17:40-18:05

70132 | *Examining the Role of Peace Journalism in News Coverage of the Ukraine Conflict: A Study on Gulf News and Khaleej*
Ali Rafeeq, United Arab Emirates University, United Arab Emirates

The ongoing conflict in Ukraine has gained significant international attention as one of the recent major military conflicts involving a major world power, Russia. However, the coverage in different countries and regions has been observed to vary significantly, with some news outlets focusing on military aspects and others emphasising the need for peace and peace-making. This issue has been a topic of significant debate among the news media since February 2022. This study seeks to gain a deeper understanding of how the conflict is being covered in the United Arab Emirates (UAE), a country with strong relations with both Russia and Western nations. Content analysis was conducted on two leading English-language daily newspapers in the UAE, Gulf News and Khaleej Times, for the first two weeks of the conflict coverage starting on February 25. We determine the extent to which the coverage focuses on 'peace journalism' or 'war journalism'. Content analysis was employed to analyse news articles and photos as well as the main themes and frames present in the editorial content to determine the extent to which the coverage emphasises 'peace journalism'. The results indicate that the Gulf News and Khaleej Times leaned towards peace journalism in their coverage of the conflict. This is demonstrated by the presence of themes such as peaceful resolution, diplomatic efforts, humanitarian impact of war, and dialogue in their articles.

18:05-18:30

69971 | *Reliance on Profit Versus Social Responsibility by Laypeople Planning a TV Newscast*
Rebecca Lind, University of Illinois at Chicago, United States
Naomi Rockler-Gladen, Independent Scholar, United States

To many, the press is a pivotal institution with a responsibility to provide information and analysis enabling citizens to participate fully in democratic society. Yet this social responsibility approach has long been pressured by commercial considerations faced by for-profit media organizations. Although the two aren't mutually exclusive, the ethos of news as business has overshadowed that of news as socially responsible institution. Our study takes a unique approach and puts laypeople into the role of news producers. We investigate the extent to which laypeople rely on considerations of profit and social responsibility when planning a hypothetical newscast. The study is based on 18 peer groups generated using a snowball sampling technique. Working from a list describing 27 news stories, participants decided which stories would be aired and how much time each would be given. Discussions were recorded and transcribed, and qualitatively analyzed. Overall, we found that social responsibility concerns were raised twice as often as those of profitability, but there was variation across stories, and the two frequently conflicted. The stories that generated the highest numbers of social responsibility mentions ranked relatively low on profitability, and vice versa. However, we found that profitability and social responsibility are not necessary mutually exclusive. Several stories ranked relatively high on both dimensions. Although many participants perceived a need for news broadcasts to generate a profit, none seemed to question such a paradigm. The ethos of profitability remained unquestioned, revealing that citizens' belief that the news should be socially responsible is conflicted and ambivalent.

09:30-11:10 | Room B17

Saturday Onsite Presentation Session 1

Interdisciplinary Humanities

Session Chair: Gladys Pak Lei Chong

09:30-09:55

68093 | *Ethical Culture and Socio-economic Development in Nigeria: An Imperative for Societal Acceptance*
Moshood Kayode Lawal, The Oke Ogun Polytechnic Saki Oyo State, Nigeria

Ethics is generally a product of a society's culture and which members of a specific culture follow unconditionally. It refers to a well-based standard of rights and wrongs that prescribe what human beings should do in justification of moral beliefs. The study aims to shift the attention of citizens to the importance of ethical behavior in Nigerian society, its resultant effects on both the individuals and government functionaries in the promotion of economy. The paper adopts an analytical approach with emphasis on secondary source of data collection. Information are sourced from articles, journals and published documents. The paper deals with background of the study of ethics, relevant key concepts, characteristics, code and its roles in the society. The paper concludes that if moral teaching and practices are given a pride of place and generally acceptable in most nations, they will foster honesty and integrity of individuals, reduce crime rate and promote the economy.

09:55-10:20

71754 | *Barriers to Volunteering in Civic Engagement Among Married Qatari Youth*
Rima El-Kassem, Qatar University, Qatar
Noora Lari, Qatar University, Qatar

Purpose: The purpose of this paper is to determine the relative importance of factors contributing to the reasons why a number of married Qatari youth do not volunteer in civic engagement in Qatar. Methodology: This paper used data from the Social and Economic Survey Research Institute (SESRI) Qatar Youth Survey (NPRP13S-0111-200034_Questionnaire 2022). As a data reduction technique, exploratory factor analysis was used to establish the construct validity and compute factor scores. As a measure of internal consistency, Cronbach's alpha was used to determine the reliability of the extracted factors. Multiple regression analysis was used to determine the relative importance of the explanatory variables. Principal Findings: In this study, multiple regression analysis performed on 598 married youth in Qatar with an average age of 27 years showed that only 5 out of 14 independent variables were found to be significant in predicting the reasons for avoiding volunteerism in civic engagements. Associations of other interesting factors, such as a negative work environment, a preference for a male boss, parents' meaningful engagement around food and play, home-based parental involvement, and spousal caregiving responsibilities, were found to be significantly associated with reasons among married couples in Qatar for not volunteering in civic engagements. Originality: This is the first study conducted in Qatar that uses multiple observed statements defined by previous research to estimate the interpretable underlying "volunteer rebuttals" factor as well as determine the causes of not volunteering in Qatar; hence, it greatly adds to the existing knowledge on this topic.

10:20-10:45

71794 | *A New Perspective on Lessons for Women by Ban Chao, Han Dynasty*
Camilla HF LAI, University of Hong Kong, Hong Kong

When one talks about the teachings for women in the Han Dynasty, inevitably reference is made to the Lessons for Women written by Ban Zhao (49?-120CE). Although many scholars do not subscribe to the view that Ban deliberately suppressed women's social status, her "Seven Admonitions for Women" (also known as "Lessons for Women") has often been blamed through the ages for forming the basis of gender discrimination against women. By Ban's standards, a woman should be humble, obedient, cautious, gentle, and modest to her husband, parents-in-law as well as sisters-in-law and siblings. She also urged married women to treat their husbands with respect like the "heaven". Why did Ban write in the way she did? Did she actually discriminate against women by advocating such behavioral standards? Is this widely-held blame justified? By adopting an analytical approach with a historical perspective, this paper takes a close examination of Ban's writings and relevant historical records to explore the matter rigorously and investigates if the conventional interpretation is justified. By a careful analysis of the relevant materials against the broader social background of the Han Dynasty at the time, the answer appears to be negative. Then, why did Ban urge women to be humble, obedient and subservient? This paper attempts to show that, based on a logical deduction of relevant materials, Ban's intention in setting up these precepts was in all probability to protect rather than to suppress women.

10:45-11:10

70335 | *Living Up to China's Technological Dream: Celebrity Tech-entrepreneurs and Chinese Masculinities in a Global Age*
Pak Lei Gladys Chong, Hong Kong Baptist University, Hong Kong

This paper examines the ways in which masculinities have been discursively shaped and trans-formed as China emerges as a technology superpower. It looks specifically into three celebrity tech-entrepreneurs – Alibaba founder Jack Ma (Ma Yun), Tencent founder Pony Ma (Ma Huateng), and Baidu founder Robin Li (Li Yanghong). The country's aspiration to be a global technology leader has been to a great extent contributed by the spectacular success of these tech companies, often inseparably associated with their male founders. The embodied success of these tech-entrepreneurs have fuelled innovation-driven technology policy initiatives as well as aspirations for the population. "Mass Entrepreneurship and Innovation", a political initiative proposed in 2014, has been building on these success stories to aspire the population to pursue innovation-driven tech entrepreneurship/start-ups. Internationally, the technology development driven by these tech firms has greatly advanced China on par with the Silicon Valley-based global tech firms, and their founders (nearly) in the same league with these global tech figures. Drawing on visual and discursive analysis of news and media materials from the period of 2019 to 2021, this article argues that the "new" masculine imaginaries embodied by these tech-entrepreneurs intersect with the recent global technology development, history of modernisation, and politics in today's China. The recent crackdown of tech companies and the fading/low-key media appearance of these tech-entrepreneurs point towards the cultural and political implications of these "new" masculinities in today's China.

11:25-13:05 | Room B17

Saturday Onsite Presentation Session 2

Media, Film Studies, Theatre, Communication

Session Chair: Hsiang-Chun Chu

11:25-11:50

69292 | *Fan and Religious Identities at Crossroads: How Fans Respond to (Mis)representation of Hinduism in Anime?*

Jasdeep Kaur Chandhi, Guru Gobind Singh Indraprastha University, India

Kulveen Trehan, Guru Gobind Singh Indraprastha University, India

The anime- Record of Ragnarok - got banned in India when it was supposed to get a worldwide Netflix release back in 2021. Misrepresentation of Hinduism was supposedly the reason for this ban. India is a highly religious country with 80 per cent of the Hindu population and any content that trivialises Hinduism faces a backlash here. In this paper, I will shed light upon how and why, in transcultural fandoms, religious identity and fan identity come in conflict with each other when such cases occur, based on theoretical constructs on social identity (Tajfel & Turner 1986) and social identity complexity (Roccas & Brewer 2002). I will first discuss the evolution of anime fandom in India, the censorship anime faced during its initial years and the present status of anime as a popular media form in India. Subsequently, I will examine the discourse surrounding Hinduism in Anime and its (mis)representation using netnography as a research method. Quora and Reddit will be used as the research sites for this study where the responses and comments relevant to religion in anime will be analyzed and critically examined. Through this chapter, I intend to highlight how multiple identities of a transcultural fan come to play when one identity (religious) is at a crossroads with the other (fan) and which identity overpowers the other.

11:50-12:15

70854 | *Films Through Orientalism: A Critical Study of Hollywood's Portrayal of Arabs in Disney's Aladdin*

Deema Maghalseh, Middlesex University Dubai, United Arab Emirates

Ruta Vidaya, Middlesex University Dubai, United Arab Emirates

This research paper critically analyzes Hollywood's depiction of Arabs, specifically focusing on postcolonial theories in films. By examining Disney's Aladdins (1992-2019) the study aims to draw parallels of the representations of Arabs using film elements such as visuals, narrative, character build-up, costume, and dialogue to detect patterns of Orientalist depiction. Additionally, the research aims to explore the power of image and visual communication in shaping ideologies about specific cultures and regions. The paper is based on postcolonial theories in cinema, which contend that Hollywood ideologies influence film representations and that these ideologies emphasize the power relations between the West and the East. The paper also examines the impact of these reiterated media depictions on shaping public attitudes towards Arabs. Our paper takes a methodological approach of qualitative film content and discourse analysis that enables the identification of themes embedded within Orientalist understandings and perspectives. Overall, this paper advances knowledge empirically by analyzing Disney films that circulate and reinforce Orientalist representations. The study highlights the importance and relevance of critical engagement with media portrayals of cultures and the function of film in forming stereotypical perceptions of the world.

12:15-12:40

71781 | *Child-Parent Communication on Child Purchase Wishes*

Vanesa Varga, Catholic University of Croatia, Croatia

Mateja Plenković, Catholic University of Croatia, Croatia

Matea Vidulić, Catholic University of Croatia, Croatia

Marina Merkaš, Catholic University of Croatia, Croatia

Ana Žulec, Catholic University of Croatia, Croatia

Matea Bodrožić Selak, Catholic University of Croatia, Croatia

This research aims to explore the communication between parents and children about children's purchase requests and wishes from the perspective of children and their parents. More specifically, how children negotiate with their parents to buy them their desired things, and how do parents respond. The research presents data from a qualitative study which is conducted as a part of the research project "Happiness is not in the material things: the role of media, peers, and parents in shaping materialism in children" funded by the Catholic University of Croatia. Focus groups with children (aged around 9 to 15 years), as well as focus groups with their parents, will be conducted online via Zoom during May and July 2023. The pre-prepared list of questions for focus groups will include a variety of themes. The unit of the analysis will be one statement made by a participant. The statements will be determined by a keyword approach, meaning that 2 coders will focus on finding specific words in statements that are related to the communication aspects between children and parents. This research contributes to a better understanding of the child and parent communication strategies related to child purchase wishes.

12:40-13:05

69455 | *Theatrical Space, Seating Arrangement and Audience Participation in the Blackfriars Playhouse*

Hsiang-chun Chu, National Changhua University of Education, Taiwan

The play-going and play-watching experience in a recreated early modern indoor playhouse is drastically different from a more "traditional" proscenium theater in many fundamental ways, such as the breakdown of the fourth wall and direct audience contacts, which are closely intertwined with the unique theatrical space and the dynamic and fluid exchange between actors and audience members. This study will examine the theatrical space of American Shakespeare Center's indoor Blackfriars Playhouse in Staunton, Virginia. ASC's performances are well known for their so-called "original practices," including dramatic or theatrical features such as universal lighting, thrust stage, 360 degree seating arrangements, 3D performance, and direct audience contacts. These are some attempts of the "original practices" that ASC tries to reproduce in their reconstructed early modern indoor playhouse. These age-old innovative theatrical devices or features facilitate wonderful changes in audience members' play-watching experience and may sometimes fundamentally alter their perception of the play. This paper aims at exploring some of the innovative ideas and possibilities offered by the theatrical space in this reconstructed early modern playhouse, and to consider their impact on audience participation.

13:50-14:40 | Room B17

Saturday Onsite Presentation Session 3

Workshop: Co-designing Leisure Artefacts Based on Life Experiences

13:50-14:40

69275 | *Co-designing Leisure Artefacts Based on Life Experiences: Contributions to Improve the Well-being of People Living with Dementia*

Cláudia Lima, ID+ / Faculty of Fine Arts, University of Porto / University Lusófona do Porto, Portugal

Susana Barreto, ID+ / Faculty of Fine Arts, University of Porto, Portugal

Eliana Penedos-Santiago, ID+ / Faculty of Fine Arts, University of Porto/ School of Arts and Design – Polytechnic of Leiria, Portugal

This workshop addresses potential contributions of life experiences and cultural backgrounds in the design of leisure products to mediate social interactions and sharing of memories between People with Dementia (PwD), their caregivers and care professionals. Over 55 million people are estimated to be living with dementia with this number expected to reach 139 million in 2050. It is widely recognised the importance of person-centred care, of stimulating social interaction in PwD and sharing of their experiences and personal interests. However, their ability to communicate and interact is often compromised. Playful activities and leisure products have been shown to enhance social interaction while providing well-being for PwD. The workshop starts with a contextualisation on dementia, warning signs and the importance of early diagnosis for delaying symptoms and improving the quality of life. This is followed by a practical component divided into 2 parts where participants are invited to: 1) share life experiences and personal interests; 2) identify playful activities of their culture and childhood memories. Co-design methods using cultural probes will be used to encourage self-reflection and sharing of biographical narratives. Through the open-ended evocative activities and questions the workshop will provide insights of meaningful biographical and cultural experiences of participants that can be addressed in future design approaches in the field of dementia while raising participants awareness of the importance of early diagnosis to improve the quality of life of PwD. The workshop will also give insights into the potential of cultural probes for qualitative research methodologies.

15:20-16:35 | Room B17

Saturday Onsite Presentation Session 4

Educational Technologies

Session Chair: Maiko Miyoshi

15:20-15:45

70988 | *Preservice Teachers' Experiential Learning – Production of Digital Stories to Nurture Children's Positive Values*
Jackie Fung King Lee, The Education University of Hong Kong, Hong Kong

In Hong Kong, the Education Bureau stipulates in the curriculum document that schools should enrich English language learning and teaching through incorporating moral and civic education, and use of information technology for interactive learning. To prepare preservice teachers to meet these pressing demands, an experiential learning project was conducted to engage student teachers outside the formal curriculum to produce a series of digital stories that stress values education for primary school children. A total of 11 bachelor of education students and MATESOL students joined the project, in which they collaboratively developed 12 digital stories using online tools, such as Book Creator and Canva. Interactive learning activities were designed to accompany the digital stories to facilitate school learners to develop positive values and good character, including respect, responsibility, confidence building, problem solving, sportsmanship, friendship, caring, helpfulness, compassion, civic sense and service to others. Various evaluation methods were used to gauge the usefulness of the experiential learning project. These encompass school trials, post-lesson evaluation, student teachers' self-reflections and interviews. The findings indicate that the experiential learning process not only enabled the participating student teachers to enrich their pedagogical knowledge and skills but also provided opportunities to enhance various generic skills, such as creativity and critical thinking. Evidence shows that experiential learning plays a valuable role in equipping student teachers with the necessary skills for the challenges in their future teaching careers.

15:45-16:10

72285 | *How Instagram and COVID Changed the Language Learning Approach in Italy*
Giulia Bonanzinga, University of Westminster, United Kingdom

The first lockdown of educational institutions due to COVID 19 was considered a turning point in the educational process globally. This study, conducted in Italy, aimed to focus on how COVID 19 and Instagram impacted the language learning approach. The integration of Instagram in the instructional process provides EFL learners with an excellent environment for solving some problems they face, as it provides the opportunity to be exposed to authentic materials. It can be used as an effective strategy of error correcting and feedback. The findings demonstrated that people opened Instagram everyday expecting to learn something new, hence learning on the go seemed to be more efficient than the traditional classroom setting for the majority of the Italian students. What has also been detected is that students were able to learn things they would never have at school, although many believed that the traditional way of learning was irreplaceable and essential for effective learning. This has led to a huge deliberation: there aren't any specific regulations to verify whether a teacher is qualified to open a teaching account. The percentage of people who corroborate information from Instagram is alarmingly low and not everybody verifies a teacher's qualifications before enrolling in a course. To find out more about the effect of COVID-19 for both EFL teachers and students and integration on the educational process, a total of 224 questionnaires and 12 interviews were collected to quantitatively and qualitatively explore the perception of Italian people - aged between 20 and 60 - on this matter.

16:10-16:35

69982 | *Styles of Language Learning: To App or Not to App, That is the Question!*
Maiko Miyoshi, Busuu, United Kingdom

A comparison between potential success rates of students mainly classroom-based, with those using only an app, for the learning of Japanese. This presentation compares the learning experiences of Japanese language students accessing only technology-based self-study with those attending weekly classes, from the point of view of a designer and teacher. Language learning traditionally involves human interaction, in the context of a formal classroom, implying that online, technology-based learning could have disadvantages, and be less effective than face-to-face teaching and learning. However, online learning can clearly now offer a fully interactive experience, via purpose-built platform design. The presentation explores the steps of learning in each case, face-to-face and online, and examines the relative strengths and disadvantages of the two approaches. The learning of concepts, confirmation of knowledge, practice, motivation, and various other variables are important, in considering the design of the learning experience for students, particularly when attempting to create an authentic and fully comparable online learning environment which replicates the traditional classroom, at the design stage, when preparing online material. This paper will therefore attempt to address the fundamental question: Is it possible to create an equivalent and effective online learning experience, which is as effective as the traditional language classroom? If so, what elements of the vast array of possibilities offered by the software will be most useful and appropriate, in designing and creating truly equivalent online materials, which can be relied upon to provide as full and rich learning experiences as the traditional classroom?

16:50-18:30 | Room B17

Saturday Onsite Presentation Session 5

Religion, Spirituality

Session Chair: Thida Kim

16:50-17:15

72735 | *The Transcendent Body: Interpreting Kannaki in South Indian Religion, Folklore and Politics*
Sreelakshmi Renjith, University of Edinburgh, United Kingdom

Amongst the literary works of ancient Tamilakam (land of Tamil speakers), Silappathikaram holds a unique place as an epic that extolls the trail and transformation of a legendary woman. The poem was instrumental in popularising its female protagonist Kannaki, who went onto become an integral part of the worship culture, folk literature and politics of South Indian diaspora. This paper attempts a broad analysis of Kannaki's corporeality in congruence with her transcendence into various discursive spaces of religion, folklore and politics. The infusion of Kannaki into the religious traditions of South India, the folk tales of Kerala and Tamil Nadu's party politics are closely examined to interpret the differences embodied by the female body under varied contexts. From an epic heroine, Kannaki has travelled a long way to her present state of a powerful and admired goddess, wherein her dynamic nature is welcomed in all domains. In popular Hinduism, Kannaki is identified as a manifestation of Kali; the Goddess of creation and destruction. Contrary to the religious depictions, the folklores of Kerala portray Kannaki as a seductive, mysterious ghost who haunted the forests of Wayanad (district in Kerala). In contemporary scenario, Kannaki also finds her space in Tamil Nadu's party politics as a political party's celebrated icon of power and resistance.

17:15-17:40

69572 | *Gendered Divinities: A Study of Goddesses in the Mangalkavya Literature of Mediaeval Bengal (13th to 18th Century)*
Pritha Chakraborty, Indian Institute of Technology Kanpur, India

The Mangalkavya is a genre of texts which foregrounds an interesting synthesis of Brahmanical and indigenous traditions of rural Bengal. These texts are primarily dedicated to regional female divinities such as Manasa and Chandi and narrate the establishment of their cults. The Mangalkavyas were written down from their oral sources beginning in the 13th Century, coinciding with the Turkish invasion of Bengal in 1204 by Bakhtiyar Khilji and continuing until the end of the 18th Century. Studies have established that the assimilation of Brahmanism with regional divinities was a primary tool for integrating the lower castes to combat the threat of a new religion, Islam. However, the significance of the principal goddesses of the Mangalkavyas as mediums of this acculturation is not much emphasized. The paper discusses three popular Mangalkavyas dedicated to three different goddesses—Vijay Gupta's Padmapuran (1407-1484), dedicated to the goddess of snakes, Manasa; Mukundaram Chakrabarti's Chandimangalkavya (1544-1577), dedicated to the goddess of auspiciousness, Chandi; and Durgaprasad Mukhyopadhyaya's Gangabhakti Tarangini (1778), dedicated to the river goddess, Ganga. The paper largely draws from the comparative method of folkloristic analysis of Alan Dundes, Lauri Honko, and A.K. Ramanujan to analyse and contextualise the gendered representations of these goddesses with the shift in politics, power, and culture brought forth by the contact of Bengal's regional cults with Brahmanism and Islam.

17:40-18:05

72688 | *Indigenous Spirituality of Chinese Oil Painters in Europe in the Early 20th Century*
Gengyang Ren, the University of Wales Trinity Saint David, United Kingdom

The Chinese painters who studied in Europe in the early twentieth century produced many oil painters with an indigenous style, such as Changyu and Zao Wou-ki. This thesis will theorise the issue of indigeneity at the level of critical debate and shed light on the indigenous spirituality and worldview behind the work of this group of oil painters. By doing so, it will help the viewer to better understand and interpret the issue of indigeneity in Chinese oil painting. To help better support the painter's views on the issue of indigenisation, this essay will draw on textual analysis, case studies, specifically interviews with the painter and those around him, textual materials, and exhibition records, in order to gain a deeper understanding of the indigenous spirituality of Chinese oil painters. This essay illustrates the use of the 'Chinese heart' of Chinese painters in oil painting and reveals the indigenous spirituality of this group in the face of new cultural forms. Through this historical overview and case studies, this article seeks to evoke the cultural essence of Chineseness in the reinterpretation of Chinese tradition.

18:05-18:30

72516 | *'Medium Said I Was Possessed by Evil Spirit': Paramount Importance of Cambodian Supernatural Beliefs in Mental Problems and Treatment Pathway*
Thida Kim, University of Hong Kong, Hong Kong
Amaury Peeters, Independent Scholar, Belgium

Cambodian's health seeking behaviour is based primarily on self-medication and both private and traditional sectors rather than on government health services. Supernatural beliefs are also known to profoundly influence the attitudes of people especially with regards to seeking treatment of mental problems. This paper explores Cambodian cosmology and supernatural beliefs on mental problems and its influence on treatment choices. We also examine the relative cultural appropriateness and effectiveness of traditional and modern treatments for mental problems. The paper draws from in-depth interviews of three cases identified with mental problems. The interviews were extended to 16 individuals involving with these 3 cases including traditional and modern providers. The in-depth interviews lasted around 2 hours long with revisits. Results revealed that traditional providers validated consumer's supernatural belief and used culturally adapted terminology of mental problems. Traditional treatment is easily accessible and perceived as 'to one's knowledge' of treatment; this makes traditional treatments becomes by far the most favoured therapy. Modern treatment heavily depends on biomedical approach to treatment of mental problem, let alone poor accessibility of the services and lack of knowledge and training. Further research should explore ways of building bridge between both approaches to find practical and accessible solutions to improve the support to rural communities.

09:30-11:10 | Room B07

Saturday Onsite Presentation Session 1

Applied Linguistics Research

Session Chair: Marina Ruthmann

09:30-09:55

72038 | *Challenges of Interpreting King Charles III's Inaugural Speech from English to Arabic*
Hanan Al-Jabri, University of Jordan, Jordan

The study aims to investigate the challenges TV interpreters, who worked in the simultaneous mode, encountered during the process of interpreting King Charles III's inaugural speech. The study focuses on how factors, such as the speaker's accent, speed, use of proper nouns and cultural references might have influenced the performance of TV simultaneous interpreters working for different Arabic-speaking TV channels. The study also evaluates the way the TV interpreters handled this task and whether the original content and effect was maintained, upgraded, downgraded or abandoned in their renditions. The analysis relies on a macro framework and a micro framework. The macro framework presents an overview of the wider context of the English speech and the speaker to help understand the linguistic and cultural references used in the speech. The micro framework, on the other hand, investigates the linguistic tools which were employed by the speaker. It also investigates the strategies which were used by the TV interpreters to render the speech into Arabic.

09:55-10:20

69454 | *The Social Aspects of Code-Switching in Online Interaction: The Case of Saudi Bilinguals*
Shirin AlAbdulqader, Institute of Public Administration, Saudi Arabia

This research aims to investigate the concept of code-switching (CS) between English, Arabic, and the CS practices of Saudi online users via a Translanguaging (TL) lens for more inclusive view towards the nature of the data from the study. It employs Digitally Mediated Communication (DMC), specifically the WhatsApp and Twitter platforms, in order to understand how the users employ online resources to communicate with others on a daily basis. This project looks beyond language and considers the multimodal affordances (visual and audio means) that interlocutors utilize in their online communicative practices to shape their online social existence. This exploratory study is based on a data-driven interpretivist epistemology as it aims to understand how meaning (reality) is created by individuals within different contexts. The participants were eight bilingual Saudi nationals (both men and women), aged between 20 and 50 years old. This study contributes to the DMC literature and bridges some of the existing gaps. The findings of this study indicates that online users' literacy lays in decoding multimodal communication, and that this multimodality contributes to the meaning. Either this is applicable to the online affordances used by monolinguals or multilinguals and perceived not only by specific generations but also by any online multi-literates, the study provides the linguistic features of CS utilized by Saudi bilinguals and it determines the relationship between these features and the contexts in which they appear.

10:20-10:45

71492 | *Exploring the Impact of Mobile Assisted Learning Behaviors on English Writing Proficiency Among Chinese Learners*
Shanshan Guo, Universiti Malaya, Malaysia
Huzaina Binti Abdul Halim, Universiti Malaya, Malaysia
Mohd Rashid Bin Mohd Saad, Universiti Malaya, Malaysia

Based on social-cultural theory, activity theory, and post-process writing theory, this study examined Chinese students' mobile assisted learning behaviors (MALBs) in a blended learning mode for mobile English writing, aimed to answer three research questions concerning mobile assisted learning behaviors (MALBs) and EWP, the effects of MALBs on EWP, and the factors influencing MALBs on EWP. The results show that students engaged in a variety of English writing-related learning behaviors, spending significant time and four categories of students are identified based on their mobile learning involvement. The pre-test and post-test results also demonstrated significant progress in writing performance. Qualitative data revealed that three factors, Performance Expectancy, Effort Expectancy, and External Norms, jointly influenced MALBs. These factors came into effect through the mediation of individual traits such as self-efficacy, motivation, and personal reference. Based on the findings, implications were proposed for curriculum reform for English majors, teacher development in technology-enhanced language learning.

10:45-11:10

70515 | *Heritage Language as an Advantage – Acquisition of French (L3) Object Clitics by Greek-German and Italian-German Bilingual Students*
Marina Ruthmann, University of Wuppertal, Germany

The domain of heritage language education currently plays a relevant role in the sphere of applied linguistics in Europe, especially in Germany (cf. Hufeisen 2011, 2018). In 2020, approximately 26.7% of the population in Germany had a migration background (cf. BMI/BAMF 2022:15). Against this backdrop, in this presentation the major advantages of the knowledge of the heritage languages Greek and Italian of Greek-German and Italian-German bilingual high school students for the acquisition of French will be focused. The data of the conducted cross-sectional research study were collected from January to July 2019 at seven high schools and seven heritage language education centres in the western part of Germany. In total, 50 Greek-German bilingual, 71 Italian-German bilingual and 64 German monolingual high school students in the age range between 12 and 19 years participated in this research. The tested high school students filled in a questionnaire focusing on their linguistic background and they completed an elicitation test consisting of a comprehension and a production part with three French object pronoun constructions (present tense forms, modal forms and past tense forms). The obtained results reveal significant positive effects of the knowledge of the heritage languages Greek and Italian of Greek-German and Italian-German bilingual high school students for their successful acquisition of French object pronouns.

11:25-13:05 | Room B07

Saturday Onsite Presentation Session 2

Plurilingualism – Bilingualism

Session Chair: Jinsil Jang

11:25-11:50

72707 | *Through the Looking Glass: MBChB Students and Graduates Compare Learning Additional Xhosa and Afrikaans Communication Skills*

Joel Claassen, University of Cape Town, South Africa

The University of Cape Town (UCT) in South Africa incorporated additional, indigenous language communication skills into a new MBChB curriculum in 2003, as part of Family Medicine courses. It was aimed at empowering medical students with career-orientated Afrikaans and isiXhosa language tuition to assist in interviewing patients in their mother-tongues. Olajuyin et al (2022) recently suggested that students at two Nigerian institutions also supported adding additional, indigenous languages into medical school curricula. This paper intends to review teaching and learning elements in the findings of Van Rooyen et. al (2023, in pre-publication), the first longitudinal paper that investigates the perceptions of the graduate medical interns between 2007 and 2012, regarding the usefulness of the additional languages tuition that they received. Data was collected during the second year of medical internship across a five-year period through survey questionnaires and through focus group interviews conducted in the Western Cape province. In Mohammed et al (2019), a cross-sectional study was also conducted of the perceptions of UCT undergraduate students from Year 1 to Year 6, in the MBChB-degree, to evaluate the student perception of the courses that year. This paper intends to compare the cross-sectional study views of the MBChB students in 2019, with the views of graduates in their second year of community service in the Western Cape province, from the longitudinal study, to determine factors that undermined, or could promote the reception, learning and teaching of the additional languages courses.

11:50-12:15

70505 | *A Scoping Review: Translanguaging and Second Language Reading – Methodological Rigor, Transparency, and Replicability*

Muhammad Asif Qureshi, Zayed University, Abu Dhabi, United Arab Emirates

While the use of learners' prior language resources in L2 classes is not new - both the classical grammar translation method and the New Concurrent Approach employed this approach (Singleton & Flynn, 2021) - the current unparalleled debate about the putative role that a learner's existing language resources can play in acquiring additional language/s can be credited to Cen Williams (1994), who coined the term 'translanguaging'. Williams believed that a learner's prior language knowledge could be beneficially utilized when learning a new language. Several attempts have been made since then to determine the impact of a learner's prior language resources on the learning of additional languages, including reading in a foreign language. The current study offers a 'scoping review' of previous research on the impact of translanguaging pedagogy on L2 reading development with two aims: (a) to examine the study quality of research exploring translanguaging and L2 reading, and (b) to measure the impact of translanguaging on L2 reading comprehension. Following a comprehensive inclusion and exclusion criteria, 32 empirical studies were coded for various substantive and methodological features. The results of previous research, at best, are inconclusive and can be divided into two clusters: (a) studies that support the impact of translanguaging on second language reading proficiency but lack methodological strength, and (b) studies that reject the impact of translanguaging on second language reading proficiency or present mixed findings. Several factors related to study quality can explain the opacity of previous research findings. Teaching and research implications will be discussed.

12:15-12:40

71714 | *Saudi Undergraduate Students' Beliefs About Bilingualism: A Qualitative Study*

Morad Alshahfi, King Abdulaziz University, Saudi Arabia

Saudi Arabia is one of the many countries within the expanding circle in which English has no official status. However, English enjoys a special position as the sole foreign language taught in Saudi public schools. It is also widely used in such domains as academia, science, technology, international business, and tourism. Furthermore, English functions as a lingua franca for communication between Saudis and non-Arabic speakers. This paper reports on a study that investigated the language related experiences and perspectives of a group of bilingual speakers of Arabic and English concerning issues surrounding Arabic-English bilingualism. In particular, this study seeks to explore the practices and espoused beliefs of English major university students regarding bilingualism. The findings, based on data collected through in-depth qualitative interviews and focus group discussion, highlight the challenges and opportunities of bilingual development among these students in their local Arabic-dominant environment.

12:40-13:05

71255 | *Investment in L2 Learning and Agency: The Case of a Female Migrant Worker in South Korea*

Jinsil Jang, Dongshin University, South Korea

Due to a large influx of migrant workers into South Korea, their investment in L2 learning, particularly in Korean learning, has gained currency in recent years. South Korea is a monolingual country where a particular national and language identity has remained within its strict boundaries. This context renders the official language, Korean, crucial to meaningful employment and social integration for migrants. Given the call for more research on migrant workers' investment in L2 learning, this three-year longitudinal case study followed the Korean learning experiences of Iroda, a migrant worker from Uzbekistan to South Korea, focusing on how and why she exercises her agency and invests in her L2 learning. Drawing upon the conceptual frameworks of agency, "the socioculturally mediated capacity to act" (Ahearn, 2010, p. 28), and investment, which leads to an increase in the value of an individual's social power and cultural capital (Darvin & Norton, 2015), data was collected from various sources and inductively analyzed. The findings show that Iroda agentively and voluntarily looked for resources she could use to expand her linguistic repertoire, spending whole weekends on Korean language learning. With her growing Korean language proficiency, she attempted to apply for a graduate program in a Korean university to have a higher social status, career development, and a higher earning potential for herself and her children. Namely, the findings indicate that her agentive and purposeful act of making investments in L2 learning is promoted by the growing acceptance and recognition of her potential within a target society.

13:50-15:05 | Room B07

Saturday Onsite Presentation Session 3

Culture and Language

Session Chair: Md Mahmud Bin Sayeed

13:50-14:15

71247 | *From "Countrymen" to "Brethren": The Impact of Learning Spanish and Portuguese on National Identity in Interwar and Wartime Japan*

Ricky Law, Carnegie Mellon University, United States

How could learning a foreign language alter one's national identity, belongingness, and contribution to the country? From the 1920s to the 1940s, many Japanese dabbled in foreign languages, often voluntarily and for their own reasons. Portuguese and Spanish stood out from other foreign languages prevalent in prewar Japan for their power to fundamentally change Japanese lives, livelihood, and identity. As more and more Japanese relocated to Latin America after World War I, the primary, perhaps only, motivation to learn Spanish or Portuguese was in preparation for leaving Japan. Teachers and students alike treated the Iberian tongues as a practical skill for working overseas. Prospective Japanese migrants learned from grammar and vocabulary lessons not just a language but to speak, act, and think differently from their native ways. While most migrants did not plan on planting roots abroad, many ended up not returning. The expectation that learning Spanish or Portuguese meant leaving Japan, perhaps for good, caused language teachers to exhort future Japanese expatriates not to forget their homeland. The migrants were told that leaving Japan was itself good for their overpopulated and resource-poor country. They were also admonished that even abroad they would still be considered Japanese and should work hard for Japan's wellbeing. From the mid-1930s, Spanish and Portuguese lost popularity as Japanese settlers were diverted from Latin America to continental Asia. After Pearl Harbor, some linguists repurposed Spanish as an instrument for imperialism by trying to persuade Filipinos to join the Greater East Asia Co-prosperity Sphere.

14:15-14:40

70027 | *Creation and Assessment of a Project-based ESL Course in U.S. History for International University Students*

Judy L Miller, Columbia University, United States

This presentation looks at the creation and assessment of "Turning Points in American History," a project-based intensive four-week ESL course for international students at Columbia University. The turning points included the Declaration of Independence and the American Revolution, the struggle against slavery and the emancipation of the slaves, and the fight for equal rights for women. What is progress? What are the lessons of history? Understanding these issues is an on-going process and ties to present-day life in the U.S. were explicitly discussed. In this project-based language-learning course, students engaged in tasks that required purposeful collaboration and meaning-focused language learning. Working in groups, they created final performance projects to present to the department and our student body at the end of the course. The course required students to develop skills in researching, interviewing, collaborating, writing, and public speaking, reflecting the mediation competencies put forth by the Council of Europe. The Council stressed the need for language learners to become more adept in negotiating and collaborating with others. Lessons integrated the four language skills and highlighted the need for critical thinking. Assessment included evaluation of final projects, both oral and written, a final reflective essay, and student evaluation of their own collaborative efforts. Student and teacher evaluations of the course, while mainly very positive, contained some discussion of the difficulties of the PBL format.

14:40-15:05

70617 | *Motivation to Learn Arabic in British Secondary Schools (BIMSS) and its Impact on Understanding Core Classical Islamic Arabic Sources*

Md Mahmud Bin Sayeed, University of Warwick, United Kingdom

This article explores perceptions of Arabic teachers and learners of British Independent Muslim Secondary Schools (BIMSS) regarding general motives for teaching and learning Arabic. It discusses the motives and rationale behind Arabic provision within BIMSS context and the degree to which this provision meets the expected outcomes in understanding core classic sources, especially the Qur'anic Arabic. This article is based on a small-scale qualitative study using semi-structure interviews with teachers and focus group discussions with pupils to explore the opinions and perspectives of BIMSS's teachers and learners. The study concludes with recommendations for practitioners, schools, and curriculum designers. As a practitioner in the field, I am hoping that this empirical enquiry will contribute to the wider efforts aiming to improve this important teaching provision in secondary schools.

15:20-16:35 | Room B07

Saturday Onsite Presentation Session 4

Assessment

Session Chair: Sandy Wai Ching Chan

15:20-15:45

72634 | *Designing and Researching a C1-level Intertextual Reading-into-writing Summary Task*

Nathaniel Owen, Oxford University Press, United Kingdom

Colin Finnerty, Oxford University Press, United Kingdom

This paper reports on the design and evaluation of an innovative intertextual reading-into-writing task for use in academic admissions. Existing tests of English used for university admission largely avoid intertextual reading (Weir and Chan, 2019) and do not ask test takers to synthesise information from multiple texts into a single piece of writing. Therefore, there is a divergence between the design of language tests for university entrance and subsequent 'academic writing' required at university. We designed a mediation-focused Summary task which requires test takers to read two texts on the same topic (a total of 300 words) and to summarise the information using their own words (up to a maximum of 100 words). Seven trained judges provided CEFR ratings for 24 internally benchmarked test taker scripts across four Summary tasks. Data were analysed using a many-facet Rasch analysis to investigate task, judge and rating scale performance. We also analysed the level of agreement with internal benchmarking. Judges also provided qualitative evaluations of task complexity, authenticity and relevance to the academic domain and test takers provided questionnaire feedback about their attitude towards the task. We found a strong level of agreement between internal and external expert assessors and that the task is highly effective for distinguishing B2 from C1-level performances. Test takers were positive about the authenticity of the task. Data from participants has been used directly to amend the rating scale and task design. We also share our experience and views on examinee-centred approaches to developing an integrated reading-into-writing task.

15:45-16:10

70635 | *Enhancing EMI Teachers' Assessment Practices in Support of Taiwan's Bilingual Policy at the Tertiary Level*

Jessica Wu, Language Training and Testing Center, Taiwan

Naihsin Li, Language Training and Testing Center, Taiwan

The government policy of bilingualizing higher education in Taiwan in recent years has led to a significant expansion of English Medium Instruction (EMI) programs in universities nationwide. As practicing EMI in an EFL context is notorious for incurring pedagogical challenges and learning difficulties, it is necessary to monitor the professional development (PD) of EMI teachers and provide resources to ensure the quality of learning. The purpose of this study is twofold. First, it investigates both assessment practices in EMI classrooms and Taiwanese EMI teachers' training needs by collecting responses from teachers through the EMI Classroom Assessment Practices Questionnaire. Secondly, it examines the EMI PD course modules provided by the five major EMI centers in Taiwan, focusing especially on how the assessment needs of EMI teachers are supported. Preliminary findings reveal that while EMI teachers show increasing sensitivity to the effect of instruction medium on learning, they require additional guidance on how to properly address students' language difficulties when conducting assessments. However, assessment appears to receive little emphasis, or even to be absent, in the EMI PD courses. We will go further to conduct semi-structured interviews with directors of the EMI PD programs to explore the rationale behind their decisions regarding the role of assessment in the current design of the course modules, as well as the goals and implementation of assessment courses, if there are any. It is believed that the findings can guide the development of EMI teacher assessment literacy and help enhance the quality of EMI programs.

16:10-16:35

68465 | *Raters' Perceptions of a Multimodal Assessment: Difficulties and Challenges in Embracing Multimodality in the English for Academic Purposes Context*

Sandy Wai Ching Chan, Hong Kong University of Science and Technology, Hong Kong

Multimodal compositions have been increasingly implemented as instructional design and assessments in English for academic purposes courses since the New London Group (1996) reconceptualized literacies away from the linguistic form to address the changing communication needs brought by technologies and globalization. However, research on multimodal assessments is still lacking due to the continuous domination of conventional language-as-the-literacy pedagogical practices. Raters' decision-making process of multimodal assessments has rarely been documented, leaving the questions of how raters evaluate new literacies in the L2 context and what difficulties they encounter in the process unanswered. This qualitative research therefore examined how raters made use of rubrics to inform their decisions and identified the problems encountered in the process. Thinking-aloud and semi-structured interviews were conducted to collect raters' perceptions of the assessment practice. The data shows that there is significant misalignment between features salient to raters and the constructs presented in the rubric. Raters' firm adherence to monomodal assessment practice and their prevailing resistance to multimodal assessments are found to exert significant impact on the raters' behaviors. This study proposes that engagement of teachers and raters in the construction of rubrics may be the effective steps forward for genuine assessments for multimodality.

16:50-18:30 | Room B07

Saturday Onsite Presentation Session 5

Teaching and Learning

Session Chair: Kumiko Tsuji

16:50-17:15

70023 | *Challenges Posed by the Covid-19 Pandemic at the University of South Africa: An Academic-centred Perspective*
Nkosinathi Selekeane, University of South Africa, South Africa

The Covid-19 pandemic continues to interpose the social, economic, and political landscape. The higher education sector was also affected by this disruption triggered by the pandemic. The paramount mission for higher education institutions has been to adapt internally to the status quo arising because of the pandemic whilst standing in unison with local communities. The realities of the pandemic have persuaded universities to reconsider their ideas of providing access to all students and ensuring that no one is left behind. The purpose of this paper is to explore and examine the challenges posed by the Covid-19 to university students and strategies that can be adopted to ensure continuity in teaching and learning during the pandemic and beyond. The study will be informed by the Technology Acceptance Model to comprehend the perceived usefulness and the ease of usefulness of technologies in the higher education sector. The paper will collect data through distributing self-administered questionnaires to academics at the University of South Africa. Random sampling will be used to select the respondents. The quantitative data will be analysed with descriptive statistics. The study will contribute significantly to higher education by identifying strategies that can be adopted by tertiary institutions to ensure continuity in teaching and learning during pandemics and beyond.

17:15-17:40

72440 | *Communicating the Experience of the Pandemic Through Memes: A Design Approach in Higher Education*
Cláudia Lima, University of Porto, Portugal
Heitor Alvelos, University of Porto, Portugal
Susana Barreto, University of Porto, Portugal
Marta Fernandes, University of Porto, Portugal
Eliana Penedos-Santiago, University of Porto, Portugal

This article presents and analyses the ongoing outcomes of a series of pedagogical exercises in various BA design courses in Northern Portugal on the subject of the recent pandemic. Students have been invited to express their lived and observed experiences of this period by using online meme semantics, aesthetics and tools. The motivations for this exploratory approach in design classroom environments are threefold: online communication as an ambivalent territory of subjective deconstruction and frequent objective misinformation, the recognition of pandemic memes as a humorous pacifying resource throughout the crisis, and an intuitive enquiry into emerging forms of content design, more readily used and understood by younger generations. The broader context for these workshops is the hypothesis that reliable health information needs to diversify its formal conventions in order to reach more reticent demographics; however, the aforementioned classroom briefings have been ideologically neutral. Testimony-based narratives and personal views have instead been chosen as entry points to the observation of aesthetic and semiotic premises that might prove useful and scalable in the process of communicating science. Once the pedagogical briefings have concluded, a series of public exhibitions of selected outcomes will further extend the debate beyond the classroom.

17:40-18:05

70732 | *Examining the Impact of a Game-based Online Literacy Program on Primary School Students in Rural China*
Alan Cheung, The Chinese University of Hong Kong, Hong Kong

This study investigated the effectiveness of ABRACADABRA (ABRA), a web-based literacy program in facilitating the literacy attainment of third-grade primary school students in an area of rural China. Researchers shared the experiences of localizing ABRA to make it more readily accepted by the regional teachers. Ten schools (five experimental, five control) with 339 students participated in a one-year-long matched control study; participants in both groups took pre- and post-intervention tests. The treatment group outperformed the controls on all six key reading outcomes: Phonological Awareness (ES = +0.64), Phonemic Awareness (ES = +0.57), Early Literacy Skills (ES = +0.70), Initial Letter Sound Fluency (ES = +0.38), Segmenting (ES = +0.81), and Non-word Reading (ES = +0.92). These outcomes suggest ABRA is effective in a context where English is used as a foreign language, and the learning resources are limited. ABRA is useful in facilitating the integration of information and communication technologies (ICTs) into the course syllabus.

18:05-18:30

72496 | *Reducing Psychological Distance in Hybrid & Online Language Courses*
Kumiko Tsuji, Northeastern University, United States

Language courses require a lot of interactions both between an instructor and students and among students to facilitate activities aimed at improving communication skills. Not only do these interactions provide students with the opportunity to improve their communication skills but they also create a positive learning environment where students can feel a sense of community. However, in hybrid and online courses, it is challenging to create the same interactive learning environment that is typically observed in face-to-face classes. Consequently, students enrolled in hybrid and online courses face psychological distance that can negatively affect their performance. Using Japanese hybrid and online courses as models, this session discusses how interactive asynchronous discussions, online interactive tools, and collaborative assignments can boost interactions among students and help them become increasingly connected, reduce psychological distance, and positively affect students' performance. Furthermore, it discusses the creation of online learning tools that facilitate instructor-student interactions, the formation of student feedback teams, and the role of class discord. Ultimately, the presenter demonstrates that hybrid and online courses can also offer students a safe and positive learning environment where they feel psychologically connected if the courses are designed effectively and creatively.



Sunday, July 16

Parallel Sessions

All times are in British Summer Time (UTC+1)

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

09:30-11:10 | Room G12

Sunday Onsite Presentation Session 1

Approaches

Session Chair: Monthon Kanokpermpoon

09:30-09:55

69854 | *Business English Communication Instruction: Empowering Learners with the 4Cs of the 21st Century Skills*
Mahdi Aben Ahmed, Royal Commission for Jubail and Yanbu, Saudi Arabia

This study is a descriptive inquiry to explain how the 4Cs (communication, critical thinking, creativity, and collaboration) skills of the 21st century can be integrated into contemporary Business English instruction. The participants in the study are 140 Business English teachers at an academic institution in the eastern part of Saudi Arabia. The study is driven by the belief that educators in this field need to create modern language instruction involving the 21st century 4Cs: communication, collaboration, critical thinking, and creativity by the intervention of carefully planned objectives, varied activities, varieties of teaching methodologies, technological tools and materials, interaction patterns, teachers' professional development and students' awareness and cultural background. Using two questionnaires, the study gauged EFL teachers' perceptions of the application of a specially developed 4Cs framework for Business English, to ensure that the students enrolled in these courses are fit to take on the role of global citizens. Findings show that teachers are positive about the appropriateness of applying the framework in the context of 21st century skills, and a viable degree of effectiveness in a learning environment. Participant teachers who applied this approach using the conceptualized paradigm in teaching Business English recommend its efficacy due to relevant pedagogical implications and practical principles that were discovered. The study concludes with six principles that can be directly used to ensure that the 4Cs which are a necessity in the 21st education system are integrated by educators in ELT instruction.

09:55-10:20

72259 | *Identifying Critical Issues in the English as a Foreign Language Curriculum*
Lucie Betakova, University of South Bohemia, Czech Republic
Petr Dvorak, University of South Bohemia, Czech Republic

This paper is based on a larger scale research into critical issues of curricula in basic subjects taught at lower secondary school level. This particular paper will deal with critical issues in the curriculum of the English language taught as a foreign language. First the concept of critical issues is described. A critical issue is a component of the educational content that can be considered difficult, problematic, demanding, or even failing, for a variety of reasons. It is known from practice that critical issues can be identified in every field of education. In some subjects, though, they have been paid extra attention. In the Czech context, it is especially the case of mathematics and geography. In foreign languages, on the other hand, where the language taught represents the main educational goal and at the same time the means of instruction, the critical issues do not have to concern the content as such. In our action research in which a questionnaire survey was used teachers of lower secondary schools were asked to identify critical issues from the point of view of the teacher, the pupil and the objectives of ELT and at the same time to reflect on the importance of those particular areas from the point of view of teachers and learners. Last but not least, they were to consider how to overcome the problems.

10:20-10:45

62341 | *In Praise of Rote Learning of Academic Vocabulary Lists*
David Rosenstein, Ben Gurion University of the Negev, Israel

While prominent theories of vocabulary learning (acquisition through comprehensible input, adaptation to different learning styles, etc.) may have validity, they all suffer from the same practical shortcoming: they all demand massive and constant exposure to various forms of language input, an impractical requirement in most university EFL academic reading courses, which may convene only three hours per week during a semester. What may be much more effective is a rote-learning method designed for university students with a weak background in academic vocabulary. As students quickly gain short term mastery of high frequency academic vocabulary, fifty items per week, they soon encounter such vocabulary in their required readings, leading to a greater understanding of texts as well as the satisfaction that comes with the new knowledge of specific lexical items. Several experienced university lecturers have developed a method of using rote learning of vocabulary lists in academic reading courses which they feel has been very successful in their students' academic reading achievements. The method, which includes vocabulary lists, dual-language translations, and vocabulary quizzes designed to test passive knowledge, is described in this presentation.

10:45-11:10

70965 | *Is an English Course for Academic Skills, Career Development, or English Communication? A Case Study of EFL Undergraduates in Thailand*
Monthon Kanokpermpoon, Thammasat University, Thailand

A challenge to curriculum designers is whether to include academic, career development, and further education skills to Foundation English (FE) courses for tertiary education. In Thailand, it is important to explore how Thai EFL university students perceive their own needs in terms of English language learning. The present study aims to explore their perceived needs and to make use of the needs to design appropriate components of Foundation English in a public university in Thailand. An online questionnaire comprising self-rated items on English language skills and written responses was used to capture data from 145 randomly selected university students enrolled in a Foundation English course at the university in the second semester of academic year 2021. The results revealed that speaking was the most wanted skill for communication. Moreover, seven other component factors were found for the design of Foundation English surrounding English for Academic Purposes (EAP) and English for Specific Purposes (ESP). The components of EAP for FE included Academic English Skills, Advanced Reading Skills, and Paragraph Writing. The elements of ESP for FE included Content-based Language Learning and Career English. These findings have implications for the design of Foundation English curriculum and course component development.

11:25-12:40 | Room G12

Sunday Onsite Presentation Session 2

Interdisciplinary Insights into Language Learning

Session Chair: Hong Li

11:25-11:50

72553 | *Study on Emotions' Impact on Simultaneous Interpretation*

Marta Pistilli, Università degli Studi Internazionali di Roma, Italy

The purpose of this study is to explore the interpreter's rendition during the interpretation of emotionally-charged content. In fact, the focus of the thesis is: What happens if the appraisal of an emotionally stressful experience increases arousal in simultaneous interpreting? On the basis of this idea, I have carried out a pilot study and successively an experiment on 10 simultaneous interpreting students using an emotionally-charged video, the content of which relates to the Holocaust. After having analysed the results of the students' renditions, I have observed that during particularly emotional passages of the video almost all subjects tended to modulate their voices, and I therefore began investigating some of the paralinguistic elements, particularly prosody and pauses, in order to understand whether those elements were related to the video's content. The study is divided into 6 chapters. In Chapter 1 there is an introduction of the content of the thesis. Chapter 2 outlines the paralinguistic elements of communication, with a focus on prosody in simultaneous interpretation. Chapter 3 emphasises the concept of emotion, and stress related to a performance. It then deals with emotional-cognitive activation at work, i.e., what is the result of experiencing high levels of arousal at work and useful coping strategies during stressful situations (appraisal and coping). Finally, we discuss the possible causes of high emotional-cognitive activation linked to performance and in particular in simultaneous interpretation. In Chapter 4 the methodology is described. Chapter 5 outlines the results of the study and Chapter 6 includes the closing remarks.

11:50-12:15

71364 | *Scientific Thoughts Are Initially Nonverbal When Lacking Mechanism Knowledge*

Selma Dündar-Coecke, Quantinum & Centre for Educational Neuroscience, United Kingdom

Science is about identifying the causes and unobservable mechanisms that are responsible for producing the immediate and prolonged effects. Although effects can convey information to observers by revealing whether they are instigated by one or more causes, hidden causal structures are not perceptually available nor directly observable by the naked eyes. Previously, we examined how one can make inferences about hidden casual structures when, for instance, it comes to explaining how a cellular phone works or how burning occurs. We proposed the 'domain matching heuristic' to explain the ways that humans perform casual reasoning despite having limited scientific knowledge about a phenomenon. This follow up study proposes that nonverbal thinking also plays a crucial role when connecting a cause to an effect in the search of mechanism knowledge because in such a dynamic process one must (1) observe the flow of events, (2) conceptualise and weight up the contributing variables, and (3) make decision about current and future situations by linking the relationships between perceptually obvious evidence (via e.g., bottom-up representations) and non-obvious features, sometimes from imagery with top-down representations. More advanced steps may include hypothesis testing and counterfactual thinking, but these potentially rely heavily on linguistic/explanatory competences -either in the context of scientific explanations, where high level of abstraction involved, or during everyday conversations. Our target here is to discuss how/why the above three stages are largely nonverbal when it comes to linking a cause to its effect before engaging in/being limited by the verbal domain.

12:15-12:40

69890 | *Bridging the Gap – Teaching for Social Justice in the Language Classroom through Storytelling of Immigrant Experiences*

Hong Li, Emory University, United States

In the U.S., Anti-Chinese sentiment increased during the pandemic, resulting in a considerable spike in overt violence and hatred directed at Asian American individuals. This has been a wakeup call compelling Chinese language educators to incorporate social justice in their teaching. Teaching for social justice includes incorporating the domains of identity, diversity, justice, and action into what we do as educators, yet it can be challenging to integrate social justice education in the classroom and find the natural connections between these domains and other goals of language teaching (e.g. developing language proficiency and intercultural competence). This presentation reports on how a business Chinese course in the U.S. was revamped to forge connections with Chinese immigrants in the local business communities and create safe spaces for conversations about race, immigration, identity, and social justice. Specifically, classroom activities included story circles with Chinese immigrants centered around sharing personal stories. Reflection essays were assigned for students to reflect on their own personal beliefs and cultural values. Furthermore, students worked on a group project throughout the semester that allowed them to hear stories from Chinese immigrants and gain an understanding of how Chinese businesses navigate the social, cultural, political, and economic obstacles in recent years. This project integrates the development of speaking, listening, reading, and writing proficiencies while fostering social justice awareness and action. Participants of this presentation will examine the principles that frame social justice education and identify specific ways to connect the guidelines with their own language classroom.

13:40-15:20 | Room G12

Sunday Onsite Presentation Session 3

Translation and Interpretation

Session Chair: Sanaa Benmessaoud

13:40-14:05

70084 | *On the Aesthetic Coherence in the Execution of Translational Strategy: A Critical Comparison of Two Antithetically Different Translational Practices*

Xavier Lin, National Chi Nan University, Taiwan

Aesthetically subjective in nature and practically impossible for a complete transference, especially in the case of a masterpiece of leviathan volume, the literary translation may need a translational criticism to manifest viably the contribution in the result and to offer more justifiably what and where constructive revisions may be needed—while avoid being trapped in the endless fastidiousness over exacting cultural and linguistic fidelity. The traditional Chinese chapter novel of pre-Qing dynasty, often an encyclopedic assortment of cultural material and literary genre, proves an ideal touchstone for the artistic viability of a translational strategy. David Hawkes and Anthony Yu produced, respectively, the complete translations of two of the most iconic works of this category, i.e. *The Story of the Stone* and *The Journey to the West*, both highly esteemed in the achievements. Antithetically different, the core translating strategies upon which their practices were based and developed can be roughly described as parallel correspondence in the former and vertical extraction in the latter, or roughly put, free of one and literal of the other. However, they share one critical element: Aesthetic Coherence in the Execution of Translational Strategy, useful in producing further relevant comparison and criticism of the translations, which were not impeccably flawless though. This paper, meanwhile, will focus on expounding this concept, which, I holds, proves a viably useful basis for a relevant and constructive criticism for this elusively various realm of translation.

14:05-14:30

72708 | *How Do L2 Learner Translations Differ from Comparable English Writings? A Corpus-Based Multidimensional Investigation*

Kanglong Liu, The Hong Kong Polytechnic University, Hong Kong

The advent of corpus-based methodology in translation studies has considerably advanced our understanding of translational language. While the majority of research has focused on scrutinizing the unique characteristics of translations performed by professionals, there has been a relative scarcity of studies examining the linguistic features of student translations. This corpus-based study explores the disparities between learner translations executed by Hong Kong students and comparable written texts, employing a multidimensional analysis as proposed by Biber (1988). The investigation utilizes two comparable corpora: the International Corpus of English in Hong Kong (ICE-HK) and the Parallel Learner Translation Corpus (PLTC) compiled at The Hong Kong Polytechnic University. Our findings reveal that learner translations substantially diverge from comparable written texts in two specific dimensions. Notably, learner translations demonstrate a heightened degree of overt expression (Dimension 4) and are characterized by a more informational nature, albeit produced under certain time constraints, in comparison to their corresponding written texts (Dimension 6). A comprehensive examination of the specific linguistic features between the two language varieties was conducted to further elucidate these differences. By taking into account register variations and dimensions of linguistic features, this paper introduces a novel approach to the investigation of learner translations, thereby contributing to the ongoing discourse in translation studies.

14:30-14:55

70947 | *Domestication vs Foreignisation: An Analysis of Strategies Used to Translate Cultural Terms in Two Xitsonga Bible Versions*

Ketiwe Ndhlovu, Rhodes University, South Africa

Delvah Mabaso, University of South Africa, South Africa

Over centuries, the Bible has become one of the most widespread books in the world. The Holy Scriptures constitute the basis of faith for millions of Christians of different denominations: Catholic, Protestant, Orthodox, and others, as well as for the Jews who were the first authors and readers of the Bible (Kuczok 2016:61). As a foundational book in many churches, the Bible and the messages contained within, has a direct impact on the lives and decision-making processes of many, making it an important book to study, so that the messages contained within may be interpreted as authentically as possible. This study examines the translation of the Bible into Xitsonga, which places the study within the South African literary context. The translation of the Bible in South Africa can be traced back to colonial times when missionaries introduced the Christian religion. When the whole Bible was translated into Xitsonga, it was first from the Sepedi translation into Xitsonga. It was only at a later stage that an English version was translated into Xitsonga. The main aim of the present study is to investigate the strategies that were utilised by Xitsonga translators to translate cultural terms in the two Xitsonga Bible versions. Corpus based studies rely on corpora to store structure information which is then analysed using selected software. In the study, a parallel concordance called ParaConc will be used to align, search for terms and their translations, as well as provide frequencies for the translated terms as explained in the background statement.

14:55-15:20

72713 | *Narratives and Counter Narratives: The Journey of Fatima Mernissi's Dreams from the Global Back to the Local*

Sanaa Benmessaoud, University of Sharjah, United Arab Emirates

Chiraz Anane, University of Sharjah, United Arab Emirates

Originally published in English as an autobiography, Fatima Mernissi's (1994) *Dreams of Trespass: Tales of a Harem Girlhood* was very quickly translated into over 20 languages, including the author's mother tongue, Arabic. However, this return of Mernissi's "dreams" as a child in a Moroccan harem back to Morocco and the Arab world, at large, was all but simple. The book was indeed first translated into French in 1996, a translation that was adapted by the author herself through heavy intervention. In 1997, this narrative travelled again, this time from French to Arabic through a Syrian translation. It was only in 1999 that the text completed its journey back home, Morocco, in a Moroccan translation, introduced and endorsed by the author, who also made a point of rejecting the various Mashreqi translations of her book. The present paper traces back the trajectory of this autobiography from English to French, and from French to a Mashreqi Arabic edition, then a "Moroccan" Arabic one. Drawing on narrative theory (Baker 2006, 2010), it analyzes both Arabic translations against one another and against the French edition, itself an adaptation and a reframing of the English original. It argues that in its journey back home, the text underwent multiple transformations, turning into a discursive space where narratives and counternarratives compete for dominance.

15:35-17:15 | Room G12

Sunday Onsite Presentation Session 4

Learning Environments

Session Chair: Summer West

15:35-16:00

72138 | *Parental Involvement in Emirati Kindergarten Children's Learning English as an International Language*

Ghadah Al Murshidi, United Arab Emirates University, United Arab Emirates

Qilong Zhang, UAE University, United Arab Emirates

Monjurul Islam, Universiti Sains Malaysia, Malaysia

The literacy contexts and experiences that children have at home are key factors in the development of emergent literacy abilities. The emergence of many parts of emergent literacy, such as letter knowledge, phonological awareness, and vocabulary, is directly tied to a child's home literacy environment. A number of factors affecting the literacy environment at home, including the physical setting, the child's own reading habits, parental reading habits, parent-child interaction during language and literacy activities, and parental literacy attitudes, have been documented in the literature. The study conducted home literacy environment questionnaire for Emirati kindergarten children in the UAE context. Data collected from 223 parents from the UAE. The results stated that children's exposure to and experiences with print enhance language and emergent literacy skills. The aspects of home literacy environment such as parental reading, reading to the child, and the number of books in a household can predict children's emergent literacy skills. Parent literacy habits have an effect on a child's literacy skills. Parents who read frequently are more likely to read to their children, and the number of literacy materials in the home may be mediated by the parents' educational level and intelligence. The quality of parent-child interactions helps promote language and literacy development. Parent-child interaction for language and literacy activities encourages active participation in reading, writing, and language activities, enhancing language and literacy development. Parental literacy beliefs are positively related to the home literacy environment, children's emergent literacy skills, and their motivation for reading.

16:00-16:25

70797 | *Students' English Learning Exposure: Preferable Type and Geographical Location*

Siti Hadiani, Universitas Terbuka, Indonesia

Indonesia has a vast region with thousands of islands within it. Distributing equal learning exposure to English foreign language learning across the region is an inevitable issue. Several studies have been conducted either in the area of learning exposure or descriptive inferential on the effect of geography on education. However, rarely any study traces causal relation between English exposure which is affected by students' geographical area. Many aspects influence exposure, yet the location is not mentioned. Therefore, it is an important issue to be discussed, especially for distance learning institutions since it has difficulties controlling students' learning environment. By observing this case, Universitas Terbuka which employs open and distance learning can formulate a better learning approach. Using data that is extracted from 76 participants from 28 regional offices located all over Indonesia, the researcher expected to see whether there was any meaningful relationship between the exposure and the geographical location where the students live. By using a nested sampling design, the researcher administered a questionnaire followed by in-depth interviews with selected participants. A mixed method with quantitative and qualitative analysis is applied in this study. The first finding from the questionnaire showed a similar result that English exposure either in the form of watching a movie, practicing English with a friend, or listening to music is preferred over learning English in school despite the various geographical background of participants. Second, the geographical location where the students live shapes their preference for certain types of exposure.

16:25-16:50

70082 | *Language Motivation Post COVID-19 Pandemic*

Ricardo Elizalde, Colegio Puerto Varas, Chile

Since its genesis in Wuhan - China, Covid-19 outbreak changed all of our lives and especially the way students learnt. Consequently, after the world-wide devastating impact in December 2019, the World Health Organization made it official; learning was required to be carried out online during the pandemic. This condition affected school students' L2 motivation tremendously. Therefore, the major objective of this study is to shed light into the lack of language motivation post Covid-19 within a school context. This article evidences a qualitative study which focused on revealing school students' L2 motivation in their English lessons. The investigation was conducted in the academic year 2022 at Puerto Varas school in Puerto Varas, Chile. A sample of 72 school students filled in a structured motivation questionnaire which was afterwards analyzed by using content analysis. The findings of this study suggest that students' L2 motivation was not the unique aspect affected. Also, the sense of solitude, the lack of attention, communication difficulties and the discomfort and unpleasantness levels of being confined at home rose after Covid-19 pandemic. The current study extends our knowledge of language motivation as it was proven that enthusiasm and a strong sense of desire to participate in every activity increased self-confidence. This is seen through students' motivation who are neither anxious nor frightened to be in front of the class expressing their opinions or sharing their ideas with clarity in English in spite of having gone through such universal adversity.

16:50-17:15

69955 | *Masking ADHD, Autism, and Dyslexia in Language Studies: How Neurodivergent Learners Compensate for their Challenges*

Summer West, University of Kassel, Germany

Neurodiversity as a framework for validating cognitive differences that have been traditionally associated with ADHD, autism, and dyslexia has received more attention in the recent literature on language teaching. Less attention has been given however to the lived experience of neurodivergent learners who mask the challenges they encounter in language courses. Masking refers to neurodivergent learners' intentional or unintentional suppression of their atypical traits or behaviours which may be viewed as problematic, based on deficit narratives of ADHD, autism, and dyslexia. While masking can become intuitive and help neurodivergent learners conceal and even compensate for their difficulties, research indicates that this can have deleterious impacts on their mental health and learner identity. This presentation addresses distinct access and inclusion issues encountered in language courses by adult learners with (diagnosed or undiagnosed) ADHD, autism, and dyslexia. To promote a foundation of universal design for learning and assessment that can benefit all learners, strategies will be introduced to help language teachers conceptualise and plan for adjustments and accommodations as a rule rather than an exception to be reserved for individually documented cases of ADHD, autism, or dyslexia.

09:30-11:10 | Room G13

Sunday Onsite Presentation Session 1

Assessment Theories & Methodologies

Session Chair: Juan Fraile

09:30-09:55

72098 | *Common Item Linking Procedure as a Solution for Deficiency in Judging Plan and Double Marking of Essays*

Noor Lide Abu Kassim, International Islamic University Malaysia, Malaysia

Zailani Jusoh, Universiti Sultan Zainal Abidin, Malaysia

Nor Zatul-Iffa Ismail, University of Malaya, Malaysia

Mohammad Tariqur Rahman, University of Malaya, Malaysia

The Many-facet Rasch Model (MFRM) for estimating student ability in performance assessment, such as essay writing, has gained much acceptance over the years. However, its utility is limited when facets (e.g., persons, items, and raters) are unconnected in the judging plan. This paper establishes how the common item linking procedure can provide the necessary links for ratings given by pairs of independent raters. It also explores the possibility of using single marking as a valid scoring of essays. In the study, 2449 essays sourced from an English language proficiency test were double marked by 41 pairs of raters, yielding two sets of independent ratings. As different pairs of raters marked different sets of essays, a common item linking procedure utilizing grammar MCQ items were used to link all raters to all essays. The FACETS software was used for data analysis. The findings showed that single marking yield similar person measures as double marking, using this procedure. Additionally, second marking has less variability than first marking, and that raters tend to judge different domains or criteria differently in first and second markings. Furthermore, the number of common items used has little influence on the resulting person measures. However, there is some effect on reliability and the amount of variance explained. There is evidence that the MFRM common item procedure has the potential to resolve some of the logistics issues in large scale testing, as well as to address more serious validity issues, such as scoring validity, rater errors and rater drift.

09:55-10:20

69422 | *Empowering Students' Agentive Engagement Through Assessment as Learning: How Diversity in Students' Perception and Interpretation of Feedback Shapes Their Agentive Engagement*

Zohre Mohammadi Zenouzagh, ICLON Leiden University Graduate School of Teaching, Leiden University, Netherlands

Wilfried Admiraal, Oslo Metropolitan University, Norway

Nadira Saab, ICLON Leiden University Graduate School of Teaching, Leiden University, Netherlands

Various studies investigated how student engagement can be enhanced through ongoing monitoring of learning and provision of adequate formative feedback. However, student agentive engagement was mainly examined using instruments such as self-report questionnaires, tests, rubrics, and artifacts which are subject to reliability issues. Therefore, this research responds to this void by using other techniques than self-reports and utilizes students' enacted performances to delve into how diversity in students' perception and interpretation of feedback shapes their agentive engagement. To this end, student agentic engagement was explored drawing on multiple data collection. A Digitalized Feedback Engagement Enhancement Booklet (DFEEB) was utilized to encourage students to record, unpack, plan for actions, and reflect on the feedback they received from the teacher and their peers. A series of content analyses was conducted to codify and track students' diverse engagement dimensions and practices in multiple writing samples, DFEEB, and student revised sample writings. Repeated Measure ANOVA were conducted on the frequency of student engagement codes and their writing performances indicating a significant increase in student engagement at all dimensions. Further chi-square analysis indicated that student agentic engagement was characterized by reciprocal and proactive practices in critical assessment of their writing. The results of Repeated Measure ANOVA indicated significant increase in the quality of student writing performances as well. Thematic analysis of students' evaluation of self-perceived efficacy of DEEEB provided insights for teaching practitioners to build on formative purpose of student engagement enhancement practices. The implications for teaching practitioners were discussed.

10:20-10:45

71506 | *What PISA Set Aside? The Ignored Role of Writing Skills and Reading Fluency in OECD/PISA Reading Literacy Assessments*

Krisztina Szabó, Budapest University of Technology and Economics, Hungary

The OECD/PISA Reading Literacy Assessments (RLA) are the most accepted but controversial large-scale measurements, which generate significant debates about their validity. The consequences drawn from the survey reports of 2000-2022 seem to be misleading in several cases, especially how they discuss/ignore writing skills and reading fluency. In my lecture, I claim that (1) the PISA RLA's conceptual background didn't make allowance for the role of writing in reading, nor the tasks and answer sheets. (2) PISA RLA took reading fluency among 15-year-old students for granted, and this was in contradiction within their own conceptual background. (3) These are significant conceptual mistakes with huge effects on the assessments' results. Thus (4) the results of the PISA RLA before 2018 should be treated with reservation or be re-evaluated involving proper inclusion of writing skills and reading fluency. (5) Without this, we have strong grounds to criticise all the PISA RLA results before 2018. (6) PISA2018 did take into consideration writing skills implicitly in the evaluation process but it did not assess them explicitly. (7) Also, PISA2018 discussed reading fluency, but the opposing claim of the framework leads to an inner conceptual anomaly, and it is unclear how the survey considers fluency in the evaluation process. (8) Hence, the results of the RLA before 2018 are also questionable. In my lecture I am aiming to prove my statements through specific examples from the OECD PISA RLA 'Assessment and Analytical Framework' documents.

10:45-11:10

72546 | *Effects of Using or Not Using Points in Kahoot*

Juan Fraile, Universidad Francisco de Vitoria, Spain

According to Sotola and Crede's (2021) meta-analysis, students who take quizzes associated with a small percentage of their grade at least once a week perform better on partial and final exams compared to those who don't. Kahoot, a well-known tool, can be used for these quizzes. Games can improve academic performance, motivation, and classroom dynamics (Sharples, 2000), which is why Kahoot was developed. Considering these guidelines and motivation and gamification models, Kahoot emerged. It is a digital tool that provides students with a complete gaming experience and aims to increase engagement, motivation, enjoyment, and concentration to improve academic performance and classroom dynamics (Wang & Tahir, 2020). Its main purpose is to review subject content in a fun way, as if it were a quiz show where students earn points for each correct answer. This study investigated the effects of using the Kahoot tool with a competitive scoring system, versus no scoring system, in an activity to review concepts in the session prior to the subject exam. In this quasi-experimental design, 65 university students were divided into two groups. The results showed greater emotional involvement and enjoyment with competition when participating with points. However, there was no difference in perception of the acquired learning, possibly due to the positive predisposition towards the activity taking place just a few days before the final subject exam. These findings are consistent with previous studies, indicating that the use of a point-based competition has superior benefits compared to not using points.

11:25-12:40 | Room G13

Sunday Onsite Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Richard Dueñas

11:25-11:50

72570 | *The Place of French in Botswana's Language in Education Policy: Contradictions and Paradoxes?*

Boingotlo Winnie Kaome, University of Botswana, Botswana

Rodah Nthapelelang-Sechele, University of Botswana, Botswana

Obene Bojosi, University of Botswana, Botswana

Society prospers on education to shape the individual; formal or informal. In a modern world where governments are responsible for the organization of society, education serves as a developmental tool for the citizenry. Botswana is a case in point with her Vision 2036 which stipulates her aspirations under the pillar of Human and Social Development. As Harworth Robert H. (2012) postulates, Education is political and as such, the decision to introduce a subject in the school system is always a political one guided by socio-economic factors. Botswana's Education environment shows that the monolithic and monoethnic political perspective has prevailed in the Education system where only two (2) languages have been taught as both subjects and languages of instruction: Setswana and English. French disrupted this status quo when it was introduced in public schools in 2000. This contribution therefore seeks to bring to light the paradox emanating from the intent of teaching French in Botswana as an economic and political will and the reality of implementation which must be guided by national policy documents. Through desk reviews, interviews and questionnaires, we will investigate how the requirements for a multi-layered approach in language policy were met. In conclusion, the paper will make suggestions on how to successfully implement an education policy which would be best suited to address the situation.

11:50-12:15

70440 | *Disruptions, Continuities, Reinventions: Post-disaster Schools Through the Lens of Organisational Resilience*

Pavao Parunov, University of Zadar, Croatia

Karin Doolan, University of Zadar, Croatia

Currently, educational researchers have engaged with the risk and effects of hazards by focusing on the physical vulnerability of educational institutions and their hazard protection infrastructure, emergency preparedness in terms of risk perception and awareness, contingency plans and checklists, the effects of disasters on academic achievement, students' psychological and physical health and curriculum provision in terms of delivering planned educational content. This presentation will contribute to a missing link in the reviewed disasters and education research landscape: how disasters affect schools as organisations and what enhances their resilience. In doing so, the presentation will reflect on the concept of organisational resilience, which has been used by scholars to conceptualise the ability of organisations to anticipate disasters, productively cope with them and learn and grow from the experience. Specifically, the presentation draws on the work of several researchers' discussion of the "micro-politics of the school", and will forward a critically-informed sociological concept of organisational resilience as an analytical tool for exploring the empirically neglected internal politics and dynamics of schools, as well as the external framework conditions shaping them ahead of, during and following states of "rupture". Accordingly, presentation will provide insight into the foci of existing research on education and disasters and to reflect on the concept of organisational resilience in an educational setting by drawing on findings from a multiple-case study approach which explored how schools in Croatia coped with the effects of disasters. Study insights will be compared and contrasted with similar research studies in Europe and beyond.

12:15-12:40

70612 | *The Extent of Utilization of Special Education Fund to Indigenous Learners' Academic Performance in IPED Implementing Schools in the Philippines*

Richard Dueñas, Department of Education General Santos City, Philippines

Lorelie Pacquiao, Local Government Unit General Santos City, Philippines

Lito Adanza, Department of Education General Santos City, Philippines

Romelito Flores, Department of Education General Santos City, Philippines

Juliet Lastimosa, Department of Education General Santos City, Philippines

Liezal Legada, Local Government Unit General Santos City, Philippines

This study is a descriptive-correlational study which determined the extent of utilization of Special Education Fund (SEF) in schools operation and development, teachers welfare and development and on Indigenous Peoples (IP) learners' welfare and development. Schools heads, faculty presidents and teachers were the respondents of the study. They provided reliable information regarding the utilization of Special Education Fund (SEF) in relation to Indigenous Peoples' learners academic performance. Findings revealed that the SEF were highly utilized on schools operations and administrative work. Effective utilization of SEF increased the positive insights among teachers with regards to trainings, seminars and workshops for teacher writers, finance training of teachers in research undertakings and technological advancements. SEF is utilized to support trainings of teachers on basic life support and first aid for Disaster Risk Reduction Management (DRRM) purposes. The utilization of SEF for indigenous Peoples' Learners Welfare and Development is highly utilized to finance students' participation in the culture and arts, National Music Competition for Young Artists (NAMCYA) and youth encampments. While the SEF is utilized to finance the payment of school fees and other activities. Furthermore, there is no significant relationship between the extent of utilization of special education fund to the academic performance of the indigenous peoples' learners. Thus, SEF should be utilized according to the approved allocations where the school heads, faculty presidents and teachers should be part of the budget preparations. Local School Board (LSB) members should follow the budget specifications in planning and implementation to avoid diversion of funds.

14:05-14:55 | Room G13

Sunday Onsite Presentation Session 3

Entrepreneurship/Silver Economy

Session Chair: Jyh Jeng Wu

14:05-14:30

69802 | *Development of a Digital Workplace for Seniors and Companies*

Samira-Salomé Hüsler, Institute for Ageing Research IAF, Switzerland

Damian Hedinger, Institute for Ageing Research IAF, Switzerland

Sanne Broeder, In4care - Happy Ageing, Belgium

Leen Stulens, In4care - Happy Ageing, Belgium

Owing to the retirement of baby boomers, many highly qualified employees are gradually leaving the labor market. This leads to the well-known shortage of skilled workers e.g., IT and manufacturing sales as well as a lack of experience within different fields (Leonard, Swap & Barton 2014). However, based on our focus groups and analysis from our surveys, well-educated retirees or former managers are often interested in passing on this specific kind of knowledge. To meet these demands, we are developing the Wisdom of Age (WoA) platform for knowledge transfer as part of an interdisciplinary (e.g., business partner, social sciences and software development) Europe-wide (Belgium, Switzerland, and Romania) AAL project. On this platform, companies can get in touch with older adults and benefit from their experiences, e.g., in the form of online training. It is intended that the platform becomes a meeting place of working relationships between retired people and companies. In order for the website to meet the needs of older adults in terms of design and concept, we use participatory methods such as co-creation and co-design, where the end users are involved in the development process from the beginning. Thus, seniors are already involved in the process of creating the design and concept of the website, which is therefore developed by and for seniors.

14:30-14:55

72170 | *Post-Pandemic Senior Tourism: Trust Repair of Third Parties*

Jyh Jeng Wu, National United University, Taiwan

In 2025, Taiwan is expected to become a super-aged society, with the population over 65 years old accounting for more than 20% of the total population. As seniors hold more valuable assets and have more free time than previous generations, the senior tourism market is becoming increasingly important. Furthermore, with the easing of COVID-19 restrictions, the Taiwanese government has implemented policies to promote domestic senior travel consumption, such as subsidizing senior-oriented rural tourism, and farm organizations in various locations have also supported it. This study uses a questionnaire survey and distributes samples to the aging community. The research framework consists of four parts: government support, third-party involvement (travel associations), positive emotions, and trust repair. The data collection for this study was distributed online from January to March 2023, and the questionnaires were posted on senior travel associations on Facebook. A total of 501 senior samples were received, and the questionnaire's reliability was tested using SPSS statistical software. The Cronbach's α of each construct reached 0.7 or above, indicating high reliability. The SPSS regression analysis shows that government support and third-party involvement can positively influence trust repair, and positive emotions play a mediating role in trust repair. In conclusion, when promoting tourism, the government and third parties should not only consider the incentives of subsidies but also focus on fostering positive emotions, which will help repair trust and improve governance efficiency.

16:00-17:15 | Room G13

Sunday Onsite Presentation Session 4

Lifespan Health Promotion

Session Chair: Urmi Nanda Biswas

16:00-16:25

70460 | *Elderly Care and Burden of Family Carers During the COVID-19 Pandemic*

Anett Mária Leleszi-Tróbert, Semmelweis University & Hungarian Academy of Science, Hungary
Márton Bagyura, Centre for Social Sciences & Hungarian Academy of Science, Hungary

In Hungary, the COVID-19 pandemic reduced the capacity of both the health and social care systems. Due to the limited availability of these systems and the specific challenges of the pandemic, the burden of family members caring for elderly relatives increased, meanwhile, their resources decreased. The results of our presentation are based on a Hungarian online survey. We used a questionnaire to examine the burden of family caregivers during the COVID-19 pandemic in two waves: 1) 30.04.2020-09.07.2020 (n=1004, caregivers during the pandemic n=491) and 2) 17.06.2022-30.09.2022 (n=1760, caregivers during the pandemic n=1240). The database was analyzed by quantitative and qualitative (content analysis) methods. In our presentation, we present the burden of Hungarian family caregivers in light of their experiences with health and social services. We examined the burden on family caregivers after the eruption of the COVID-19 pandemic: changes in the care burden due to the pandemic, the relationship between the support provided by the social and health care services and the burden, and the satisfaction with these services. The restriction affected family cares particularly, and the difficulties in accessing social and healthcare services worsened the burden on family carers who cares for an elderly family member. This situation highlighted the need to develop an integrated care system, acknowledge the role of family carers, and support the work of family carers in the integrated care process. In addition, the pandemic significantly increased mental and psychological stress draws attention to the need for mental health care for caregivers.

16:25-16:50

71048 | *Digital Literacy and Future Care Preparation Among Ageing Chinese Adults in Hong Kong*

Xue Bai, The Hong Kong Polytechnic University, Hong Kong
Rita Yu, The Hong Kong Polytechnic University, Hong Kong
Chang Liu, The Hong Kong Polytechnic University, Hong Kong

Rapid ageing trend spotlights the need for more eldercare. Care preparation as a form of proactive coping can mitigate the negative effects of potential eldercare needs. Acquisition and preservation of resources are essential for effective proactive coping. The roles of digital literacy and intergenerational relationships as two significant resources on older people's care preparation are still understudied. Integrating social convoy theory, intergenerational solidarity theory and proactive coping theory, this study compared the levels of digital literacy, intergenerational relationships and care preparation in son-dominant, daughter-dominant, and daughter & son-balance families; and examined the direct and indirect effects of digital literacy on care preparation through intergenerational relationships. Data of 3,626 participants with at least one adult child were drawn from the Panel Study of Active Ageing and Society, designed to be a biennial study conducted with a representative sample of people older than 50 years in Hong Kong. ANOVA was used to compare scores of key variables in three types of families. PROCESS was used to examine the mediation effects. Results showed that digital literacy directly and indirectly influence care preparation through intergenerational relationships for ageing parents. The findings implicate the need to enhance older people's digital literacy and foster their intergenerational relationships, thereby assisting them to be well-prepared for care needs in later life.

16:50-17:15

71295 | *Yoga for Healthy Ageing Among Institutionalized Seniors With Mild Cognitive Impairment (ISwMCI)*

Urmi Nanda Biswas, Ahmedabad University, India
Eshva Shah, Ahmedabad University, India

Dementia is now the 7th leading cause of mortality globally and has the highest cost to society (World Alzheimer Report, 2021). The sizeable ageing population and a proportionate group of older people with a risk of developing dementia is a massive challenge for India to provide healthy ageing for its elderly. Keeping in line with the goals of the decade of healthy ageing, this research aims to enhance the functional ability and intrinsic capacity among Institutionalized Seniors with Mild Cognitive Impairment ISwMCI which may protect them against risk of Dementia. This research tested the effectiveness of a module of chair yoga and meditation/ pranayama on ISwMCI. The research used a pre-post experimental design with randomised wait-listed control and experimental group. The sample consisted of 98 ISwMCI without any acute physical condition or diagnosed mental health. The intervention module was delivered in 12 sessions, one hour each. Mild Cognitive Impairment was assessed using Mini Mental Status Examination (MMSE). Positive and Negative Affect Scale (PANAS) and physical fitness scale were also administered to assess mental health and functional ability. The findings suggest that the intervention module positively affected the physical fitness and mental health of the ISwMCI, indicating Yoga can effectively promote healthy ageing and arrest cognitive impairment to protect against the onset of Dementia. The study implies that Yoga training can be an affordable solution to prevent Dementia in populations of low, and low-middle-income countries.

09:30-11:10 | Room G08

Sunday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Stephen Jennings

09:30-09:55

72222 | *Multimedia in the Foreign Language Classroom: Latvian Experience*

Viktorija Tataurova, Riga Technical University, Latvia
Jekaterina Martinova, Riga Technical University, Latvia
Diāna Ivanova, Riga Technical University, Latvia

The application of multimedia in the classroom has increased greatly since the introduction of COVID pandemic restrictions. Some of the advantages of the use of multimedia in foreign language learning are the great availability and authenticity of the educational and entertainment content, the increased learners' motivation and involvement in the studying process, as well as its proven effectiveness in the development of the learners' linguistic and communicative competence. The aim of the present research is to investigate the present state of the application of multimedia in the foreign language classroom in Latvia. The interview research instrument is selected to establish the school teachers' and the university educators' experiences in relation to the use of multimedia in the English language classroom. The primary aspects of research are the extent of the application of multimedia, the perceived benefits and drawbacks of the use of multimedia in the foreign language classroom as viewed by the language instructors, as well as the need for training for teachers on the various means of the use of multimedia to facilitate the language learning.

09:55-10:20

72194 | *Exploring Glocalized Marketing in a Multiliteracies Classroom: A Case Study from a University in Taiwan*

Ka Yan Lam, National Taiwan University of Science and Technology, Taiwan

This paper presents a novel approach to exploring the intersection of multiliteracies pedagogy and the concept of glocalization in advertising in a language classroom setting at a university in Taiwan. Glocalization has gained currency in the marketing field where multinational enterprises expand into foreign markets. To implement a successful glocalized advertising strategy, it is essential to devise sustainable strategies that reconcile diverse perspectives and address both local and global considerations. Multiliterate individuals with the ability to critically engage with multimodal texts are highly sought after as they can handle changes when managing a global business adapting to local conditions. The case study aimed to evaluate the effectiveness of incorporating the concept of glocalization in marketing into literacy learning, specifically focusing on whether this approach can enhance multiliteracies and multimodal literacies and whether the learners can cultivate critical engagement with regards to glocalized concerns and social and cultural diversity. These questions were answered by analyzing a final project completed by a group of students who created an advertising campaign to localize the Heinz Tomato Ketchup in Taiwan using glocalized marketing strategies. The research collected both qualitative and quantitative data using instruments, including survey results, a written analysis report, the PowerPoint slides used in the oral presentation, and a TV commercial. The findings showed that the use of multimodal learning and multiliteracies activities helped the students develop their multiliteracies and apply the concept of glocalization in an advertising context.

10:20-10:45

72678 | *Teaching Literature and Foreign Language Through the CoBLaLT Model*

Ivana Zajc, University of Nova Gorica, Slovenia

The paper focuses on the problematic theme of war in the picture books by the author Lucija Stepančič and the illustrator Damijan Stepančič Anton! and Arsenije!, namely from the point of view of cross-border didactics of literature at the elementary school level. From the point of view of the emotional turn in literary science, we highlight the emotional elements both in the textual part of the picture book and in the illustrations. Based on the CoBLaLT model, the article proposes the activities of two cross-border classes, who, while studying the aforementioned picture books, get to know each other's language, and above all, experience the complex history of the place where they live. In our presentation we show the possibilities of the CoBLaLT model for the second language teaching and learning in multilingual and intercultural education in multilingual border areas. We analyse the implementation of the model in the primary schools near the Slovenian-Italian border that use the possibilities of shared virtual classrooms and live meetings to experience literature together.

10:45-11:10

72041 | *Action Research Shows English Graded-Reader Books Have Synergistic Effects on Japanese Science Students*

Stephen Jennings, Tokyo University of Science, Japan

The study outlined in this presentation is undertaken at Tokyo University of Science, Japan. It utilises the Plan-Do-Check-Act (PDCA) cycle to undertake Action Research, which seeks to bring together theory and practice. The target of the investigation is discover whether the reading of graded-reader books – in a 15-week compulsory reading course in an English as a foreign language context – has beneficial aspects for reading speed and general English ability. The dataset consists of 1) an assessment of the number of words read in both a pre- and post-course reading-speed test; and 2) answers to an online questionnaire, where the first nine questions are quantitative in nature, using a Likert scale; and the tenth question elicits a qualitative response. What is reported on is the extent to which the reading speed improved during the course and, furthermore, whether or not respondents felt there had been any progress in both understanding of sentence structure and the ability to use this structure in novel situations. The findings of a statistical analysis of the Likert scale questions and a theme analysis of comments show that a majority of respondents indicate that the reading of graded-reader books was effective in creating a synergy between the students' pre-course knowledge of grammar and vocabulary; and the capacity for improvement in oral communication in situations where English was used outside of the course.

11:25-12:40 | Room G08

Sunday Onsite Presentation Session 2

International Education

Session Chair: Raona Williams

11:25-11:50

72370 | *Innovative Curriculum and Motivation Mechanism Design to Release the Power of Collaborative Online International Learning*
Wenyang Lu, Guangzhou Academy of Fine Arts, China
Grant Baker, Nottingham Trent University, United Kingdom

Collaborative Online International Learning (COIL), an emerging way to expand opportunities for global learning and intercultural experiences to a greater number of students through virtual methods. The difficulties of COIL projects are not only associated with linguistic and cultural differences, but also related to the full collaboration and communication between two institutions in the early stage of project development. This article argues that innovative curriculum design can improve students learning efficiency and learning performance. Meanwhile motivation mechanism design can encourage students to overcome the barriers of language and differences in time and space. To support this argument, this article reflects on the experiences of a British–Chinese COIL project between Nottingham Trent University and Guangzhou Academy of Fine Arts. Three innovative curriculum were designed during the period from 2017 to 2020: (1) 7-day furniture design workshop, (2) 3-week poster design course, (3) 5-week product design course. This collaboration is a response to the trend of globalization and localization in design education. It is designed to demonstrate ways of embedding training of basic presentation skill, intercultural communication and critical thinking into the content of humanity and social studies curriculum. Participants in the collaboration reported that they had gained a deeper understanding of theoretical concepts of user-centered design, learned how to embed communication skills into intercultural collaboration and came to understand the importance of visualization built into the design and implementation process. Also, the results obtained from those COIL projects received recognition both from universities and partner companies.

11:50-12:15

72443 | *Integration Activities in SBBE Erasmus Mundus Joint Master Program*
Ana Maria Borreguero, University of Castilla-La Mancha, Spain
Ana Raquel de la Osa, University of Castilla-La Mancha, Spain
Javier Llanos, Universidad De Castilla-La Mancha, Spain
Martin Muñoz-Morales, Universidad De Castilla-La Mancha, Spain
Ignacio Garrido, Universidad De Castilla-La Mancha, Spain
Jolanta Warchol, Wroclaw University of Science and Technology, Spain

The Erasmus Mundus Joint Master (EMJM) Programs aim to increase the attractiveness of the European Higher Education Area by internationalization of the education. The EMJM in Sustainable Biomass and Bioproducts Engineering project provides unique education program to develop sustainable solutions to meet the world's growing bio-based materials and biofuels demands. There is a growing interest in the SBBE project. For the 1st intake there were 8 candidates for 1 place. Regarding the geographical distribution, six Africa countries represent almost half of the scholarship holders, one quarter comes from America and the rest from Asia. The second intake applications tripled those of the 1st one (26 candidates per place) and, in this case, 66% of the candidates comes from Africa, 23% from Asia, contributing Europe and America with a 5% and 6%, respectively. It should be mentioned that scholarships holders are gender balanced, since the 60% of 1st intake were men while, in the second intake, this percentage corresponds to women. Taking into account the students' cultural diversity and differences among hosts universities' countries, it was considered appropriate to promote integration with a course within the core syllabus. Specifically, at the University of Castilla-La Mancha, the Spanish language and culture course includes basic knowledge of Spanish history, geography of the region and art and urbanism of the last century, that helps students for easy adaptation to habits and behaviors of the country they are immersed. The evaluation survey of the course identified very high satisfaction degree of students.

12:15-12:40

70423 | *Digitizing Specialized Assessments for Educational Professionals in the United Arab Emirates*
Raona Williams, Ministry of Education, United Arab Emirates

As global fields continue to embed technological advancements, digitizing the process of assessment is becoming more widespread in education. Testing is central to measuring quality within the education sector and this study infers tangible innovations using item response theory (IRT) techniques and virtual professional learning community (vPLC) theories for educational leaders and government entities to incorporate in achieving organizational and national agenda visions. This paper reveals how digitized psychometric testing of vocational competencies is carried out as part of teaching professional credentialing procedures in place in the United Arab Emirates. Educators in the UAE must obtain a national license which ensures alignment of practices across the nation. Professionals must successfully pass digitized assessments within areas of educational pedagogy and specialized subject content. This paper discusses the development of specialized vocational assessments underpinned by Rasch modelling and IRT based techniques being facilitated through a vPLC collaboration internal and external stakeholders who have an appreciated understanding of educational assessment and credentialing in adherence with national values. Employing a mixed method approach of quasi-systematic review of literature around teacher licensure test development using Rasch analysis psychometric techniques and an exploratory case study treatise of a UAE based digitized assessment, research findings will also be supported by the author's expertise in professional learning communities and educational theories. This paper is of importance as it reveals how the incorporation of digitized test design processes with validations from vPLC's of experts has become part of a robust international teacher licensure system, unique to the Gulf region.

13:40-15:20 | Room G08

Sunday Onsite Presentation Session 3

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

Session Chair: Cissy Li

13:40-14:05

70438 | *Gratitude and Obligation: Examining the Reproduction of Inequality in Widening Participation Programme in Thailand*
U-lacha Laochai, Thammasat University, Thailand
Fon Ninkhate, Thammasat University, Thailand

Widening access to higher education has been a long-standing policy goal aimed at addressing inequality in many countries, including Thailand. This study examines the experiences of eight underrepresented students who were awarded the "White Elephant" grant to study at one of Thailand's top universities. Drawing on Bourdieu's concepts of habitus and capital, the study analyzes the in-depth interviews of these students. The findings indicate that, like in other contexts, the students faced challenges in integrating into a higher-class culture and adapting to an academic environment. Their sense of belonging was hindered, leading to a lack of cultural and social capital needed to navigate this context. Additionally, Thai social value "Katanyu" - meaning feeling gratitude toward and being obligated to pay back one's benefactors - was found to play a crucial role in reproducing inequality. Although this value instilled contentment and appreciation for the given opportunities, it also conveyed that, to them, access to higher education was not a right but a gift, leading the students to feel obligated to prove their self-worth by performing well in class and behaving. Consequently, the students overlooked structural inequalities and were neither vocal about their rights nor committed to addressing the problem systematically, which impedes progress toward greater equity in higher education.

14:05-14:30

70987 | *Examining Online Learning Space as Heterotopia*
Jihyun Bae, Pusan National University, South Korea
Hoy-Yong Kim, Pusan National University, South Korea
So-Young Lee, Pusan National University, South Korea
Yeon-Su Go, Pusan National University, South Korea

The aim of this research is to examine online learning space by reflecting on the concept of 'Heterotopia' which was coined by Michel Foucault. Foucault(1986) used the term to describe spaces that exist outside of the normal hierarchy, and which have specific social functions. He outlined the concept of heterotopia with several principles and they are relevant to both traditional school space and online learning space. In this paper, we concentrate on two characteristics of heterotopia: changing and overlapping. Examining these properties can provide valuable perspectives on the fundamental objectives of education and the educational response to the changing needs of society and technology. First, Schools have undergone spatial change as a result of the pandemic, with collaborative effort among educators, students, and families to adapt to this form of education. The shift to online learning highlights the interconnectedness of societies and the power of collaboration during times of crisis, which remind us the core principle of education: promoting coexistence and harmonious living in the world. Second, understanding the overlapping properties of heterotopia in the context of contemporary schools is crucial. The new generation of students are used to accessing numerous information and the whole world, which cannot be physically presented simultaneously, through a single screen by using their fingers. This suggests that education is evolving to accommodate a form of the existence of the new generation. These implications align with the fundamental goals of education: developing an insight into community perspectives and how the world operates.

14:30-14:55

72639 | *Discourses on PISA and Socio-Educational Equity Change: A Qualitative Systematic Review*
Cibelle Toledo, University of Porto, Portugal
Ekaterina Enchikova, University of Porto, Portugal
Tiago Neves, University of Porto, Portugal
Gil Nata, University of Porto, Portugal

The participation of countries in large-scale international assessments such as PISA has increased significantly in recent decades. In addition to providing an indication of the quality of education systems, PISA reports also focus on equity in education, which has been a major challenge for education systems worldwide. According to PISA, the use of evaluative instruments and cross-country analysis is intended to support governments' decision-making processes. However, PISA is not a consensual and unanimous subject among the academic community, policy makers and other actors in the education sector. Still, the impact and influence of the programme in the definition of education policies are undeniable. This presentation is part of a larger research project that aims to systematise research on the relationship between PISA and changes in countries' educational equity, specifically socio-economic equity. In this work, we conducted a systematic review to synthesise the available qualitative literature that has addressed how PISA has impacted on educational equity. Major databases were systematically searched, yielding a total of 1180 results. After independent evaluation by different judges, a total of 27 articles met the inclusion criteria. In this presentation, we will detail the themes that have emerged from the analysis of the included articles. The existing discourses on PISA and equity cover much more than the domain of education and evoke political, economic and social arguments.

14:55-15:20

72525 | *Nurturing Global Citizenship Through English: A Pilot Study*
Cissy Li, Hong Kong Baptist University, Hong Kong

The international community has pledged that, by 2030, all learners acquire the knowledge and skills needed to promote sustainable development, including global citizenship (UN 2030 Framework). Educational institutions have been charged with the responsibility to promote global citizenship by teaching their students to be contributing members of the larger global community with their skills and education (United Nations Academic Impact, 2022). This presentation will report on a pilot study of the effectiveness of the project "Nurturing Global Citizenship through English (NGCE)", which puts English for Specific Purposes (ESP) learning and practice in the context of global themes including environment, intercultural communication, equality and technology. With a focus on the pragmatic demands of language and multimodal communication in the effort to achieve sustainable development goals, the project is distinct from other forms of second language education (Master, 2005). Pre-course and post-course student performance evaluation and pre- and post-course questionnaire survey indicated noticeable impact in some areas of global citizenship education and English language competency.

15:35-17:15 | Room G08

Sunday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Zinka Bejtic

15:35-16:00

72558 | *High School Teachers' Reflections on the Design and Implementation of STEAM Education Scenarios in Their Classrooms*

Efstathios Mavrotheris, Open University of Cyprus, Cyprus

Ioanna Vekiri, Open University of Cyprus, Cyprus

Maria Meletiou-Mavrotheris, European University Cyprus, Cyprus

Leoni Hadjithoma, The English School, Cyprus

Angelos Lazoudis, Ellinogermaniki Agogi, Greece

Christos Rodosthenous, Open University of Cyprus, Cyprus

STEAM education is a new pedagogical approach that combines STEM (Science, Technology, Engineering, & Mathematics) and Arts subjects, to improve student creativity and other important 21st century skills, attract more students to STEM/STEAM fields and increase innovation (Perignat & Katz-Buonincontro, 2019). Authentic, problem-based approaches to learning, and the transdisciplinary integration of STEAM subjects are key features of STEAM pedagogy (Quigley et al., 2017), requiring collaboration among students but also among teachers who have different content area specializations. Despite the potential of STEAM education, research on teacher perceptions and classroom practices is limited (Herro et al., 2019). The proposed paper will contribute to this literature by presenting a study that involved focus group interviews with high school teachers from two schools located in two different EU countries, who designed and/or implemented STEAM education scenarios for the first time, after attending an online professional development course. The study was carried out in the context of an Erasmus+ project which aimed at the integration of immersive technologies in STEAM education by promoting the interdisciplinary collaboration between teachers, researchers, and university students. Teachers were asked to discuss and reflect on their experiences during their participation in the project and, more specifically, on the development of their views on transdisciplinary STEAM education, and the challenges and benefits of designing and implementing STEAM teaching in their classrooms. Data analysis showed that although teachers had prior experiences with inquiry- and problem-based pedagogical approaches, both designing and teaching transdisciplinary educational scenarios was an important challenge for them.

16:00-16:25

70255 | *A Study on the Effectiveness of Active Learning in Different Learning Environments*

Akimichi Aoki, Senshu University, Japan

Sugio Baba, Senshu University, Japan

Takashi Majima, Senshu University, Japan

Tomofumi Uetake, Senshu University, Japan

Recently, with the spread of active learning (AL), various types of teaching methods have been proposed in the field of business management education. However, it is difficult to understand a pragmatic science like business management for undergraduate students who do not have business experience. In this situation, we proposed an active learning method based on the PDCA cycle to draw out the active nature of the participants and obtain learning effects through "dialogue". However, in the situation with COVID-19 where it is not easy to implement face-to-face group work with a large number of participants, it would be desirable to conduct such active learning method in an "online learning environment" or in a "hybrid learning environment" with a mixture of online and offline participants using ICT tools (e.g., google meet, zoom). But there is no clear way to implement such active learning method in different learning environments effectively. So, to clarify the way to implement our proposed method in different learning environments, we conducted group work in different learning environments (face-to-face, online, hybrid) and evaluated the effects. The results of these group work revealed that although there are differences in participants' satisfaction and the effectiveness of our method, it is possible to achieve certain results in an "online learning environment" and a "hybrid learning environment". Furthermore, this paper discussed the points to be considered when implementing this kind of learning in different learning environments.

16:25-16:50

71084 | *Teacher Instructional Scaffolding Improves the Psychological Capital of Learners and Boosts Their Self-Regulated Learning Capabilities*

Mavis Amponsah Ansu, University of Cape Coast, Ghana

Lebbaeus Asamani, University of Cape Coast, Ghana

Eric Addae-Kyeremeh, Open University, United Kingdom

Self-regulated learning is an essential element in students' academic achievement and progression. Similarly, instructional scaffolding and psychological capital have also been found to be vital in human learning. However, there is a dearth of scientific research in relation to how instructional scaffolding and psychological capital are related to self-regulated learning, especially, in the Ghanaian context. This paper focused on how self-regulated learning of senior high school students is related to their psychological capital and instructional scaffolding. Data were obtained in a cross-sectional survey from a total sample of 453 students systematically sampled from the Bono region of Ghana. Partial Least Squares structural equation modelling was used for the analysis of the data. The results indicated that instructional scaffolding positively predicted psychological capital of the students. Also, both instructional scaffolding and psychological capital significantly predicted self-regulated learning, with psychological capital being a stronger predictor than instructional scaffolding did. The results further indicated that psychological capital partially mediated the relationship between instructional scaffolding and self-regulated learning of the students. The findings suggest that effective instructional scaffolding is important in building the psychological capital, and ultimately strengthening the self-regulated learning ability of students. The findings were discussed in light of the self-determination theory, and implications of the findings for educational practice and further research have been proffered.

16:50-17:15

72149 | *Innovating Design Education: A Redefined Project Brief That Promotes Students' Creativity and Self-Confidence*

Zinka Bejtic, American University of Sharjah, United Arab Emirates

The design brief is an integral document in design education that defines a design project's scope, aims, and trajectory. The quality of a design brief is essential to shaping a studio culture within a student-centered and project-based educational model. Traditional design education frequently relies on prescriptive and overly rigid project briefs, which may discourage creativity and limit student agency. This study aims to identify the criteria for redesigning project briefs that cater to the needs and expectations of contemporary design students. By rethinking project briefs to be more participatory, and collaborative, students are empowered to take charge of their learning and explore more varied approaches to design problems. Employing case study and interviews with design educators, this paper investigates the advantages and challenges of implementing more flexible, student-centered project briefs that enhance students' competencies, creativity, and self-confidence. Ultimately, the findings suggest that rethinking project briefs can lead to more meaningful learning experiences and can be used to guide future inquiries into the design, implementation, and assessment of briefs used in design education.

09:30-11:10 | Room G09

Sunday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Catherine Phillips

09:30-09:55

72567 | *Theatre as Educational Practice: Can Forum Theatre Reimagine Pedagogies of Relationship Education for Children and Young People?*

Deepta Sunil Valliyil, Independent Scholar, United Kingdom

The design and delivery of Relationship, Sex and Health Education (RSHE) for children is garnering public attention in the UK. Among questions of power and agency such as 'who should decide what is to be taught to whom', are perhaps, even more important questions of 'how' such an education should be conducted. Forum theatre has been widely used to impart sensitive lessons to Children and Young People (CYP) since the late 20th century. Research points to its ability to produce positive changes in the knowledge, skills, attitudes and behaviours of participants (Schneider and Rohmann, 2021). Conceptually, there has also been a strong case made in support of theatre-based education by scholars of applied theatre (O'Neill, 1996; Österlind, 2008). It has been argued that theatre allows participants to simultaneously experience and detach from a phenomenon, thereby facilitating the learning of sensitive issues. I primarily use Boal's (1979) conception of the Forum Theatre (FT) as a space of 'dialogic problem solving' and Freire's (1970) 'education as an instrument of liberation' as the starting point to examine two questions: What unique value does FT add to the education of sensitive issues, particularly for CYP? Most importantly, how does it add that value – what 'processes' (Francis, 2011) and activities in the practice of FT posit evidence of significant positive change? Within the scope of this research, this paper will critically review literature (Grant, 2009) from the disciplinary domains of arts-based education and applied theatre with an emphasis on practice in the UK.

09:55-10:20

71665 | *The Application of Loose Parts in Music for Preschoolers in the In-between Space*

Mei-Ying Liao, Chaoyuan University of Technology, Taiwan

Lee-Chen Chen, University of Asia, Taiwan

Buo-ya Huang, Sunny Garden Preschool, Taiwan

The main purpose of this study was to explore the process of the preschool using loose parts to inspire children's creativity in music activities in the in-between space. It was a case study which explored the process of using loose materials to play music in a private preschool in Taiwan. The design of a music environment and music activities were based on the song of "Happy Setting Off Firecrackers" in conjunction with the Chinese New Year festival. A teacher led 12 children to carry out this project for three months. The in-between space used in the teaching, included indoor corridors, outdoor arcades, trees and walls near the outer walls. The loose parts used included artificial and natural materials. The design of loose materials in music activities mainly included music element experience, percussion, self-made musical instruments, and listening map. Music was the main activity, but visual arts and dramatic play were also incorporated. Data collection included interviews, teacher diaries, and children's works. The results showed that using a nursery song as the design theme was easier for teachers or children to focus. The curriculum was conducted from the exploration of the environment to the association and exploration of loose parts on musical elements, and finally could become a listening map, or even an ensemble. Following this teaching mode, children were happy to express and create music. Many aesthetic environments could be created by using the in-between space, but the exterior was more challenging. The materials provided had to consider weather factors.

10:20-10:45

72432 | *Sustainability Education Using Cartoon-Based Real-Life Case Studies*

Anupam Mehta, University of Birmingham, United Kingdom

Ann-Christine Frandsen, University of Birmingham, United Kingdom

Our research paper addresses the challenges of making sustainable education highly engaging and effective across various cultures. Based on a real-life business - RUSCOMBE ARTISAN FOOD & DRINK LTD, a UK-based company – which considers sustainability's non-financial and financial challenges, our paper will create real-life sustainable, responsible business cases in a cartoon-based format. Pedagogically the aim is to enhance the well-documented benefits of real business cases (Hoskin, 1993), which bring complex decisions into the classroom. Many students still resist reading the traditional text business cases due to social, cultural and language differences. Given the significant challenges climate change has in store for us, students as our future decision-makers across knowledge disciplines and globally, there is scope for further engagement and building sustainability education competencies by reaching out to what students, across cultural settings, are already familiar with and think is fun – the cartoon format. The cartoon-based case studies are an under-researched pedagogy format for students' engagement. It provides an inclusive and collaborative learning environment while engaging, analysing, making sense of and deciding complex ethical and sustainability-related real-life business problems. The case is based on primary data collected via interviews with the company's CEO. The cartoon-based real-life case study will be used in various undergraduate and postgraduate modules. The paper examines the effectiveness of cartoon based real-life case studies in delivering sustainable education.

10:45-11:10

68466 | *The Politics of Seeing: Professional Practice, Visuality and the Use of Portraiture*

Catherine Phillips, Lakehead University, Canada

In this presentation, I report on a hermeneutic inquiry on the use of the art form of portraiture. I focus on the teaching of professional skills in disciplines such as social work, education and medicine. The role of visual practice – the act of seeing – is less examined in educational research in comparison to other forms of communication, such as the acts of listening and writing assessments. And yet, visual practice is key to the work of professions such as social work, education and medicine. The study of portraiture underlines that skills used in these professions, such as seeing, are constituted and are practiced in relation to established and conventional forms and kinds of knowledge. Characteristics which can be visualised, such as faces, body size and clothing, are saturated with socio-cultural meanings. In this presentation, I posit that the use portraiture in the education of professionals can confront the culture of standardisation that has become a feature of professional practice. I will focus on three aspects of the research: one, the role of visual practice in professional decision-making; two, current issues related to the role of ocular proof in professional practice; three, the types of portraiture that engage in critical professional concepts such as relationality and the politics of seeing. As part of the presentation, I will present examples of portraits that maximise conceptual and critically reflexive discussions in the classroom.

11:25-12:40 | Room G09

Sunday Onsite Presentation Session 2

Primary & Secondary Education

Session Chair: Krishna Busawon

11:25-11:50

70999 | Efficacy of Augmented Reality for Teaching Writing to Grade 6 Isixhosa Speaking Learners

Pretty Thandiswa Mpiti, Walter Sisulu University, South Africa

Bulelwa Makena, Walter Sisulu University, South Africa

Motsi Qoyi, Walter Sisulu University, South Africa

It presents a fascinating challenge for teachers to teach learners who speak isiXhosa in writing in English First Additional Language (EFAL). The use of Augmented Reality (AR) has the potential to increase learners' engagement and motivation in learning. The study focuses on efficacy in relation to teaching writing in EFAL to isiXhosa-speaking learners using AR. The study also seeks to explore whether the use of AR could help learners improve their writing skills when creating texts in EFAL. The study draws on Durrant and Green's digital literacy theoretical framework. Twelve Grade 6 learners and two Grade 6 teachers from one rural primary school made up the sample. Descriptive analysis was used to analyse the data. The findings showed that the AR techniques, together with the benefits and drawbacks, were (1) notably helpful for struggling learners (2) the AR system's features enabled learners to begin writing more quickly and enrich their ideas.

11:50-12:15

69426 | Exploring High School Learners' Proficiency in Euclidean Geometry

Deonarain Brijlall, Durban University of Technology, South Africa

Fitzgerald Abakah, University of South Africa, South Africa

This paper reports on a study that probed high school learners' proficiency in Euclidean geometry. Lessons were conducted in a collaborative manner, and participants' mathematical competence was measured using Kilpatrick's five strands of mathematical proficiency. This study implemented a qualitative case study research design and data was mainly generated through classroom observations and standardized tests conducted. We considered this research design to be appropriate for this study since participants needed to be intensively observed in their natural classroom setting. This design provided the researchers with detailed accounts and explanations of activities and occurrences at the research field as participants were continuously observed over the period of the research. The researchers investigated thirty-two participants' competence and proficiency in Euclidean geometry as they learn and solve problems; they were from the same class and were taught mathematics by the same teacher, at the same research field. During the lessons, activities, investigation tasks and classroom observations were conducted. Two standardized tests were administered. The few participants who demonstrated competence and proficiency in Euclidean geometry provided substantial evidence of mastery of all the five strands attesting to the assertion of inter-dependence of Kilpatrick's five strands of mathematical proficiency. The researchers concluded that most students lacked proficiency in Euclidean geometry, therefore, recommending that appropriate strategies must be implemented during mathematics lessons to assist students to develop all the five strands of proficiency in Euclidean geometry, as this will assist them to overcome their mathematical learning difficulties and under-achievement.

12:15-12:40

71415 | The Taboo of Negative Numbers in Primary Education

Krishna Busawon, Northumbria University, United Kingdom

Performing subtraction, as opposed to addition, is a rather daunting task for many primary school children; especially when using the so-called method of 'Subtraction With Regrouping (SWR)' or 'borrowing 10' method. We argue that the main reason for this is because the concept of negative numbers is not introduced at an early stage of primary education. Negative numbers have been considered as a taboo for too long and measures need to be taken to break this taboo to increase children's interest in mathematics. The SWR method is well-understood when a small number is subtracted from a large one; especially when there are no zeros in the large number and every of its digit is greater than that of the smaller number, like 758-231. Things can get rather complicated for children when the large number contains 0 as a digit or when they have to subtract a large digit from a small one, for example 7045-2658. In the SWR method, a non-zero number is decremented by 1 when 10 is borrowed from it; for example, 5 becomes 4 when 10 is borrowed from it. However, the exception is that 0 becomes 9 when 10 is borrowed from it. This leads to an inconsistency in the procedure; hence, creating a confusion in children's mind. It is shown that the 0 digit can be rightly replaced by -1 without disrupting the procedure. This can only be boldly done when the children are taught the concept of negative numbers before tackling subtractions.

13:40-15:20 | Room G09

Sunday Onsite Presentation Session 3

Curriculum Design & Development

Session Chair: Meng Zhang

13:40-14:05

72144 | *Exploring Dimensions of Changing Pedagogy and Challenges Faced by Learners when Using Technologies: A Case of UNISA*
Rendani Siphon Netanda, University of South Africa, South Africa

The need to stay abreast in knowledge economy fuelled migration from Open Distance Learning to Open Distance e-Learning. Transformation attracted attention since its inception in the past ten years. As has been explored in the literature on this transformative and innovative shift, there are varying implications, opportunities and challenges in educational practise, for academics and learners. This paper seeks to take a broader view of this transformation and enhance our theorising about its effects, through exploring dimensions of changing pedagogy and challenges faced by learners when using technologies to improve teaching and learning. Using unified theory of acceptance and use of technology as its theoretical lens, the paper looks at Durban region students with different backgrounds that encompass poor financial, socio-economic, educational and technological challenges. Influenced by these backgrounds, some learners experience difficulties to access the necessary technologies to use for learning. The study draws on empirical material from an on-going programme of research exploring the impact of migrating from ODL to ODEL at UNISA. This was a qualitative study which conducted in-depth interviews with learners, regional directors, and learning and facilitation managers. Descriptive and thematic categorisation were used for data analysis. Finding uncovered that the greater proportion of learners are from rural areas, and have limited access to technologies, which impact on their academic performance, and results in low retention and success rates. I conclude that there is a relationship between the geographical setting/location and accessibility of NMTs.

14:05-14:30

72661 | *Exploring Curriculum Transformation at a South African University*
Jackie Redpath, North-West University, South Africa

Curriculum transformation is often seen as a complex and grappling process in the South African and global Higher Education landscape. The various interpretations and understandings of transformation continue to mystify the curriculum transformation agenda. The purpose of this study was to critically explore the nature of curriculum transformation. I wanted to determine the status of curriculum transformation; by looking at the elements and how lecturers' experiences can contribute to curriculum transformation to inform future practices for curriculum making. I used a mixed-method design in my study. For the quantitative methodology, I used survey research and in the qualitative methodology, I used a case study. It is evident from the study that a framework is needed to drive curriculum transformation. Curriculum transformation often follows a top-down approach. Policies are needed to drive curriculum transformation. The key elements for curriculum transformation are linked to continuous professional development.

14:30-14:55

70416 | *Wanted Dead or Alive: Canonical Authors for Literature in English Curricula*
Jude Brady, Cambridge University Press & Assessment (University of Cambridge), United Kingdom
Dominika Majewska, Cambridge University Press & Assessment (University of Cambridge), United Kingdom
Jackie Greatorex, Cambridge University Press & Assessment (University of Cambridge), United Kingdom

Our study explores definitions of the literature in English canon. While there are multiple canons of literature, our study is concerned with an international canon of literature originally authored in English. The research was conducted in two phases. The first phase evaluated the Cambridge IGCSE (International General Certificate of Secondary Education) set texts for Literature in English by exploring the canon-rating of the texts. To determine how canonical the set texts were, we defined canon as the intersect of prestige and popularity (Porter, 2018). We used Google Scholar hits as a proxy for prestige and Goodread reviews to approximate popularity. The values were visualised to show the set texts on a canon plot (prestige/popularity). The second phase of the research moved away from established measures of canon to explore teachers' conceptualisations of the term. Over 250 teachers of literature in English from across the world responded to a questionnaire. They shared their definitions of what it means for a text to be canonical, and they gave a 'canon score' to 22 texts. Descriptive statistical analyses show the association between authors' characteristics and the texts' canon-ratings. Our findings provide a useful overview of the types of texts that are set by Cambridge for study at upper-secondary level (IGCSE). The research also provides a rare insight into teachers' understandings of the literary canon – information which can help those who set curricula to understand the diversity of meanings underpinning teachers' requests for more or fewer canonical texts to feature on curricula.

14:55-15:20

69488 | *Resilient-Whole: A New Framework for Content-Based Second Language (L2) Curriculum Design and Development at College*
Meng Zhang, New York University Shanghai, China

The COVID-19 pandemic swept the education landscape harshly with its consecutive waves continuously hitting the globe. In addition to the pandemic, the economic crisis and the geopolitical concerns are also weighing on the entire human life. Living in the era of change and uncertainty, as a second language (L2) educator and researcher, I start to think about and work on the new meaning of L2 education. In this paper, I propose a resilient-whole framework with the goal of transforming L2 curriculum into a more reactive, adaptive, diverse and inclusive, and sustainable one that possesses the power of cultivating L2 learners' mind-body-world alignment throughout their language learning processes. A resilient mind, namely, the ability to navigate life, adapt to change, and learn through adversity, is considered to be essential to L2 learners' success not only in the academic fields but also in their future career and life. With focus on resiliency, this paper demonstrates how L2 curriculum at the college level could achieve the goal by adopting a content-based language instructional approach to course design and delivery. Specifically, resiliency is discussed from the perspectives of content-language unit design, tasks and projects for online teaching and learning, internal and external collaborations, assessment rubrics, and student advising. It is through tightening all these aspects together with resiliency permeating into everyday practices that the L2 classroom could be further enriched and strengthened in the era of change.

16:00-17:15 | Room G09

Sunday Onsite Presentation Session 4

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

Session Chair: Peter Ractham

16:00-16:25

69860 | *It Takes a Village: Using Community Building Workshops to Increase Community and Parental Involvement in South African Schools*

Norma Kok, Citizen Leader Lab, South Africa

Diemo Masuko, Citizen Leader Lab, South Africa

Thandokazi Dlongwana, Citizen Leader Lab, South Africa

Komala Pillay, Citizen Leader Lab, South Africa

Citizen Leader Lab facilitates the School for Community (SfC) programme, a 12-month programme to support alumni principals and business leaders of the Partners for Possibility (PfP) programme. Community Building workshops with principals, business leaders and communities are a core component of the programme to increase engagement and collaboration among educators, parents and communities, and to place schools at the centre of communities. To explore parents' involvement and engagement in school activities after being exposed to Community Building workshops during the SfC programme. An exploratory qualitative study consisting of in-depth interviews with eight parents from four different schools who participated in Community Building workshops was conducted. The interviews were audio-recorded, transcribed and thematic content analysis was undertaken using Dedoose, an analytic software. Since taking part in the workshops, significantly more parents attend parent-teacher meetings and actively engage in these meetings. They take ownership of schools and their children's education, and suggest different ways to improve the school in order for their children to get a better education. They motivate their children to study and if possible, assist them with homework. They assist with nutritional programmes, extramural activities, taking children to school and occasionally help teachers in classrooms. Parents motivate each other to support the schools and their children. Communities around the school play a bigger role in schools and ultimately in children's learning due to the changed environments at schools. The SfC programme has the potential to build on PfP and improve community engagement, participation in schools and children's overall education.

16:25-16:50

70388 | *An Empirical Test of Dimensions that Influence Community Members' Engagement with a University in Uganda*

Nanyanzi Alice Sheila, Vrije Universiteit Brussel, Belgium

Chang Zhu, Vrije Universiteit Brussel, Belgium

Mugenyi Justice Kintu, Mountains of the Moon University, Uganda

Kabazira Dinah, Mountains of the Moon University, Uganda

Leo Van Audenhove, Vrije Universiteit Brussel, Belgium

There is sparse empirically supporting information on explanatory dimensions that influence community members' participation in university-community engagement. An insight into these dimensions could provide an invaluable starting point for designing suitable community development interventions. This study investigates the dimension that influences Rwenzori community members' engagement with Mountains of the Moon university in Uganda. Community members' engagement was examined with three dimensions: personal factors (tribe, gender, age, beliefs, previous engagement experience), process factors (level of involvement, engagement focus, engagement approach), and nature of the economic activity (community activities, time spent, access to resources) revised from Wade and Demb's 2009 faculty engagement model. The survey was administered to (n = 100) community members engaged with Mountains of the Moon university. These were selected through simple random and purposive sampling. A Partial Least Squares- structural equation modeling analysis technique was used to test the research model using Smart PLS (v3) software. The study findings significantly supported the paths from process factors and the nature of the economic activity to community members' engagement. The findings, however, showed that personal factors have no significant direct effect on community members' engagement. The authors, therefore, recommend that universities, organisations, and policymakers should pay more attention to the process factors and the types of economic activities undertaken by community members to enhance participation. Future research should investigate the variables studied with a broader sample and/or in a different context to generalise the results.

16:50-17:15

69705 | *Exploring and Bridging the Increasing Digital Divide for Cambodian Educational System*

Peter Ractham, Thammasat Business School, Thailand

Bob Nanthakorn, Thammasat Business School, Thailand

Meirambek Zhaparov, Paragon International University, Cambodia

The use of IT in education sectors has played an integral role in recent years. This trend has been further boosted by the COVID-19 pandemic. During the global pandemic period, students with disadvantages of not having IT equipment and infrastructures were faced with a great degree of digital divide in the learning process. This research aims to explore the ongoing digital divide in the education system of Cambodia and highlight different ways to bridge the gap. A large scale surveys were distributed through both online and onsite to the high schools in Cambodia to explore different perspectives of the research areas on; IT availability, IT proficiency levels, online connection quality, learning efficacy, and well-being during online learning phases. The finding shows that majority of Cambodian high school students have no access to computers, which are crucial for an effective online learning process during the pandemic. Smartphones are widely available but cannot offer the same learning quality within an online learning environment. Comparatively, the situation is worse at public schools than private schools. Rural areas were affected more severely when compared to the municipality schools. Also, student's IT skills are in the mid-range. Reliable internet infrastructure varies between regions which represent major hindering factors to the process of learning. Many students also report psychological stress and depression while learning online during the pandemic. Our finding supports the initial analysis of the digital divide in Cambodia educational system and provide a baseline for precise recommendations for improving future situations.

09:55-11:10 | Room G10

Sunday Onsite Presentation Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Gray Felton

09:55-10:20

70809 | *The Study of Elementary Principals Building Up School-community Relations Based on the Perspective of Emotional Labor in Taiwan*

Hsin-Jen Chen, National Chung Cheng University, Taiwan

Currently, the educational reform in Taiwan has initiated related laws and regulations allowing parents to participate in schooling and choose the school they prefer. For elementary principals, the issue of building up school-community relations has become an essential aspect of school leadership. The study argues that the examination of elementary principals managing school-community relations through the perspective of emotional labor could provide an alternative research approach whereby we could obtain new research findings for school leadership. Some emotional labor may occur during the social interactions between the principal and the community members and parents. According to Hochschild's perspective of emotional labor, some types of emotional labor may be developed between educational practitioners (including principals) and parents, i.e. surface acting, deep acting, and genuine expression. These types of emotional labor affect either closeness or estrangement between the principal and the community members and parents. It is important for the principal who should build up closer school-community relations and improve bad school-community relations if possible. In addition, regulations of emotional labor for elementary principals remind them to manage their impressions while interacting with community members and parents. At present, there are no related empirical studies focusing on school-community relations through the perspective of emotional labor.

10:20-10:45

71088 | *iMPACTS that Confront Sexual Violence Through Partnered Research in Law, Arts, and Media*

Christopher Dietzel, McGill University, Canada

Shaheen Shariff, McGill University, Canada

Steve Jordan, McGill University, Canada

Digital and physical forms of sexual violence (SV) have, over the last two decades, resulted in significant dilemmas for legislators and educational policymakers. Institutional responses need to be proactive, informed, and cohesive to reduce and prevent SV. Our research and community partnership, titled iMPACTS, integrates the fields of education, law/policy, activism, art, popular culture, news media, and social media to adopt creative and innovative dialogues to address the complexities of SV through three domains: a) law and policy; b) art, activism, and popular culture; and c) news and social media. We present conceptual, critical, legal, and contextual approaches that informed development of the partnership. Under Project A, we expose and analyze barriers in law and policy responses to SV regarding due process and procedural fairness within "university contexts" and online spaces. Project B examines how art and popular culture can tacitly condone SV and how activism like the #MeToo movement can inspire change. Project C similarly investigates how news and social media can (re)victimize survivors of SV and how media organizations can mobilize to affect significant change. Our presenters will provide an overview and examples of the objectives and milestones achieved over eight years of research under iMPACTS that bring together international and Canadian university and community partners, academics, policy makers, and activists. Overall, our presentation will challenge the audience to think critically about contemporary approaches to engaging SV research, evidence-based and creative responses, and prevention through innovative and interdisciplinary partnered projects in multiple sectors of society.

10:45-11:10

71004 | *Thinking with Plants: Revisioning Leadership for Inclusion*

Gray Felton, University of the West of Scotland, United Kingdom

This paper asks what new visions of leadership for inclusion might emerge as we delve into the models for thought that plants offer to us. Drawing on Deleuze and Guattari's explorations of the branching and rooting of thought, this paper proposes an arborescent understanding of leadership structures for inclusive learning communities. In the introduction to *A Thousand Plateaus*, Deleuze and Guattari set out several models for thinking, each structured according to a different system of roots; the tuber, the taproot, the rhizome, and the radicle. These systems can be mapped onto practices of leadership, allowing novel insight into the ways that these practices operate in learning communities. The resulting shift in perspective allows us to re-imagine the ways in which we relate to one another within these communities, addressing particularly how leadership practices respond to difference. What new models for inclusive leadership practice might emerge when we think with plants in his way?

11:25-12:40 | Room G10

Sunday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Ya-Hsuan Wang

11:25-11:50

69790 | *How do Undergraduate Students Develop their Racial and Ethnic Biases?: Examination of Ingroup and Outgroup Relations in Hawaii's Context*

Minako McCarthy, University of Hawai i at Mānoa, United States

Racial and ethnic biases have become critical and urgent topics in multicultural societies since racial violence has occurred repeatedly in recent decades worldwide (Lawson, 2015; Park, 2017). When students and teachers have biases toward others, it interferes with their learning and teaching (Jacoby-Senghor et al., 2016) and leads to conflicts (Banks, 2007). This study aimed to examine undergraduate students' racial and ethnic biases. Two research questions were formed: 1. How do students develop their bias awareness? 2. What helps students realize the factors influencing their biases and examine the deeper roots? Social identity theory was used to examine students' ingroup, and outgroup relations of their biases applied through a qualitative phenomenological method. Social identity theory emphasizes individuals' relations to ingroups and outgroups to show their self-concepts (Tajfel, 1981), which links to explain their biases. Ten undergraduate students voluntarily participated in in-depth interviews. The findings showed that all participants seemed hesitant to discuss their biased perceptions, which were shown by their pauses, repeated words and phrases, and frequency of filler words. Their ingroup and outgroup dichotomous views connect to other multicultural variables. Languages, cultural norms, origins, and religions became powerful drivers for determining insider and outsider positions. Three multiethnic Hawaii-origin students showed biases toward Caucasians and Caucasian tourists, explained by the ingroup and outgroup relations of their positionalities. The findings contributed to the existing literature on Hawai i and multicultural educational practices and theories by providing insights to help improve future multicultural communities and schools.

11:50-12:15

69972 | *Respond to Diversity: Study of a Japan Nonformal Learning Program's Remote Effect Fostering Cross-generational, Multicultural Relationships, and Disruption of Stereotypes*

Dunya Donna Chen, Keio University, Japan

Jiayi Lu, Keio University, Japan

Keiko Okawa, Keio University, Japan

In response to the cumulative consciousness of learners' diversity, it is vital to study the format of learning to better address the needs of learners today. Japan, where secondary education remains conventional, the study has been conducted since 2015 to examine the proposed nonformal learning program. Program philosophies - East meets West: The program, comprised of voluntary-based facilitators whose ages range from 22 to 63, is premeditated to retort learners' diversity by empowering facilitators with a high degree of autonomy to tailor each session. The learning experience of meeting dissimilar facilitators on every occasion aligns with the Eastern philosophy of "Ichigo Ichie" (一期一会), emphasizing the significance of seizing the moment and cherishing encounters with others. The program utilizes a two-stage approach, where facilitators' training is specified prior to individual sessions. With the design intention of fostering a learning environment that encourages interpersonal communication, it flattens the power dynamics among facilitators and students. This intention aligns with the Eastern philosophy of "San-nin yoreba monju no chie" (三人寄れば文殊の知恵), highlighting the importance of learning from others through interactions regardless of hierarchical positions. In this case, the program's approach creates a novel learning experience for participants who have not yet experienced nonformal learning prior. Findings: The study found that the program facilitated incremental learning, particularly in generating learning atmospheres that inspire cross-generational and multicultural student-facilitator relational interaction. This socialization creates a remote effect that positively influences students' motivation. Participants also perceived the designed program disrupted their pre-existing stereotypes towards each other.

12:15-12:40

71153 | *Science Capital and Childhood Experience: Social Class Difference in Exploring "Field" in Science*

Ya-Hsuan Wang, National Chung Cheng University, Taiwan

This project is a social class study on childhood experiences and science exploration. It tries to explore the family class effect on childhood and its relations to their spatial control and science capitals. It is to link science and space with family class and to represent the social capitals of natural childhood by family class. The research questions include to explore the family-based science habitus by social class; the schools-based science fields by social class; the accumulation of science capitals in childhood; and the relations between science capitals and space capitals in childhood. Based on qualitative interviews with 8 scientists from nature-based childhood generations, this study concludes firstly that regardless of class, all scientists identify themselves as a science person, yet middle-class identify with symbolic meaning of science and working-class identify with status value of science. Secondly, both classes start exploring science with social capitals, yet middle-class inclines for knowledge discussion and working-class inclines for career development. Thirdly, both classes spend on book consumption, yet middle-class expands to the fields of art and computer media; both classes have scientific-field experiences, yet middle-class immerses more in the fields of scientific-based research and knowledge. In a word, childhood experiences through middle-class family engagement with science were consistently praised as well as their school science also reinforced scientific habitus so that a feeling of 'science is for me' is vital to middle-class success in science that is also a feature of their 'feel for the game' (Bourdieu, 1990).

13:40-15:20 | Room G10

Sunday Onsite Presentation Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Krisztina Szabó

13:40-14:05

72515 | *Thailand Education Landscape Amidst COVID 19: Lost and Gain*

Prompilai Buasuwan, Kasetsart University, Thailand
Wanwisa Suebnusorn, Kasetsart University, Thailand
Oraphan Butkatunyoo, Kasetsart University, Thailand
Usanee Lalitpasan, Kasetsart University, Thailand
Nart Srilapo, Kasetsart University, Thailand
Marid Kaewchinda, Kasetsart University, Thailand
Sudarat Sarnswang, Kasetsart University, Thailand
Weeraphat Suksiri, Srinakharinwirot, University
Ratikorn Niyamajan, Phranakorn Rajabhat, University
Rangsun Wiboonuppatham, UNICEF, Thailand
Nongluck Manowalulou, Kasetsart University, Thailand

The COVID-19 global pandemic has brought uncertainty and unexpected impacts on education and all aspects of life. Due to the national shutdown in response to covid, schools and businesses in Thailand are closed. Not only people lost their lives and loved ones, but also their jobs and businesses, and students loss of learning. All of which affect the future of Thai education. Although many say that COVID-19 has brought catastrophic to national development and education, many say that it has embarked on a new beginning to the transformation of future learning and education. This paper investigates the changing landscape of Thai education amidst COVID-19 by aiming to address challenges and opportunities for the future of Thai education. In collaboration with the Office of Education Commission, UNICEF Thailand, and Faculty of Education Kasetsart University, twenty-four focus groups with approximately 300 students, parents, teachers, administrators, public and private sectors, and NGOs were used to draw upon their views and experiences touched by COVID19 on most evident issues and challenges affecting Thai education in 2021-2022 and how to overcome those challenges in order to move forward the future of Thai education. The results found that the most evident issues touched by all are the adaptive ability to the disruptive world, the quality and efficiency of education provision, increased education inequality, learning loss and well-being, and more dropout students. COVID-19, however, has also brought both loss and gain to Thai education, and education transformation is required for the future of Thai education to flourish.

14:05-14:30

71821 | *Young Learners' Experiences of Learning from Home and from School During the COVID-19 Pandemic in Wales*

Anna Klelia Maniatopoulou, Cardiff University, United Kingdom

COVID-19 triggered unforeseen challenges to Education globally (UNESCO 2020). The project focuses on young primary school pupils exploring their experiences of learning from home during COVID-19 and their views on returning to school full-time. Key objective is to study the ways in which learning from home was supported by teachers and parents, and explore how young learners experienced the shift to home-based learning. The research adopts a children's rights approach enabling pupils to express their views in a way that is empowering and supportive of their rights to participate and influence decisions that affect them. In-depth qualitative and quantitative data was collected utilising interviews and creative methods working with learners aged 8-11 years (n=41), their school teachers (n=8), and parents/guardians who participated in an online national survey (n=100). Early findings underline the complexity of participants' experiences. Children's learning has been impacted to a greater or lesser extent by lockdowns. Social interactions and their quality are communicated to have an important effect on children's learning and educational outcomes. The lack of professionals' physical presence, the inability to work and interact with friends, and the lack of routines similar to those on typical school days are discussed as having a great impact on children's learning during lockdowns. A post-pandemic return to school is characterised by unexpected gaps in children's basic skills, 'maturity' and readiness to learn from their classrooms again.

14:30-14:55

71606 | *Immersive Learning in the Metaverse: A New Way of Teaching and Learning*

Gloria Anahí Molina Barrón, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
Monica Francesca Contrino, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico

This research presents an approach to the metaverse, including its elements and how it can be applied in an educational context as a tool for student learning. We implemented a dialogue table using Tec Campus Virtual, a 100% immersive and virtual environment. Five dialogue tables were conducted in the metaverse, with 25 students participating in each activity. Thought-provoking questions were asked based on prior research to promote dialogue. After the activity, we conducted a survey to gather feedback from students regarding the metaverse's impact on creating an educational environment that promotes learning. Additionally, we reviewed if it was possible to enhance learning in social topics, specifically focusing on migration as a social phenomenon, and then compared the experience to using Zoom. Based on the results of the survey, it was demonstrated that the metaverse promotes active participation of the students, resulting in 100% participation, in contrast to the 67% participation observed on Zoom. According to the findings, this was because the students were more engaged in the activity, and they interacted with each other. The metaverse offers new forms of interaction, not only socially but also educationally, it transforms the way we work and collaborate, traditional and as a virtual space. By turning the metaverse into an educational environment, we can address complex educational challenges and expand teaching possibilities for students, because it facilitates collaboration, idea exchange and immersive and practical learning experiences. The metaverse promotes meaningful knowledge acquisition and increases student engagement.

14:55-15:20

71507 | *Digital Literacy: From Embodied to E-Bodied Reading Experience*

Krisztina Szabó, Budapest University of Technology and Economics, Hungary

According to the approach of Embodied Reading (Malafouris 2013, Mangan and Schilhab 2012) the reading body and the reading brain get into a dynamic interaction with the pure materiality of the medium. During reading, this interaction of the Body-Brain-Medium Triad creates a complex reading experience, which "depends on direct experiences in the moment as well as in the past" (Schilhab, Balling and Kuzmičová 2018). It could lead to reading engagement or even to Flow (Csikszentmihályi 2021). What are the consequences concerning the reading experience if we change one component or feature of the Triad, as we have been doing for a while in the case of the medium? Presumably, changing the reading platform from hardcopies to screens requires different physical interactions with the medium and, consequently, with the brain. Could this change result in the same Multisensory Experience (Sanchez, S., T. Dingler, H. Gu and K. Kunze 2016), the same Embodied Reading, engagement, or Flow as in the case of traditional reading, and must it result in them at all? Some researchers warn of "the danger of superficiality and shallowness" (Nyíri 2022) of screen reading that goes against a complex reading experience. Others suggest going further in screen reading and creating the digital embodied reading experience with the genre of video essays (Sabatino and Pisapia 2022). In my lecture, I take a stand in this debate and show how critical it is to understand the effect of the medium and the E-bodied Reading Experience in the future of reading.

15:35-17:15 | Room G10

Sunday Onsite Presentation Session 4

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Nishtha Lamba

15:35-16:00

70192 | *A Study of Emerging Research Methodologies among Social Science Researchers*

Gagandeep Singh, Panjab University, Chandigarh, India

Kuldeep Kaur, Panjab University, Chandigarh, India

Researchers pursue these research problems so as to develop an understanding of the changing/transforming realities, and for doing so, they continue to improvise/innovate the available ideas and/or procedures of how to carry out research, among other things. The present paper discusses the awareness among the social science researchers, particularly the doctoral researchers, about the various emerging research methodologies. The paper also explores the social science researchers' experiences in terms of applications of these methodologies, challenges faced, and the insight developed not just related to their research problem but also understanding the transformation in research process itself. This paper draws on data and findings purposively from a group of 120 research scholars of social sciences having an experience of minimum three years in their field of study. Stratified random sampling was used to select the institutes followed by purposive sampling to identify researchers having labour three years' research work experience. The sample constitutes equal number of various branches of social sciences i.e., Education, Psychology, Sociology, Political Science, Economics and History. The data collection was done through questionnaire (prepared and shared as a google form). After collection and analysis of data, the overall responses were categorized into three domains (i.e., High, Medium, and Low) reflecting their experiences and knowledge about emerging methodologies. Further, interviews were carried out with researchers to gain a detailed account of their experiences and choices so as to understand the factors that shape their experiences/choices.

16:00-16:25

72698 | *Online Flipped Learning for Engineering Students*

Sinem Bezircilioğlu, İzmir Institute of Technology, Turkey

Ozan Raşit Yürüm, İzmir Institute of Technology, Turkey

The integration of digital tools into language teaching has started with COVID-19 pandemic. After the pandemic was over, teaching face to face in classes started. However, a devastating earthquake hit the east part of Turkey. Then, online teaching started again as an emergency online teaching like in COVID-19 pandemic. Now, the system applied in higher education is called as hybrid, where online teaching and face to face class setting are done at the same time. This study has been aimed at increasing the efficiency of this pattern by means of designing a course syllabus based on online flipped learning. Mixed method (qualitative & quantitative) is used in the study. We would like to measure the impact of the teaching method used in this course. The course "Technical Writing & Communication" is for third year engineering students. First, a pre-test was conducted about their self-efficacy and anxiety. 62 students responded to the pre-test. The design is based on students' watching the asynchronous lesson recording before the lesson done both online and face to face in the classroom. Students are required to participate in the lesson activities which are based on the video lesson. At the end of this Spring term, a post test is to be given to the students. We believe that online flipped learning will have a positive impact on self-efficacy and the level of anxiety in foreign language learning, especially in online setting.

16:25-16:50

72192 | *An Analysis of Learner Experience in University Classes Utilizing VR as a Professor-Learning Medium*

Nooree Kim, Mokpo National University, South Korea

Cherl-O Bae, Mokpo National Maritime University, South Korea

Hyunjun Choi, Mokpo National Maritime University, South Korea

This study aims to quantitatively and qualitatively confirm the effects of utilizing VR, a realistic media, as a professor-learning medium in engineering courses at a university on students' learning outcomes. To achieve this goal, VR classes were conducted three times for each student in a chosen national university in Korea starting from September 2022, and pre- and post-surveys were conducted to investigate cognitive load, learning immersion, learning motivation, class satisfaction, and academic achievement of the students to examine their characteristics. In addition, using interviews, experiences of three students were investigated to see how VR-based classes have affected them based on their academic achievement levels, and the results were analyzed. Based on these findings, the educational implications for the design, operation, and evaluation of university courses utilizing realistic media in the future are discussed.

16:50-17:15

72555 | *Who Is More 'Human-Like'? Exploring Gender and Race in Perception of Avatars in an Online Classroom*

Nishtha Lamba, Middlesex University Dubai, United Arab Emirates

Sameer Kishore, Middlesex University Dubai, United Arab Emirates

Olga Khokhlova, Middlesex University Dubai, United Arab Emirates

The use of avatars in online and immersive environments plays a crucial role in shaping user experience. Given the recent shift towards remote interaction using online platforms, especially in the context of higher education, it is vital to study perceptions, attitudes, and biases based on avatar characteristics. The aim of this study is to explore perception of instructors represented by avatars in terms of realism and behaviour in an online undergraduate classroom. Using a between-group design, one of the four matched videos (Male x South Asian; Female x South Asian; Male x White; Female x White) showcasing a photorealistic avatar teaching online using a Zoom platform were shown to 327 UAE-based participants (Gender: M = 76, F = 246, Other = 5; Race: SA = 214, Other = 113). Five 2x2 ANOVA were administered on the items of subscale 'Human-like' from the Agent Persona questionnaire. Male avatars were perceived to have more personality and were more human-like compared to female avatars. South Asian avatars scored higher on items related to personality, natural emotions, being human-like, having natural movements, and showing emotions, compared to White avatars. Our results show that all avatars received consistently high ratings across dimensions related to human-like qualities. However, there was greater in-group preference based on race compared to gender. While these findings are encouraging, discrepancies in ratings indicate the existence of potential biases or preferences. Another notable contribution lies in the use of South Asian avatars, which have received little attention in previous research.

09:30-11:10 | Room G20

Sunday Onsite Presentation Session 1

Higher Education

Session Chair: Yashwantrao Ramma

09:30-09:55

70256 | *A Systematic Literature Review of the Service Quality in Higher Education Institutions*

Vidi Sukmayadi, Universitas Pendidikan Indonesia, Indonesia

Memem Kustiawan, Universitas Pendidikan Indonesia, Indonesia

Karim Suryadi, Universitas Pendidikan Indonesia, Indonesia

In the current competitive environment of higher education institutions (HEI), it is essential that management continues to prioritize service quality to meet their stakeholders' needs. This systematic literature review paper provides a detailed analysis of current studies on service quality in higher education institutions. The review is structured using a three-phase study protocol that involves literature search planning, conducting, and reporting on the included studies. The included studies were analyzed based on their research designs, topics, and insights into the areas for future research. The search yielded a total of 28 relevant studies, which were evaluated to address the study's purpose. From the analysis of the selected studies, the authors identified human and non-human factors as the driving keys in implementing service evaluation. The results of this work can be used as an additional resource for researchers and policymakers in developing higher education institutions' service quality to meet the stakeholders' expectations.

09:55-10:20

70387 | *Online and Hybrid Education as Service Recovery: An Exploratory Study*

Janejira Sutanonpaiboon, Sonoma State University, United States

Educators and students worldwide have experienced the unprecedented disruptions in education during the COVID-19 pandemic, and those disruptions have changed the way education is achieved. This research focuses on service failure and service recovery in online and hybrid education. Even though the inability to provide face-to-face education during COVID is not a "service failure," the migration to online education can be perceived as a "service recovery," an attempt to recover the education (which is a form of service). We hypothesize that in a hybrid class, students can receive service recoveries online, in person, or both; therefore, hybrid education can provide better service recoveries than pure online education. Hybrid education can leverage the best of the physical and virtual worlds and the educational institute can expect a significant advantage over those institutes who provide only pure online education. Based on the Critical Incident Technique (CIT) model by Miller et al. (2002), we conducted an exploratory study at a public American university where 45% of classes moved back to a hybrid mode in Fall 2021. The results show that 63% of the respondents think online education meets their expectation, 77% think they will take online classes again next semester, 44% think the university can provide better quality of education in a face-to-face classroom setting, 69% is satisfied with the online education process, and 62% is satisfied with the online education outcome. We believe that this study can contribute to the education field and benefit students and educators alike.

10:20-10:45

71582 | *Enhancing Critical Thinking Skills Through Real-Life Scenarios: An Assessment of Conceptual Understanding*

Yashwantrao Ramma, Mauritius Institute of Mauritius, Mauritius

Ajeevsing Bholoa, Mauritius Institute of Education, Mauritius

Narendra Deshmukh, Homi Bhabha Centre for Science Education & TIFR, India

Suryakanti Anu Fulena, Mauritius Institute of Education, Mauritius

Vandana Shivajirao Nalawade, Azad College of Education, India

Radhika Deshmukh, Shri Shivaji Science College, India

Critical thinking is widely considered a vital aspect of education, necessary for comprehending concepts and solving problems. Despite its importance in curricula, its application in everyday life is not fully realised. Compelling evidence from various studies indicates that even a significant number of university graduates lack the ability to think critically, despite its emphasis in education. Critical thinking involves a process of reasoning that is reasonable, reflective, and aimed at deciding what to believe, how to proceed, and what to do. It is goal-directed, purposeful, and requires attention and practice. This presentation reports on a study conducted by an international team of researchers from four teacher training institutions in Mauritius and India. The researchers used Scriven and Paul's definition of critical thinking as a guide and developed a framework adapted from Barnett's model. The study aimed to identify the extent to which pre-service and in-service trainees demonstrated critical thinking through carefully crafted real-life scenarios. However, the study found that critical thinking skills are lacking among pre-service and in-service trainees. The findings also emphasised that critical thinking is a crucial skill that has the potential to benefit both trainees and students in solving complex real-life problems. Therefore, it is essential to prioritise the teaching and learning of critical thinking in education. Furthermore, this study argues that critical thinking should be incorporated into the curricula of educational institutions at all levels to develop a mindset in trainees who can think critically, solve problems, and make informed decisions, thereby contributing positively to teaching.

10:45-11:10

70873 | *Addressing the Postgraduate Attainment Gap: A Research Intervention on Predictors of Academic Achievement and Peer Tutoring*

Anna Paolillo, Kingston University London - Kingston Business School, United Kingdom

Niki Giatras, Kingston University London, United Kingdom

Adam Kremis, Kingston University London, United Kingdom

Shravya Mangalore Harish, Kingston University London, United Kingdom

The present study wants to understand whether the implementation of a peer-tutoring intervention could mitigate the influence of various socio-economic (e.g., ethnicity, household income, parents' education) and psychological factors (e.g., psychological capital, study strategies, locus of control), impacting postgraduate students' academic performance. The research belongs to an ongoing three-wave longitudinal study, incorporating both quantitative and qualitative methodologies. Participants are two groups of postgraduate students from two MSc at Kingston Business School, one serving as the experimental group (MSc OBP, N = 17) and the other serving as the control group (GHRM MSc, N = 23). A survey was administered to both groups at the beginning of teaching block one to assess the socio-demographic and psychological variables at the baseline level. Data were analysed via SPSS using multivariate statistics, and highlighted that the two groups did not differ significantly, except for the Disorganisation in Study Strategies (OBP students being more disorganised). After the data collection, the experimental group attended a series of regular peer-tutoring sessions delivered by two senior students from the previous year. At the end of the first teaching block, a focus group was conducted with eight OBP students to explore benefits and challenges of the tutoring initiative. Students found that tutors helped significantly in developing better organisation and study skills through specific strategies (e.g., mind maps) and gave suggestions for improvements that have been implemented for the second half of the tutoring initiative (ongoing). The second data collection and peer-tutoring sessions are currently in progress. Further results will be discussed.

11:25-12:40 | Room G20

Sunday Onsite Presentation Session 2

Higher Education

Session Chair: Ulash Thakore-Dunlap

11:25-11:50

68757 | *Ultra-Orthodox Women in Higher Education: Tradition vs Modernity?*
Osnat Rubin, Michlalah Jerusalem, Israel

The past decade has witnessed a phenomenal increase in the number of Ultra-Orthodox pursuing academic degrees in some of the bastions of modernity - institutes of higher education. The present study quantitatively examined the motives, considerations and concerns of 469 Ultra-Orthodox women who pursued academia. Overall, the strongest motivation for pursuing a degree was economic and the weakest was idealism. An anxiety over religious-spiritual deterioration was the main concern expressed. A cluster analysis identified five sub-groups, based on significant differences in the importance they assigned to four factors: economic, development, religiosity and conformity. These groups were termed 'the driven', 'the conventional', 'the concerned', 'the self-realizing' and 'the practical'. These were best conceptualized as being differentially positioned on a traditional (economic orientation) versus modern (self-realizing orientation) value axis, with different levels of conformity concerns (fear of religious deterioration and concern for social rejection) regulating them. There were significant differences between the five sub-groups on demographic factors, fields of study, learning experience, and perception of higher education's contribution to their lives. The presentation will discuss the diversity of attitudes, as part of a change in the traditional narrative about modernity. It seems that these first-generation higher education students are exposed not only to new knowledge in the academia, but also to conflicts and dilemmas. Their success depends on academic institutions' understanding of their concerns and motives.

11:50-12:15

64305 | *Body Image Perception: Predictor of Risky Sexual Behavior Among Female University Undergraduates in Southwestern Nigeria*

Precious Akintoye, Obafemi Awolowo University, Nigeria
Sehindr Oluwatosin, Obafemi Awolowo University, Nigeria

Body image perception (BIP) is the interpretation that a person has of his/her physical self, ranging from the shape and colour of hair, head, eyes, nose, lips, teeth, ear, breast, waist, hip, leg, skin and reproductive system functioning and the thoughts and feelings that result from that perception. Current research has focused mostly on age, sex, education background and socioeconomic factor as contributory to risky sexual behaviour, thereby little is known about the influence of perception of body image on engagement in risky sexual behaviour. Thus, the purpose of this study was to examine female university undergraduates' perception of their body image and to investigate the predictive contribution of body image perception on female university undergraduates' engagement in risky sexual behaviour. Female university undergraduates over 1500 in Southwestern Nigeria constitute the sample size of this analytical study. The body image perception of individuals was measured by the Body Image Scale and the risky sexual behaviour of selected females was measured using the Youth Risk Behaviour Scale. 67.7% of them demonstrated positive body image perception while 32.3% of sampled female university undergraduates demonstrated negative body image perception. Body image perception was found contributing to risky sexual behaviour. The findings suggest that closer attention should be given to exhibiting positive body image perception which is a strong predictor of risky sexual behaviour.

12:15-12:40

71663 | *Understanding the Lived Experiences of Students of Color in Graduate Counseling Education: Implications for Educators and Leaders*

Ulash Thakore-Dunlap, The Wright Institute, United States

Graduate counseling education need a program framework grounded in antiracist recruitment and retention structures and processes to increase the supply of graduate-level counselors of color who are trained to address the alarmingly high rates of behavioral health issues among communities of color (Williams, 2018). The extant research has suggested barriers to retention and academic success for graduate students of color have included a lack of faculty of color, a dearth of academic supports for students of color, and other forms of structural and interpersonal racism (Ghose et al., 2018). The presentation will share a qualitative study to understand the lived experiences of students of color enrolled in Graduate Counseling Education (GCE) master's-level programs in California, United States, given there has been a limited number of studies focused on the experiences of students of color in masters level GCE in California. A phenomenological approach was used, and participants included 25 students of color from five GCE programs who were enrolled in terminal master's-level counseling and counseling psychology programs in marriage and family therapy, general counselors, and professional clinical counseling California State University and California private institutions, United States. The following three main themes emerged in the findings: (a) Social Support, (b) Structural and Interpersonal Racism, and (c) Administrative and Leadership Needs. Implications of findings and recommendations indicate social supports, using a CRT pedagogy framework, and administrative and leadership needs help to increase sense of belonging, academic success, and retention for students of color in GCE programs.

14:05-15:20 | Room G20

Sunday Onsite Presentation Session 3

Higher Education

Session Chair: Martine Peters

14:05-14:30

71646 | *Recontextualising Knowledge: Alumni and Employer Views on the Value of University in Graduate Transitions to Work*

Lillian Yun Yung Luk, University College London, United Kingdom

Rachel Wilde, University College London, United Kingdom

Chika Nweke, University College London, United Kingdom

Jelena Popov, University College London, United Kingdom

Inês Direito, University College London, United Kingdom

Research (e.g. Llorens, Prat & Aničić, 2023; Lowden et al., 2011) has consistently found a gap between what employers want from graduates and what higher education offers. Although many universities have responded to this problem by integrating the development of soft skills into the curriculum and by working with industry on curriculum development, dissatisfaction with graduates' preparedness for work continues across a range of work sectors (Succi & Canovi, 2020). Graduates recognize this gap too. In the 2019/20 UCL Graduate Survey, only 64.4% of UCL graduates agreed that "I am using what I learnt in my UCL studies in my current activity". Professional learning researchers recognise that degree knowledge and skills are a resource that will need to be continually 'recontextualised' (i.e. contextualised, modified and adapted) in the workplace rather than 'transferred' and 'applied' at work (Guile, 2019). This paper documents how alumni experience this process of recontextualisation by presenting their reflections on their university experience. Findings from interviews with alumni, and alumni employers, from three contrasting fields of study (i.e. biochemical engineering, electronic and electrical engineering and education studies) are presented to demonstrate how work-relevant knowledge is developed, as well as what alumni feel they have learnt from their degrees, and what forms of knowledge and learning experiences alumni most valued, and is valued by their employers. These insights are used to reflect on curriculum development and teaching practice with the participating departments to develop a dynamic professional skills framework that will enhance connectivity between education and industry.

14:30-14:55

69305 | *Insight of Twitter Ban: Student's Perspectives in Higher Education*

Aderinsola Kayode, Durban University of Technology, South Africa

Oluwaleke Iyiola, Ajayi Crowther University, Nigeria

Twitter appears to be a platform for the elites, with abuse, misuse, misinformation, and disinformation. Twitter bans in various countries, including Nigeria, have raised worries about freedom of expression and information access. This study examines Nigeria's Twitter ban's reasons, effects, and alternative measures. The research study was carried out using a quantitative method that takes into account the research objectives and questions for this study. A survey was given to University of Ibadan undergraduates in five faculties to collect data. It was drawn using the Taro Yamane Sample formula to determine a reliable sample size formula with a 95% confidence level. 385 questionnaires were administered to all undergraduate students from year 1 to 4 (level 100–400), while only 235 of the responses were valid for data analysis. The ban on Twitter led to information deprivation, poor decision-making, the end of long-distance family relationships, and the loss of online colleagues for undergraduate students. According to technological determinism and social responsibility theories, the Nigerian federal government's Twitter ban has left a bad impression on residents. The study found that the Nigerian government and its citizens must acknowledge that authority has limits and act within those limits without violating others' rights. The study suggested alternate platforms to help students access learning resources and engage with academic peers for quality education in sustainable development Goal-4.

14:55-15:20

69867 | *Preventing Plagiarism: Bridging the Gap between Faculty and Student Expectations*

Martine Peters, Université du Québec en Outaouais, Canada

University is a place where learning occurs when students use a variety of skills to produce their academic papers. These skills can help students avoid plagiarism when writing their papers. They include searching for information online, including quotes and paraphrases to support students' ideas with references in the text and a bibliography that aligns with their disciplinary program's norms. Students have varying levels of mastery of these skills. Some expect to further develop these skills during their university education, while professors often expect these skills to have been previously acquired. To gain a better understanding of students' and faculty's expectations with regards to these skills, a questionnaire was administered to students and faculty in 31 universities. Six questions explored faculty's and students' expectations. On a Likert scale, students were asked to assess their level of agreement regarding the further development of each skill during their current studies, while professors indicated if they expect their undergraduate students to have adequately developed these skills prior to attending university. This paper will present the results and analyze their correlations with the following sociodemographic characteristics: student's discipline, gender, age, preferred language for daily communication, language of study and years of enrollment. Conclusions from these results will help bridge the gap between faculty and student expectations and also ensure that both parties can work together for better university study and teaching. Furthermore, the results will be useful for developing teaching and learning strategies to improve the quality of work produced by students.

15:35-17:15 | Room G20

Sunday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Rachel Takriti

15:35-16:00

71520 | *Scifari: Exploring the Effectiveness of Team Teaching in Science on Middle School Students*

V.Subath Senan, Mallya Aditi International School, India

Shukti Dutt, Mallya Aditi International School, India

Sreelekha Krishnan, Mallya Aditi International School, India

Neetu Shrivastava, Mallya Aditi International School, India

Yamini Mandava, Mallya Aditi International School, India

Jisha Bipin, Mallya Aditi International School, India

In the Middle School Science department at Mallya Aditi International School, Bangalore, India, a team of teachers designs and delivers course content to enhance learning experiences. The pedagogy of the Middle School departments includes deliberations among the team regarding lessons, hands-on activities, experiential learning opportunities and evaluation processes before and during implementation. This has been a positive experience for teachers who came in from conventional teaching models, with high student teacher ratio and limited support for students. We believe this practice has benefitted students. However, we were curious to understand how Science team teaching was perceived by our students in the academic year 2022-23 (post 2 years of virtual learning during the pandemic). 133 of our Middle School learners completed an anonymous survey to describe the effectiveness of science team teaching. Students' responses were recorded quantitatively and qualitatively. Largely, the emergent themes were a positive attitude towards team teaching (122 responses), the opportunity to clarify doubts individually (95), an appreciation of different teaching styles (71) and engagement in well-organised collaborative learning activities (125). Nonetheless, 17 students feel intimidated and overwhelmed in relating to multiple teachers, and 39 students reported being constantly observed, but acknowledged improved class management. We concluded team teaching can enhance learning by lowering students' emotional barrier to communicate freely, meeting individual needs in the classroom, and catering to different learning styles. Combining our study of student perspectives and our teacher experiences, we have compiled suggestions for teachers looking to implement team teaching successfully in their classrooms.

16:00-16:25

70455 | *Exploring the Efficacy of Context-Based Instructional Strategy in Fostering Students' Achievement in Chemistry in Agbani Education Zone, Enugu State Nigeria*

Charles U Eze, Enugu State University of Science and Technology, Nigeria

Joy Johnbest Egbo, Enugu State University of Science and Technology, Nigeria

Bernadine Nweze, Enugu State University of Science and Technology, Nigeria

Cynthia Omeje, Enugu State University of Science and Technology, Nigeria

The study investigated the effect of Context-Based Instructional Strategy (CBIS) on students' achievement in chemistry. CBIS was used as experimental group and Expository Instructional Strategy (EIS) as control group, sources showed that students' poor achievement in chemistry is from teaching strategy adopted by the chemistry teachers. Two research questions were answered and two null hypotheses were formulated and tested. This strategy recognizes the need for student-centered, relevance of tasks and students' voice; it also helps students develop creative and critical learning skills. A quasi-experimental (Non-equivalent, pretest, posttest control group) design was adopted for the study. The population for the study comprised all senior secondary class one (SSI) students who were offering chemistry in co-education schools in Agbani Education zone. The instrument for data collection was a self-developed Basic Chemistry Achievement Test (BCAT). Relevant data were collected from a sample of SSI chemistry students using purposive random sampling techniques from two co-education schools in Agbani Education Zone of Enugu State, Nigeria. A reliability co-efficient was obtained for the instrument using Kuder-Richardson formula²⁰. Mean and standard deviation scores were used to answer the research questions while two way analysis of covariance (ANCOVA) was used to test the hypotheses. The findings showed that the experimental group taught with Context-Based Instructional Strategy (CBIS) obtained a higher mean achievement score than the control group in the post BCAT; male students had higher mean achievement scores than their female counterparts. The difference was significant. It was recommended, among others, that CBIS should be given more emphasis.

16:25-16:50

69569 | *Engaging Diffractive Ethnography to Explore Student and Teacher Perceptions of Collaborative Testing, to Enhance Learning and Engage STEM Students*

Helen Bremert, University of Sydney, Australia

Debra Talbot, University of Sydney, Australia

High-stakes testing, fuelled by ongoing demands of accountability, performativity, and the rigid alignment between high-stakes exams and curricula, influences assessments' objectives, methods, and outcomes, in addition, to teachers' pedagogical practices. Given current political preferences for teachers' accountability and measurable outcomes, students undertake multiple assessments measuring their learning at single points in time, each affecting their depth of understanding, engagement with the subject, and sense of who they are as a student (Andrade & Brookhart, 2020). This paper presents early data from a doctoral study exploring collaborative testing as an addition to current practices of individual, competitive testing. The study design draws on diffractive ethnography to examine (i) teachers' perceptions of the utility of collaborative testing and (ii) students' and teachers' views on the effectiveness of collaborative testing. Additionally, this study examines the effectiveness of assessing students' 21st-century skills while collaboratively testing. To address this novel approach to testing, the researcher used a multi-phase, collaborative practitioner inquiry method involving eight teachers and the researcher in a reciprocal relationship. The discussion will include qualitative data gathered through interviews, focus groups, audio recordings of student testing groups, observations, and assessment tasks, outlining student and teacher perceptions of the efficacy of this novel assessment method. This diffractive ethnographic study hopes to broaden understanding and highlight different assessment choices to enhance teachers' pedagogy, practice, and student engagement.

16:50-17:15

69812 | *The 'SciKids' Project – Understanding How Science Works in Early Years Education in the UAE*

Rachel Takriti, United Arab Emirates University, United Arab Emirates

The 'SciKids' project aimed to investigate how Nature of Science (NOS) could be taught to young children in the United Arab Emirates (UAE). NOS can be thought of as understanding how science works. A goal of science education is to enable students to become scientifically literate, which is not only learning content but having a clear understanding of how science works. NOS is a long-standing area of research in science education which has addressed various aspects of teaching and learning, curriculum, assessment, textbooks and professional development in the area of secondary and tertiary science education and, to a limited extent, in primary education with insufficient attention dedicated to early years education. The majority of teachers of young children do not have an academic background in science and may struggle with how to integrate science into their provision in a meaningful way. Using the "Reconceptualised Family Resemblance Approach to the Nature of Science (RFN)", the 'SciKids' Project aimed to investigate the current NOS understanding of early years teachers in the UAE. The project then designed, delivered and evaluated a comprehensive professional development program for early years teachers, with the aim of improving the quality of the NOS teaching to young children in the UAE. In this presentation, the program will be described and data presented with implications for curricula and training discussed.

09:30-11:10 | Room B08

Sunday Onsite Presentation Session 1

Curriculum Design & Development

Session Chair: Kathleen Hiu Man Chim

09:30-09:55

72231 | *Smart Service Design Demands in the Fourth Industrial Revolution from a Sociotechnical Perspective*
Hyunyim (Shera) Park, The Hong Kong Polytechnic University School of Design (PolyU HK), Hong Kong

Often referred to as the 4th Industrial Revolution, recent technological changes have transformed the knowledge production process, opened previously unimagined new possibilities, and developed unique value as a knowledge creator for the future. This has involved the advent of digital or smart services, which naturally leads to 'smart service design' in adjacent fields, especially those situated at the intersection of technology and service experiences and requires us to adapt our practice to cope with the new challenges and opportunities and deliver the services of tomorrow. There is risk that technology could subsume service delivery to such an extent that concepts of empathy, aesthetics, and design not to mention the human touch will fall by the wayside. These challenges have raised various questions: How does the 'Service 4.0' concept impact the responsibilities of the service designer?; What new skills, tools and methods should be made available when designing smart services?; How do current forms of service design education need to evolve to meet the demands of future society? Given the growing interest in service design, this study investigates both current service design students' motivation and graduates' work experience in service design professions. It explores new demands and the meaning of the service design profession in terms of its different levels of maturity at a time of technological revolution in a sociotechnical context. Thus, this study draws possible future scenarios for smart service design profession and education that reflect roles smart service designers are playing now and could play in the future.

09:55-10:20

71843 | *Introducing Artificial Intelligence in High School Curriculum*
Mamadou Tadiou Kone, International University of Grand-Bassam, Ivory Coast

In May 2019, the United Nations Educational, Scientific and Cultural Organization (UNESCO), convened the first conference on Artificial Intelligence (AI) and Education to reflect on the impact of this emerging technology on teaching and learning. In the history of education, disruptive technologies including electronic calculators, computers, the Internet, and the World-Wide Web have set new milestones and entirely redefined the landscape of education. The design and implementation of AI conversational models, including ChatGPT by the American company Open AI, strongly suggest that accessing and using knowledge will be a lot easier in the near future. It also means that having knowledge at one's fingertips is becoming a reality. That is to say, there is a need to prepare learners and teachers for the coming technological and social changes induced by AI. Following this trend, we suggest in this paper that younger generations should be trained in the design and implementation of the building blocks of this new technology. Therefore, our paper lays down the foundations of AI curriculum design and development for high schools. It also helps prepare young students for the coming technological and social changes, and the Fourth Industrial Revolution (4IR). To achieve this goal, we propose an initiative that focuses on three directions: 1) Creating accessible course contents adapted to young audiences; 2) Training teachers to master the new technology in order to deliver appropriate content; and 3) Harnessing the necessary resources to create an environment that supports learners and teachers and help them thrive.

10:20-10:45

70951 | *Designing Curriculum via 3C Framework*
Rahul Chawdhary, Kingston University, United Kingdom

International Marketing module for postgraduate students was developed using feedback from students and academics which focuses on multi-disciplinary content such as History, Geography, Sociology, Economics and Psychology. The overarching framework which guided the development of this module was labelled as 3C's - content, communication and connection. The module allows the students to visualize the content not only from the marketing context but provides a deeper understanding of the topic by linking it to other disciplines. For example concepts such as colonialism, language and geography provides deeper meaning and understanding of international consumer behavior in Anglophone, Francophone, Hispanophone and Lusophone countries. Given the diversity of students within the postgraduate classrooms in UK HEI, shared history between former colonial countries and colonies for instance allow them to connect with the topic enabling self-connection with the concept. Finally, communication of concepts on this module adopts non-traditional tools such as video clips from movies, company sponsored messages and other visual materials which allows for greater engagement with content. Evaluation of the module via quantitative and qualitative student feedback over a time-period of 3 years by sizeable number of students makes it one of the top performing modules of the business school in terms of student satisfaction. Overall, tutors can reflect on the 3C framework when designing curriculum content. Future research can investigate the efficacy of this framework in enhancing student employability, satisfaction and stimulating positive word of mouth.

10:45-11:10

72523 | *Pedagogy and Assessments for the Promotion of Psychosocial Resources and Readiness for Adaptability and Growth: A Strength-Based Approach*
Kathleen Ahm Chim, Hong Kong Metropolitan University, Hong Kong
Tsz Chui Lai, Hong Kong Metropolitan University, Hong Kong

The challenging school-university-career transitions could coincide with a loss experience with feelings of uncertainty, frustration and low self-efficacy for students. The aim of the present qualitative study was to explore how strength-based pedagogies and assessment designs could be used to promote students' readiness and resources to navigate life's changes, challenges and transitions. 78 students who were enrolled in a compulsory course 'Positive Psychology and Personal Growth' which promoted personal development and adaptability took part. Based on the Posttraumatic Growth Model (Tedeschi & Calhoun, 2004, 2010) and Career Construction Theory (Savikas, 2005), teaching content and assessments were designed to cover progressive topics that nurtured students' self-awareness to positive transformation, and to engage students in process reflection questions and learning activities about their perception and utilisation of personal strengths. Through an iterative process of searching across data to deduce patterns of meaning, a thematic analysis identified three overarching themes evident across all participants' assessments which focused on character strengths and gratitude practices in adversity: 1) Acknowledgment and Appreciation of Inner Strengths and Resilience, 2) Creating Connections with Others and the World, and 3) Re-setting Own Paths with Meaning and Purpose. These themes evidenced capabilities on the part of students to take greater ownership and responsibility in their own learning and personal development, understand the relevance of their work to the course and beyond, and find personal meaning, purpose and strength in education. Embedding a strength-based approach to pedagogical practices could benefit students' wellbeing and complement student support services in higher education.

11:25-12:40 | Room B08

Sunday Onsite Presentation Session 2

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Ching Lee

11:25-11:50

70077 | *How to Study Spatial Awareness of School Children?*

Anna Klimach, University of Warmia and Mazury in Olsztyn, Poland
Agnieszka Dawidowicz, University of Warmia and Mazury in Olsztyn, Poland
Marzena Nowicka, University of Warmia and Mazury in Olsztyn, Poland
Marta Czaplicka, University of Warmia and Mazury in Olsztyn, Poland
Marta Gross, University of Warmia and Mazury in Olsztyn, Poland

Spatial awareness is a new term that encompasses many elements consisting of knowledge, skills and affectivity. Today's generation of children perceive the world through the prism of screens, tools, GIS. The study of spatial awareness is important because it helps to determine how children perceive their environment and how they find themselves in it. In schools, children are taught knowledge about space and some skills about how to move in that space. However, schools do not test children's spatial awareness and therefore cannot adapt curricula to the current state of children's knowledge. The authors propose a new tool to test children's spatial awareness. This tool will be universal and any school or teacher will be able to use it. The proposed tool is child-friendly as it uses a simple computer program with difficulty levels adapted for three age groups. The age groups were divided as follows: grades 1-3 (7-10 years), grades 4-6 (10-13 years), grades 7-8 (13-15 years). This division is due to the organisation of elementary schools in Poland. A test of the geotool has already been conducted in Poland. Around 1.000 Polish and 200 UK children will be screened with the tool in 2023. Teachers will only need a computer with internet access to use this tool. The result will allow the knowledge and skills taught to be individually adapted to the current spatial awareness of the children surveyed. Thanks to this research, it will be possible to change curricula by introducing tools to teach children about space.

11:50-12:15

71673 | *Transforming Science Education at Grade 9 with a Pedagogical Technological Integrated Medium: An Integrated Approach for Teaching, Learning, and Assessment*

Ajeevsing Bhoola, Mauritius Institute of Education, Mauritius
Yashwantrao Ramma, Mauritius Institute of Education, Mauritius
Khemanand Moheput, Mauritius Institute of Education, Mauritius
Shakeel Atchia, Mauritius Institute of Education, Mauritius
Vickren Narrainsawmy, Mauritius Institute of Education, Mauritius

The study aimed to explore the potential of technology beyond its role as a teaching tool in science education by introducing the concept of a Pedagogical Technological Integrated Medium (PTIM). The PTIM approach functions as a platform for scaffolding, enabling students to construct meaningful knowledge structures. It brings together teachers (T), learners (L), and parents (P) in a TPL nexus to facilitate learning and promote the development of positive attitudes through interaction with peers, teachers, and parents. The PTIM philosophy was integrated with a set of science lessons for Grade 9 students (14 years old), covering biology, chemistry, and physics, on the educational platform "myptim" (<https://myptim.org>). This platform offers a range of valuable features, including testing of prior knowledge, parental interactions, cognitive engagement, and immediate feedback through diagnostic and formative assessments. The study used a mixed-method approach for data collection and analysis. Data were collected from science teachers, learners, and parents through questionnaires and interviews. Results showed that engagement of learners is sustained both at home and in schools through carefully crafted activities. In addition, the TPL nexus was found to be beneficial, allowing for two-way messaging between teachers and parents, identification of weaknesses in learners' prior knowledge, and monitoring of learners' progression and engagement. Overall, the study has far-reaching significance for improving teaching and learning of science at the Grade 9 level. It highlights the need for further exploration of the potential of technology in education, with a focus on its role in facilitating learners' construction of knowledge structures.

12:15-12:40

71519 | *A Design-led Approach to STEM Education: Challenges and Opportunities in Hong Kong Secondary School Teachers' Responses to D-STEM*

Jeanne Tan, Laboratory for Artificial Intelligence in Design & The Hong Kong Polytechnic University, Hong Kong
Ching Lee, Laboratory for Artificial Intelligence in Design & The Hong Kong Polytechnic University, Hong Kong
Anne Toomey, Royal College of Art, United Kingdom
Ngan Yi Kitty Lam, Laboratory for Artificial Intelligence in Design & The Hong Kong Polytechnic University, Hong Kong
Wing Chung Wong, The Hong Kong Polytechnic University, Hong Kong
Li Shao, The Hong Kong Polytechnic University, Hong Kong

Science, Technology, Engineering, and Mathematics (STEM) education is now recognised as a key factor in the development of a country's workforce and economy. In Hong Kong, the design-led approach to STEM (D-STEM) facilitates the integration of creativity and technology and thereby encourages students to adopt collaborative and reflective processes and helps them develop the interdisciplinary skills necessary to solve real-world challenges. In fact, there are several difficulties facing by the secondary school teacher's in promoting D-STEM during execution in which there was limited research focusing on this issue in the past. Therefore, this paper aims to examine the challenges of the teachers in teaching and learning D-STEM and to investigate potentials opportunities accordingly. In this research, we proposed the use of a design-led approach as a solution in tackling problems. The findings of a thematic analysis of the data indicate that the teachers possessed deep concerns about the management of STEM teaching and learning in schools due to the lack of clear teaching guidelines, but still they were interested in implementing D-STEM classes and believed that teaching and learning would benefit greatly from the support of academics and exposure to the latest design practices and technologies. In terms of opportunities, we provided guidelines on the D-STEM approach, content based on the integration of advanced technology and materials, and a teaching toolkit comprising classroom activities to address the teacher's concern in learning and teaching of D-STEM. The participating teachers expressed a high degree of satisfaction with the programme.

13:40-15:20 | Room B08

Sunday Onsite Presentation Session 3

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

Session Chair: Mohamed Moustakim

13:40-14:05

72585 | *A Long Road to Educational Equity: Tracking Socioeconomic Trends Through 20 Years of PISA*

Ekaterina Enchikova, University of Porto, Portugal

Cibelle Toledo, University of Porto, Portugal

Tiago Neves, University of Porto, Portugal

Gil Nata, University of Porto, Portugal

Educational equity has been the focus of the OECD's Programme for International Student Assessment PISA since its beginning in 2000. Based on the data from this international study, OECD regularly reports on equity indicators for all the participant countries. Later reports also include information regarding changes in equity indicators; however, these reports have certain limitations. First, it compares 2 data points limiting the comparisons' horizon. Second, the comparisons are made between the PISA waves with a similar subject in focus (Math, Reading, or Science), causing 9-year time intervals. Finally, data presentation is inconsistent across PISA reports, complicating the interpretation of the results. In this research, we aim to address these issues and fill the gaps in the reports regarding the trends in educational equity. PISA has a long-established tradition of using socioeconomic gradient and its components (percentage of variance in student performance explained by student socioeconomic background and the score point difference associated with one unit increase in the ESCS) as equity indicators. Using these indicators, we track the changes in equity for every country that participated in PISA from the first to the latest available PISA waves (2000 to 2018). It helps to review countries' trajectories, compare them and identify the groups of countries that had positive or negative changes in equity over the last 20 years. Looking for patterns and similarities in countries' equity trajectories can be used to review the efficacy of educational policies and identify the best practices.

14:05-14:30

72640 | *Education Addressing Evidence of Mass Atrocities*

David Matas, University of Manitoba, Canada

What is the appropriate form of education directed to evidence of mass atrocities? There is denial in the face of evidence of every such atrocity. How, if at all, are these denials to be addressed? On the one hand, deniers seek immunity, obfuscate, cover up, evade, counter-attack, develop counter narratives and use the denials to propagate the hatred which led to violations. On the other hand, narratives of grave human rights violations are all too often fabricated to discredit a target group. A human rights education which prompts students how to think about claims of mass atrocities should lead to an ability to distinguish between these different forms of denial. The aim of the presentation would be to elaborate on how this distinction can be made. The presentation would use a case study to illustrate the subject - the mass killing in China of practitioners of the spiritually based set of exercises Falun Gong for their organs sold to transplant tourists and wealthy Chinese. On the one hand, a sequence of independent researchers have concluded that this abuse is happening beyond a reasonable doubt. On the other hand, there are vehement denials from the Government of China, which include claims that the practice of Falun Gong is harmful to its practitioners. The presentation would consider the denials of the Government of China in detail. The object would be to indicate, through an example, how, in educating about grave human rights violations, denials can be addressed.

14:30-14:55

70666 | *Exploring Teacher Educators' Perceptions and Practices of Social Justice*

Sidra Rizwan, Allama Iqbal Open University, Pakistan

Najaf Ali, University of Baltistan, Sakrudu, Pakistan

Societies are shaped by teachers and educational institutions. Social justice education and teaching for social justice affects prospective teachers' perceptions and practices of social justice. The purpose of this study was to explore the perceptions and practices regarding social justice of public sector teacher educators working in Sakrudu, Pakistan. The study employed interpretive phenomenological research design, in which five teacher educators were selected on the basis of participants' selection criteria. The data was collected through interviews, focus group discussions and observations. A thematic analysis following an inductive approach was used according to two lenses i.e., Teaching for social justice and teaching with social justice. The study found that teacher educators perceived the concept of social justice in terms of equity and equality, differences and relationships, wellbeing and role models. They showed their concerns regarding discrimination and marginalization. The study found that teacher educators were active to mitigate issues regarding social justice. They engaged prospective teachers meaningfully to teach for social justice while applying pedagogical approaches. The teacher educators teach with social justice by promoting freedom to students' voices, wellbeing and creating a classroom climate which helps to facilitate diverse classroom community for learning and social justice. The practices of teacher educators are influenced by their perceptions which are shaped by their family background, school education and the social stereotyping. However, teacher educators faced challenges on the way to social justice.

14:55-15:20

70074 | *From Hate to Hope: Children's Rights Education in Youth Justice Settings*

Mohamed Moustakim, Western Sydney University, Australia

This paper reports on the work of Mobilise, a Children's Rights Education (CRE) programme in which children and young people (C&YP) in six youth justice settings took part. Mobilise was guided by four principles enshrined in articles 2, 3, 6 and 12 of the Convention on the Rights of the Child (CRC, 1989), including, non-discrimination, the best interest of the child, the right to life, survival, and development, and the right of the child to be heard. The study sought to investigate the impact of CRE on C&YP's awareness of their rights, their sense of identity and wellbeing. Data collection consisted of a series of interviews conducted with CRE facilitators, alongside analyses of drawings and paintings produced by C&YP using graphic elicitation methods, accompanied by written descriptions and explanations they gave for the artwork. Reflecting the hyperincarceration of Aboriginal C&YP in Australia, more than 90% of the participants were Aboriginal and hate was a recurring theme in their accounts of their experiences of discrimination, as evidenced by the content of the artworks they produced during the CRE workshops. The analysis of data drew conceptually on desistance theory to examine the transformative potential of CRE on C&YP from hate to hope and the success of Mobilise in achieving this rested on fostering C&YP's agency, self-advocacy, and active participation in decision-making.

15:35-17:15 | Room B08

Sunday Onsite Presentation Session 4

Professional Development

Session Chair: Rashed Alqahtani

15:35-16:00

70115 | Developing Pre-service Language Teachers' TPACK for Corpus Technology and Their Self-efficacies for Independent Language Learning and Teaching

Qing Ma, The Education University of Hong Kong, Hong Kong

Corpus technology has now become mainstream for language-related research. However, corpus technology remains unknown to frontline language teachers in primary and secondary schools. The key reason is the lack of Technological and Pedagogical Content Knowledge (TPACK) training in corpus technology within language teacher education programs. Regarding non-native speaking student teachers of language, we believe it is crucial to improve their self-efficacy for independent language learning (ISE) and self-efficacies for instructional strategies (TIS) and student engagement (TSE) since self-efficacies are key motivational constructs that influence their teaching performance. In this research, a theoretical model was proposed in which TPACK training, involving both corpus literacy (CL) and pedagogical skills (CBLP), influences student teachers' self-efficacies for independent language learning and teaching. A mixed-methods approach was adopted, including survey and interview. 96 pre-service English teachers with Chinese as their L1 filled a self-designed survey after receiving a 4-week TPACK training in corpus technology. Both CFA and SEM analyses were conducted to verify the theoretical model. The survey results supported a five-structure model in which CL influences student teachers' CBLP and self-efficacy for independent language learning (ISE); ISE influences their self-efficacy for instructional strategies (TIS) as well as their strategies for engaging students (TSE) which also influences their TIS. The interview data lent support to the survey results. Our findings generated empirical evidence regarding how to provide effective TPACK training in corpus technology to empower our student teachers to improve their independent language learning and teaching self-efficacies within teacher education programmes.

16:00-16:25

70265 | Analyzing the Success of Classroom Observation and Teacher's Attitudes Towards Constructive Feedback

Nawal Mohammed Abuzwaid Alhasan, Qassim University, Saudi Arabia

Raees Unnisa, Qassim University, Saudi Arabia

Aqueela Ambreen Syeda, Osmania University, India

Ateeqa Sana Syeda, University of Portsmouth, United Kingdom

Classroom observation (CO) has always been an effective measure to assess teacher performance and learner development. According to Wragg (1999), a growing need to systematize education has been noted, due to which CO has now become far more popular than it was in the past. CO not only helps towards developing teachers' professional skills, but also provides a framework for consistent teacher evaluation. This standardized appraisal is practiced at every stage of a teacher's career. In recent times, more and more importance is given to the process of CO, setting it as a benchmark for professional development (PD). The existing data about the dispositions of both the observers and the observees pertaining to PD and the role of CO feedback is insufficient. This study, therefore, seeks to gain an understanding of both the observer's and observee's stance on the CO process and feedback. For the accomplishment of the proposed research, educators from different backgrounds will be interviewed to assess their perception of feedback and whether, in their opinion, COs play the acclaimed role in measuring teacher efficiency and triggering PD. The following questions guide the study: 1. In the opinion of the observers and observees, to what extent do teachers demonstrate an acceptance of feedback following classroom observation? 2. In the opinion of the observers and observees, what strategies can be employed to ensure the success of the purpose of CO and feedback? 3. In the opinion of the observers and the observees, does feedback impact their teaching and PD?

16:25-16:50

71694 | Adult Students' Perceptions of Studying English in Face-to-face, Online, and Blended Modalities

Tatiana Ginzburg, University of Latvia, Latvia

Linda Daniela, University of Latvia, Latvia

Questions about which modality offers the most effective way of teaching remain especially important for adult educators, since adults have conflicting demands on their time and need to see the value of training. This research is centred around three cohorts of students taking courses in English as an Additional Language (EAL) of the same content and volume at Riga Technical University (RTU) Riga Business School English Language Center (RBS ELC) in Latvia. The students are RTU faculty, and their studies were funded through an EU project. The training was organised over several academic years, and as the result of COVID-related restrictions, the courses were delivered in three different modalities: face-to-face (F2F), online, and blended. The research addresses the following question: What is the impact of a course modality on the perceived learning effectiveness in an additional language course for adults? The research uses a quasi-experiment as a type of sequential mixed method. Relative perceived effectiveness of each modality is drawn from a combination of student evaluation of teaching (SET) and delayed semi-structured interviews with several students. The latter focuses on students' experience in and beyond the course, as well as their opinions as educators on teaching via different modalities. SETs comparison reveals no significant differences in results among the three modalities; however, interviews indicate a preference for the blended learning. At the same time, SETs of RBS ELC students who pay tuition fees show a distinctive preference for a blended modality.

16:50-17:15

72357 | *Language Knowledge for Reading Teachers: Its Importance and How to Assess it*

Rashed Alqahtani, Prince Sattam bin Abdulaziz University, Saudi Arabia

Language knowledge is central to becoming a proficient reader. Phonological, morphological, and orthographic knowledge are vital for fluent decoding, whereas vocabulary and syntactic knowledge are important for sentence and text-level comprehension. Numerous studies have shown the importance of providing students with explicit reading instruction that target these domains. To provide this instruction, reading teachers should have sufficient knowledge of these aspects of language. Teacher knowledge strongly predicts student reading performance. Improving reading teachers' language knowledge often leads to significant reading gains in students' reading performance. This paper will present the literature defining aspects of language knowledge for reading teachers, how it is assessed, and how to improve it. The paper is based on a systematic literature review of the relevant studies conducted during the past 30 years. The paper will discuss the major findings and delineate the future directions for researchers and policymakers involved in teacher education.

09:30-11:10 | Room B09

Sunday Onsite Presentation Session 1

Ethnicity, Difference, Identity

Session Chair: Sara Zamir

09:30-09:55

70062 | *Change and Continuity: Identity Crisis of Tripuri-Bengali Community in The Mystic Mountain and Other Select Texts*
Madhumita Chakrabarty, ICFAI University Tripura, India

The former princely state of Tripura and its history stands different than other Bengali state like West Bengal. Their complex dynamics of belonging has been relegated to the margins until very recent times. There are various literary works which focuses upon the upheavals of Bengalis belonging to West Bengal or those who took refuge in West Bengal, but the situation of Tripura Bengalis is very less known. Hence The introductory segment of the paper might highlight the facts related to Tripura Bengalis, their arrival, and their stories of settlement. However, the purpose is to examine an epistemological study of history, the entire process of partition, their memories of lost home, and their settlement in Tripura. Partition was treated as an unwanted anomaly in the narrative of the otherwise successful national movement. It is the 'human dimensions' of the partition and its consequences on Tripuri-Bengalis has been taken up in the current Study. The Bengali population of Tripura still are struggling to define their identity, reflecting on the constant oscillation between past and present, amidst change and Continuity. The human cost of the multiple migration in Tripura and its impacts will be attempted to redefine and explore through the concepts of ethnographic approaches, textual analysis and diaspora studies. The texts taken up by the researcher include : The Mystic Mountain-An anthology of Tripuri-Bangla Poetry, Deshbhagter Golpo: Tripura, a collection of short stories focusing on Nostalgia, Identity-crisis and Collective Trauma.

09:55-10:20

71816 | *Exploring a Paradox: Text-Art for the Matriarchal Mosuo Culture – Which has no Written Language*
Lulu Ao, Loughborough University, United Kingdom

This paper presents a case study of contemporary text-art in the context of the Mosuo culture, a unique matrilineal society in southwestern China without a written language. The study draws on ethnographic research methods, including participant observation, interviews, and studio practice, as well as the author's knowledge of the traditions of text art in the West and China. The paper is divided into two main parts: a discussion of Mosuo culture and related literature, and a discussion of the author's text-art works, including the process of conceptualizing, making, installing, and evaluating them. The text-art works discussed in this paper are based on the Mosuo language and the unique culture it represents. By selecting and visualizing seemingly insignificant phrases from the daily lives of Mosuo people using the International Phonetic Alphabet, the author creates "sculpture/installation-like" visual art pieces that not only showcase Mosuo language and culture but also transform the viewer's reading experience. The paper concludes with the author's studio work Mosuo Language (2022), a selection of a phrase using the International Phonetic Alphabet for visual presentation. This work breaks new ground in the field of contemporary text-art, as there have been few previous attempts to visualize a language that lacks a written form. This case study establishes a praxis for future research initiatives of text-art and highlights the potential for text-art to convey cultural and linguistic diversity.

10:20-10:45

72870 | *Practice-Based Auto-Ethnographic Research on the Self-Identity and Cultural Integration of the UK-Based Cantonese*
Yuran Lin, University of Wales Trinity Saint David, United Kingdom

Distance is no longer an obstacle in today's world due to the progression of globalization and civilization. An increasing number of Cantonese people are deciding to uproot their lives and move away from the "Home" in which they were raised to study, live, and work in the UK. No matter what brought them to the UK, the fact that they will be living in a cultural and linguistic context that is foreign to them will undoubtedly cause them a variety of difficulties. These challenges include, but are not limited to, language barriers, cultural differences, and discrimination. With the use of personal narratives, observations, autoethnography, and interviews, the objective of this research is to analyze the experiences of Cantonese people residing in the UK in connection to their personal identity. The study is both auto-ethnographic and ethnographic. The purpose of this study is to document better and present the fact that there are generations of Cantonese people who have been working overseas, who have to accept many linguistic and cultural differences in order to survive. Of course, this part of the study involves different groups of people in the study, including students, workers, and immigrants in Cantonese. Practice-based creative activity such as documentary photography, video interview and autobiography as the basis for an auto-ethnographic research project on the self-identity and cultural assimilation of Cantonese people living in the UK.

10:45-11:10

69687 | *The Manifestation of Collective Memory of Israeli – Arabs by Bilingual Children's Books Written in Arabic and Hebrew*
Sara Zamir, Achva Academic College and Ben-Gurion University, Israel

The collective memory is a collection of representations of the past held by a particular community. National collective memory focuses, inter alia, on examining the ways in which national groups remember their past through processes of recollection and forgetfulness, and the analysis of the significance, magnitude and meaning of those memories. Using the method of content analysis, the aim of this current research has been to identify the Israeli-Arabs collective memory in bilingual books written in Arabic and Hebrew and explain its significance for Israeli-Arabs living in Israel. Although it seems that the children books aspire to convey collective memory in accordance with a naïve perception of the reader, reviewing the bilingual children's literature suggests that those bilingual books contain very intense forms of collective memory. The main finding of this research has been that most narratives set vivid images in the child's collective memory that are connected to the idea of the Nakba – The Palestinian catastrophe.

11:25-12:15 | Room B09

Sunday Onsite Presentation Session 2

Overcoming Challenges in Youths

Session Chair: Wiwin Wiwin Windiana

11:25-11:50

71949 | *Challenges Facing Social Workers in Child Protection in Oman*

Amjad Alhaj, Sultan Qaboos University, Oman

The progress and development of societies is measured by the extent of attention to children and the provision of services necessary for their proper development. Therefore, previous studies that dealt with this topic varied from various angles and perspectives. Many of the results of recent studies and research indicated an increase in phenomena and problems that affect the development of the child. Therefore, the current study highlights challenges that social workers face in the field of child protection in Oman. The study relied on the descriptive approach using the questionnaire tool, which included two axes. The first includes the basic data of the participants, while the second axis was about the challenges in the field of child protection. A random sample was taken from a study population of social workers in the various ministries and institutions of governorates of Oman. The sample number was 110 participants, with 68.2% females and 31.8% males. The results indicated that the most challenge for social workers in the field of child protection was that their roles and tasks come after the legal and medical professions. This indicates that there was a lack of awareness about the role of the social workers in dealing with child protection. The study suggests that there is a need to conduct educational workshops on the correct ways to deal with children in order to protect them from any forms of violence.

11:50-12:15

71769 | *The Challenges and Opportunities of Underprivileged Urbanized People in Accessing Education: Case Study in a Metropolitan City of Indonesia*

Wiwin Windiana, Indonesia International Islamic University, Indonesia

Syauqi Asfiya, Indonesia International Islamic University, Indonesia

Urbanization is one-factor influencing poverty in Indonesia's major cities. Urbanization is when the migration of residents from villages to cities to improve their standard of living and try their luck in the city. However, many urbanized people who move from villages to cities need more education and specific skills. As a result, they need help finding easier and more decent jobs, even though cities provide more jobs. This condition caused many underprivileged urbanized people to end up as underprivileged, such as street people busking at red lights and on the streets. This research aimed to examine the challenges and opportunities faced by underprivileged urbanized people in Depok, a metropolitan city of Indonesia in accessing education. The research used a qualitative case study approach. The participants in this study are urbanized people who move from villages to Depok city but end up being underprivileged. Furthermore, the researcher used an interactive data analysis by Morse (1994), comprehending, synthesizing, theorizing, and recontextualizing. The findings of this study are expected to provide a true picture of urbanized people and underprivileged people's education. The results showed that the underprivileged urbanized people in Kampung Lio, Depok face several challenges in fulfilling their education, such as difficulty enrolling their children in public school and paying school fees. Besides their opportunities to access education, they are already aware of government assistance, such as KIP and KDS programs, which allow them to pay their children's tuition fees with LKS money.

14:05-15:20 | Room B09

Sunday Onsite Presentation Session 3

Media Arts Practices

Session Chair: Aaron Goodman

14:05-14:30

70239 | *Reimagining Alternative Media in the Digital Age: A Critical Review of Social Media as an Alternative Media for the Subalterns*
Jakubani Nkuna, University of South Africa, South Africa

Social media has revolutionised communication, giving end-users the freedom to produce and consume media products. Thus social movements all over the world have mobilised the power of social media as these platforms enable communities to report on their issues in their way. The article examines the extent to which social movements within South Africa use social media as an alternative media to challenge the dominant narrative. This article will use critical theory to explore the pitfalls and potentials of using social media as an alternative media. The article employs a qualitative methodology in the form of social media analysis of the Facebook pages of the selected social movements such as Abahlali baseMjondolo, Equal Education, the Landless People's Movement and the Unemployed People's Movement. In addition, in-depth interviews with the key leaders of the abovementioned social movement were conducted. The findings indicate that whilst social movements are using social media to report on their own issues, the ideological conception of social media is limiting its alternative role. In this case, the social movements that use social media as their alternative media are often impeded by subtle censorship, low visibility, the digital divide and the lack of capital. This effectively means that while the selected social movements have done well to create an alternative and relevant media for their community, the potential for counter-power is still circumscribed by mainstream media, which sets the agenda of inclusion and exclusion.

14:30-14:55

72274 | *Anthropocentrism vs Ecocentrism: Media Representation of Stray Animal in Turkey*
Aysun Akan, Izmir University of Economics, Turkey

In Turkey, stray animals are a significant problem. It is estimated that there are more than 10 million stray animals in Turkey. Homeless animals are at constant risk of starvation and being harmed by humans. Occasionally, however, ganged dogs attack and injure humans, and there are a few instances of fatal dog attacks. These incidents strengthen the position of animal-hating organisations that advocate for animal-free streets and they poison cats and canines. While dozens of animal rights organisations and individual volunteers work to feed and protect stray animals, fight for the rights of animals, and advocate for animal welfare, authorities continue to ignore the issue. Both mainstream and social media serve to exacerbate this polarisation. In this presentation, critical discourse analysis will be applied to media samples that propagate a dangerous anti-animal anthropocentric attitude that endangers the lives of tens of thousands of cats and canines.

14:55-15:20

68741 | *Collaborative Oral History, Podcasting, and Graphic Illustration With Peer Harm Reduction Workers*
Aaron Goodman, Kwantlen Polytechnic University, Canada
Caitlin Burritt, University of Victoria, Canada

This presentation will highlight an innovative and collaborative study aimed at amplifying the voices and experiences of harm reduction workers, known as peers, who work at the frontlines of the ongoing toxic drug supply crisis in British Columbia (B.C.), Canada. The project draws on community-based participatory research (CBPR), community-centered journalism, oral history, podcasting, and graphic illustration. The project is timely and important because more than 30,000 people across Canada have experienced fatal overdoses since a public health crisis was declared in 2016. Peers play a critical role in helping to save lives and reducing harms in this unfolding situation that has affected virtually every community in Canada. The study engages peers in remote conversations and invites them to share details about work-related stressors, which include precarious employment, financial insecurity, and trauma as a result of continually witnessing fatal overdoses, and more. Their testimonies challenge journalism narratives that stigmatize people who use drugs (PWUD), individuals who experience fatal overdoses, as well as their loved ones. These narratives will be disseminated with the public as part of a podcast, and student researchers specializing in Fine Arts are creating graphic illustrations in order to creatively communicate their experiences. This study is led by Aaron Goodman, Ph.D., faculty member in Journalism and Communication Studies at Kwantlen Polytechnic in Surrey, B.C. Eight student researchers are involved in the project. They are facilitating oral history interviews with peers and making these testimonies available to the public by producing a podcast and creating graphic illustrations.

15:35-17:15 | Room B09

Sunday Onsite Presentation Session 4

Language, Linguistics

Session Chair: Hijab Alqahtani

15:35-16:00

72502 | *The Jizani Arabic in Saudi Arabia: Communication Accommodation and Attitudes*
Samah Alsufyani, University of Southampton, United Kingdom

The study attempts to examine the communication accommodation behaviours of Jizani speakers living in Riyadh-Saudi Arabia (SA). It seeks to document the existence of certain phonological and morphological phenomena in the speech of Jizani informants in intergroup and intra-group interactions with Najdi speakers: people living in Riyadh, the centre of SA. It also aims to determine the attitude of Jizani and Najdi speakers towards the Jizani variety. Riyadh and Jizan are different in the spoken variety produced by each speech community. Najdi Arabic is classified as a prestigious variety, whereas Jizani Arabic spoken in the south-west of SA is negatively stigmatized. The study comprises participant observation, the Matched-guise technique (MGT), and semi-structured interviews. A corpus of the Jizani accent was collected from 8 rural and urban female Jizani speakers in their interactions with 4 female Najdi speakers through participant observation. The corpus was analysed impressionistically using Praat. The MGT was applied using a Likert scale where 105 participants of both groups Jizani and Najdi listened to voice samples representing Jizani and other Saudi accents. Participants were interviewed to gain more details regarding their overt attitudes towards the Jizani accent. The findings reveal that the length of residence impacts the degree of convergence and divergence to the Najdi speakers. Participants who live in Najd for less than 10 years maintain their linguistic features. The findings also indicate that rural Jizani speakers negatively stigmatized the Jizani accent when spoken in Riyadh.

16:00-16:25

71081 | *Translating Dube's Insila kaShaka Into English: Literal or Free Translation?*
Erick Nzimande, University of South Africa, South Africa

The controversy around whether to adopt the literal or free translation approach when rendering a piece of text has characterized the field of Translation studies from as early as the 1950s to present. In the 1950s and 1960s the approach was influenced by the type of text being translated as well as the languages involved in the translation process. From the 1970s onward, several factors began to influence the translation process, including culture, the purpose of translation, the intended audience, etc. The aim of this study is to investigate and compare the approaches adopted by translators of the two English translations of the isiZulu novel *Insila kaShaka*. The first translation was produced in 1951 and the second in 2017, and therefore the aim is to compare whether the translators of the two versions adopted a similar approach, given the huge time period gap in between the two translations. The study adopts the Equivalence-based approach as its theoretical underpinning. This approach views translation as an activity in which equivalence (either in words or meaning) should be sought. The corpus-based method is used for data analysis and interpretation. The findings reveal that the translator of the first version adopted the free approach whereas the translators of the second version maintained some balance in the use of literal and free approach. Therefore, the findings indicate that several factors might have influenced the choice of the approach, including languages involved and culture.

16:25-16:50

72670 | *Growing Strong and Hearty: Translations of A Christmas Carol and the Shifting Understanding of Health in Czechoslovakia's History*
Eva Spisiakova, University of Vienna, Austria

This paper bridges the fields of Critical Disability Studies with literary translation through an investigation of how the juxtaposition of health and disability shift across temporal and spatial borders. In particular, it asks how different socio-political agendas and changing legislation impact the way disability is replicated in translated texts, and how the ever-evolving conceptualisation of what constitutes a "healthy" body reflects on translation norms. The focus of this investigation is Charles Dickens' short story *A Christmas Carol*, and its central character Tiny Tim. Created as the antithesis to Scrooge, the protagonist whose worldview is heavily influenced by Malthusian theories of overpopulation, Tiny Tim and his disabled body are the epitome of the victim-centric conceptualisation of virtuous illness typical for Victorian England. The thirteen Czech and Slovak translations of the story replicate some of these stereotypes, but are also inevitably influenced by the momentous changes the two countries underwent in the past century; from the progressive First Republic era between the two world wars, through four decades of Communist totalitarianism, to the Velvet Revolution and the present-day age of political freedom and democracy. A comparison of the different versions of *A Christmas Carol* published during these contrasting time periods will be the basis for the paper's exploration of the changing language describing Tiny Tim's disability, and aid in answering the question of whether there are correlations between a shifting socio-political landscape and the conceptualisation of "normal" human bodies.

16:50-17:15

70510 | *Euphemism in Saudi Slang, an Attitudinal Survey Study*
Hijab Alqahtani, Imam Mohammad ibn Saud Islamic university (IMSUI), Saudi Arabia

This study explores some common euphemistic expressions in the Kingdom of Saudi Arabia (KSA). It seeks to unleash to what degree are Saudis familiar with them and to what extent do they use them? KSA is a spacious country with an assortment of dialects, thus any socio-linguistic research tackling slang is carried out with great meticulousness. One encouraging factor, however is that Saudi are comparatively religious, and descent, and consequently tend to employ euphemisms quite often. Several research papers have tackled taboos in KSA, but most of them were contrastive to or comparative with British English or American English. Some of them handled standard euphemistic expressions in classical Arabic. This humble study is unique in dealing with selective euphemism in Saudi slang through a survey that was devised to measure peoples' degree of knowledge as well as usage of such expressions. After analyzing the questionnaires, we have been able to draw several attitudinal results most important of which is that Saudis nowadays are pretty much acquainted with euphemism in their language and that they are inclined to employ it in their everyday situations wherever appropriate. The population of this study belongs to Al Riyadh region or what we might call "Najid". As the heart of KSA, this region has been always polarizing Saudis from various parts, and yet it is highly recommended that similar studies be taken up in different parts of KSA so as to pinpoint regional variations.

09:30-11:10 | Room B17

Sunday Onsite Presentation Session 1

Political Science, Politics

Session Chair: Rita Kiki Edozie

09:30-09:55

72264 | *Georgia and NATO: A Democratic Framework for Responding to the Totalitarian Information Space*
Alexander MacDonald, National Dong Hwa University, Taiwan

Marked efforts to spread disinformation within Europe and NATO-allied nations has risen, not coincidentally, alongside a rise in totalitarian and neo-imperial ambitions and rhetoric from the Russian Federation. Although Georgian political leaders and NATO have both worked independently to pushback against totalitarian narratives in the information space, the Substantial NATO-Georgia Package (SNGP) has not explicitly aimed to intertwine Georgian leadership, voices, and experience in resisting totalitarian narratives. The limited inclusion of Georgia in NATO-allied information space exercises or frameworks is a missed opportunity to create a larger joint-framework that resists anti-democratic narratives across NATO-nations, and the larger democratic world as anti-democratic forces often align in spreading totalitarian messaging aimed at undermining democratic-institutional integrity. This paper presents a conceptual understanding of the totalitarian information space as totalitarian-institutions' advances to undermine the *vita activa* of the democratic information space, analysing specifically the way totalitarian narratives undermine the free exchange of information as knowledge, process, and a thing. Building off this conceptual understanding, this paper then analyses the SNGP regarding Georgia's information space capacities and proposes a theoretical and practical model for including Georgia in combatting totalitarian information space advances. The theoretical model pursues identifying the typology of threats from a threat-analysis model, focusing on totalitarian narratives utilised. The practical model then assesses the SNGP and related training implemented since the document's release against NATO's 2022 capability framework for fighting disinformation to identify weaknesses and propose a triad-defence model which covers current gaps in the SNGP.

09:55-10:20

70046 | *Indonesian Young Muslim Voters and Their Views on Political Islam*
Bobi Arisandi, Universitas Islam Internasional Indonesia, Indonesia

Although politics is normatively directed by logical preferences, the empirical evidence shows that politics is derived from emotional or personal choices, particularly regarding religious identity. Political identity that is referred to political Islam is an important case to discuss, since Indonesia is one of the most Muslim populated countries in the world. This research is conducted because there is rarely research in exploring the perspective of Indonesian Muslim voters towards political Islam. This research examine the 167 participants who are Indonesian young Muslim voters spread in urban and rural areas in both Sumatra and Java Island. The research used mixed methods as a means to prove the hypothesis and answer the research question. A non-probability method with purposeful sampling techniques is used in this research. Based on the data finding and analysis, it is found that Indonesian young Muslim voters prefer post-Islamism associated with political Islam compared to Islamism. Although more than 70% of the respondents agree with sharia'ization. Furthermore, the post-Islamism group in the research disagree with the establishment of an Islamic state due to tolerance issues.

10:20-10:45

70026 | *Counter Imaging: A Political Myth-making Strategy by South Africa's Main Opposition Parties During Local Government Elections*
Mopailo Thatelo, University of South Africa (Unisa), South Africa

This study argues that visual images of political television advertisements in the 2021 South African local government elections possess an underlying counter myth. However, the main problem of this paper argues that counter-imaging as a type of political myth in political television advertisements is an under-researched topic. There are different types of political myths. These myths are ideological and are inherently subjective, and subliminally constructed to either legitimize and/or delegitimize political issues and/or actors. This paper focuses specifically on the counter myth as the theoretical framework. Counter myth uses counter-imaging strategies to construct a political image, set a political agenda, generate a discourse, and create identities and representation. The research method adopted in this study is based on discourse mythology analysis, primarily seeking to interrogate underlying political myths of the selected visual images of the determined political television advertisements of South Africa's main opposition parties, namely the Democratic Alliance (DA) and the Economic Freedom Fighters (EFF). The findings of this article reveal that the selected visual images strategically delegitimize the ANC-led government.

10:45-11:10

72600 | *Africa's 21st C Regional Security Internationalism and the Russia-Ukraine War*
Rita Kiki Edozie, University of Massachusetts Boston, United States

In 2022, speaking at a joint news conference with German Chancellor Olaf Scholz in Dakar, in his capacity as the then chairman of the African Union (AU), Senegal's President Macky Sall said he would visit Moscow and Kyiv to broker "peace through dialogue between the two sides" of the Russia-Ukraine War. Stating what has come to be known controversially as the "African neutrality" position, Sall stated, "We do not want to be aligned on this conflict, very clearly, we want peace....Even though we condemn the invasion, we're working for a de-escalation, we're working for a ceasefire, for dialogue ... that is the African position." Sall's statements on a most recent global security crisis – the Russia-Ukraine War – suggests three important insights for African global affairs. First, there is the fact that Sall, a Senegalese president, speaks on behalf of Africa as the African Union (AU) president in 2022 and articulates an "African [global] position". Secondly, the statement speaks to an important subtext about an emerging characteristic of African politics and affairs – that there is a united African continental foreign policy approach to global security and conflict resolution that emphasizes "political solutions, diplomacy, dialogue, and peace mediation". Using the African Union's foreign policy neutrality stance on the Russia-Ukraine War and historical insights from the Ezulwini Consensus Common African Position of 2008, the paper will present a template theory of African international conflict management and security relations. Presented as renewed regional political action advanced by African nation-states, convened through the institutionalism of the AU, this theory that we refer to as regional internationalism underscores a pattern and trend for African international engagement in the 21st C.

11:25-12:40 | Room B17

Sunday Onsite Presentation Session 2

Educational Technologies

Session Chair: Iris Cristina Peláez-Sánchez

11:25-11:50

70272 | *Assisting Language Teaching at the Crossroads of Didactics and Second Language Acquisition*
Sarra El Ayari, French National Center for Scientific Research, France

We are presenting a work based on an online tool for assisting language teaching. The platform that we designed is part of the research project Sarramanka which aims to develop free tools for teachers allowing them to provide pedagogical material as well as gathering data for future researches. Our aim here is to design a tool helpful in class for students as well as for teachers in order to draw a bridge between teaching and research, between didactics and second language acquisition. Exercises can be generated by the teacher, independently from the language that is taught. The productions of the students are stored into a database, and therefore are accessible afterwards to generate statistics and graphs of progression automatically. The tool focuses on interoperability, hence the data can be exported in different formats such as CSV and XML. We will illustrate functionalities through examples based on collaborations with teachers. We also provide features based on gamification methods, such as winning points, achieving levels and earning badges in order to make the exercises interactive and enhance the students motivation. It is highly customizable and can be used for any language. It is designed to be used in conjunction with the input from the teachers in order to help the memorization process of the students, by reviewing the lesson through related exercises. This project is open to any teacher who would like to use it and help us develop more functionalities that could be useful for the TESL and SLA communities.

11:50-12:15

71647 | *Exploring the Integration of Sociocultural Theory and Self-Determination Theory in Blended Learning: Implications for Language Education*

Zihe Wu, University of Malaya, Malaysia
Huzaina Abdul Halim, University of Malaya, Malaysia
Mohd Rashid Mohd Saad, University of Malaya, Malaysia

Blended learning, which combines traditional classroom teaching with online learning, is a popular educational trend. This study explores the integration of Sociocultural Theory (SCT) and Self-Determination Theory (SDT) in blended learning environments to enhance language learners' motivation, autonomy, and learning outcomes. This article provides an overview of blended learning in second/foreign language contexts, followed by a discussion of the key concepts and principles of SCT and SDT. The challenges and opportunities of integrating these theories in blended learning environments are examined, and potential research directions are suggested. The study concludes that integrating SCT and SDT in blended learning environments can significantly enhance language learners' motivation, autonomy, and learning outcomes. This study provides a theoretical framework for educators to design and implement effective blended learning environments for language education. The findings of this study inform policymakers and educational leaders of the potential benefits of integrating SCT and SDT in blended learning environments for language education. Teachers and educational psychologists can use the recommendations of this study to design effective blended learning environments that promote learner motivation, autonomy and learning outcomes in language education.

12:15-12:40

70342 | *Digital Gender Gap at the High School Level: The Case of Computer Technicians in Mexico*

Iris Cristina Peláez-Sánchez, Tecnológico de Monterrey, Mexico
Carlos Enrique George-Reyes, Tecnológico de Monterrey, Mexico
Leonardo David Glasserman-Morales, Tecnológico de Monterrey, Mexico

The gender gap has generated inequalities in women due to barriers that limit their progress and participation in various areas of their lives. Barriers and inequalities that limit women within the digital world have been identified, generating a fracture called the digital gender gap. This phenomenon can be maximized or decreased depending on diverse factors such as education or digital skills. In this regard, a lack of aspirations to enter scientific and technical education among young people has been observed due to this digital fracture. The complexity has been evidenced in young women underestimating their digital abilities and having a technophobia that directly limits their interaction within the digital world. This study presents the results of the level of digital media literacy among male and female students (men=73, women=44, and non-binary students=7) with professional technical training in upper secondary education in Mexico and their training process through a quantitative analysis. The study identified that male students had a higher level in the three dimensions of digital literacy and had a positive perception regarding their educational training within their institution. However, women with a similar perception regarding their training demonstrated a lower level of digital literacy.

13:40-15:20 | Room B17

Sunday Onsite Presentation Session 3

Culture and Language

Session Chair: Thanu Thodthankhun

13:40-14:05

72006 | *Redressing Indigenous Languages' Instruction: A Case of South African Education System*
Cordelia Nkwinika, University of South Africa, South Africa

The dawn of democracy in South Africa saw drastic changes and challenges in the curriculum for the Further Education and Training phase. Among such changes and challenges were the training of current educators so that they can be able to implement the new curriculum which was aimed at replacing the Apartheid Education system's curriculum. To address the situation educators were expected by the DBE to attend crash courses for shorter periods during school holidays and to continue with teaching when the schools re-opened. This article is aimed at redressing the teaching and learning of South African indigenous languages at selected schools which were visited in some Education Districts in Mpumalanga, Eastern Cape, and Gauteng provinces by the University of South Africa's Department of African Languages' Community Engagement Team. The findings are indicating that all these changes and challenges have been affecting both the teaching and learning of South African indigenous languages in many schools. Again, it can be noted that there was lack of readiness and preparedness on both the Department of Basic Education (DBE) and the educators. Some challenges encountered during these visits are highlighted. The qualitative approach will be used, and the Realist evaluation underpinned by philosophical assumptions is applied.

14:05-14:30

71750 | *Representation of Cultural Values in EFL Textbooks for Kazakhstan*
Gulzhana Kuzembayeva, K. Zhubanov Aktobe Regional University, Kazakhstan
Sayat Boribayev, K. Zhubanov Aktobe Regional University, Kazakhstan

In a globalized world with a variety of diverse cultures brought closer together, mutual understanding and effective interaction have gained importance. These issues are addressed in the EFL setting, aimed at developing intercultural communicative competence – the ability to communicate effectively across cultural boundaries. EFL learners need to acquire knowledge about the target language community in order to later consider their own culture. This study explored the representation of surface and deep culture elements of Kazakh and target language cultures in the EFL textbooks used in Kazakhstani primary schools. A quantitative content analysis of three EFL textbooks was employed in the study. The data gathered was used to create a set of categories, measuring the representation of cultural values. The results indicated that there was a difference in the representation of Kazakh and target language culture in the EFL textbooks. The Kazakh cultural values were provided with a larger number of examples and a more detailed description. In contrast, the target language culture was less prominently featured, with fewer examples and descriptions. This study provides a valuable insight into the cultural content of the EFL textbooks for Kazakhstan. It is hoped that the study findings will lead to a greater understanding of the importance of both native and target cultures representation in EFL and developing of effective EFL textbooks in the future.

14:30-14:55

71583 | *Between Nationalism and Globalism: Framing the Risks of COVID-19 Vaccines*
Ming Liu, The Hong Kong Polytechnic University, Hong Kong

Although COVID-19 vaccines were regarded as the most effective means of controlling COVID-19, the risks of COVID-19 vaccines also contributed to widespread vaccine hesitancy in different countries at the early stage of the pandemic. Since news media play a crucial role in shaping public understanding of COVID-19 vaccines and developing their vaccine literacy, this study gives a cross-cultural comparative study of the particular ways of framing the risks of COVID-19 vaccines in the US, Hong Kong, and Chinese mainland. The primary purpose is to reveal their preferential ways of framing COVID-19 vaccine risks and the underlying socio-cultural factors. This study collects all the news reports concerning COVID-19 vaccines from 1 January 2020 to 30 September 2021 from three newspapers: New York Times from the US, South China Morning Post from Hong Kong, and China Daily from Chinese mainland. They are built into three comparable corpora. This study combines the theory of risk frames with corpus linguistic methods to propose an integrated analytic framework for the analysis of risk framing in news discourse. The findings suggest that the three newspapers vary in their preferential ways of framing the risks of COVID-19 vaccines, which can be further explained in terms of the different social, political and cultural background of the three countries and regions. It is hoped that this study can contribute to a better understanding of cross-cultural COVID-19 vaccine communication and the enhancement of vaccine literacy in the world.

14:55-15:20

71001 | *The Use of Word in Thai Language in "Viral" Communication of Thai People in the Present Era*
Thanu Thodthankhun, Rajamangala University of Technology Suvarnabhumi, Thailand

The purpose was to study the use of words in the Thai language in "viral" communication of Thai people in the present era as the collection of information on the use of words that appears on viral social media and compares the use of viral words with the use of correct words in Thai language principles as a model for using appropriate language to be able to communicate and understood in society in the future. The method used in this study was document studies, i.e. researching academic documents and searching for messages from viral social media during 2021-2022. Findings found that the use of Thai words in "viral" communication of Thai people in the present era is the use of language without regard to accuracy, i.e. using words that do not match the correct meaning but represent some situation, using improper words, using informal or colloquial words with the correct spelling according to the context of the word. Furthermore, unclear use of words was also found, i.e. using implied words and using slang words whereas using vague words was not found. From this linguistic phenomenon, it is common for people to use language in society but it also gives us a perspective on the use of language in a fast-paced dimension. Such usage was applied quickly and disappeared quickly as well. It is undeniable that technological media has a significant effect on the process of using this form of language.

15:35-17:15 | Room B17

Sunday Onsite Presentation Session 4

Social, Political and Community Agendas in the Arts

Session Chair: Diane Derr

15:35-16:00

72971 | *Documentary as an Approach: Adapting to the (Big) Details*
Ana Clara Roberti, University of Porto, CITCEM / FLUP, Portugal

The valorisation of everyday life through the ethnographic documentary is a premise of the Island City project (2015-2020). The focus was to look at historically stigmatised, socioeconomically vulnerable populations who live in the urban core but are somehow isolated by the very city they inhabit. In Porto (Portugal), several social housings and "islands" are being requalified and repopulated, driven by social, political and economic issues, in a complex transformation process for their traditional residents, who have little or no control over it. This study has followed some of these transformation processes through the perspective of the residents of these places, taking into account the subtleties of life: the small details present in these traditional ways of life compose the big pictures of meaning in the face of the ongoing changes. In this project, the (film) camera is not only a tool for capturing images but an intrinsic element to problematise and approach the subject of study. It has contributed to a dialogical and immersive approach to various urban spaces, identifying and understanding the meanings constructed by its residents over time. In this study, this principle is a strategy to avoid approaching the other(s) as objects of consumption (often exoticized). We will present the results of this research, hoping to contribute to a broader reflection.

16:00-16:25

71760 | *Exploring Cross-Cultural Understanding Through Chinese Paper-Cutting: An Observational Study in Welsh Communities*
Wenxia Jia, Fujian Jiangxia University, China

In the contemporary globalized world, cross-cultural communication has become a subject of widespread concern, with cross-cultural understanding being a key component. Traditional folk art and cultural heritage can be potent vehicles for promoting cross-cultural understanding. This research seeks to explore how the art of Chinese paper-cutting can be utilized as a medium for cross-cultural communication. As an educator and scholar of culture studies and communication, with prior experience in field research on Chinese paper-cutting in Zherong, Fujian province, the author aims to investigate this subject by delivering paper-cutting education and practice workshops in Swansea, Wales. Through a series of workshops, seminars, and exhibitions in local art galleries, including the learning of the history, storytelling techniques craft skills of Chinese paper-cutting, this research intends to explore the experiences and reactions of Welsh communities and individuals to this exotic art form. The research will employ a combination of observational research and narrative interviews with participants to collect data and analyze the impact of Chinese paper-cutting on participants' cross-cultural understanding. The findings of this research will contribute to a deeper understanding of the role of traditional art in promoting cross-cultural communication and will provide insights into how cultural heritage can be utilized to enhance cross-cultural understanding, especially in the context of everyday life practices. This research aims to address the gaps in knowledge regarding the capacity of regional cultural heritage and traditional arts in enhancing cross-cultural communication, and hopes to contribute to the academic discussions in the fields of art and humanity.

16:25-16:50

72888 | *Sensory Imagination and Immersive Auditory Behavior in the Technological Fantasy*
Yiding Zhang, University of Wales Trinity Saint David, United Kingdom

This article will mainly focus on how sonic arts practice as kind of sensory imagination to the modern human society and analysis the auditory behavior in the immersive environment which based on "technological fantasy" concept by Don Ihde as the most influential contributions to post-phenomenology. The question will be discussed and evaluate that whether we can provide a self-consistency to live in the era of big data and artificial intelligence in the future or not? By analysis it in the critical thinking, I will also introduce at least two possible methods that involving my sonic arts practice include but not limited to Field Recordings, audio-visual works, sound performance or installation/sculpture, and examine how this multi-sensory artwork as the immersive experience has impact audience, and how to shape our perceive of imaginations with political, social, and cultural aspect. Additionally, those methods are based on post-modernism context which I will illustrate into the relationship between my practice and methods. In terms of results, I would like to raise the concern about the meaning of "resistance" in the contemporary society were surrounded by those massive media and big data that we created from the past decades, also as an artist and practitioner, I hope this paper can be a solution which helps us to "break" all the digital border and self-chamber in today. To some extent, it can dissolve the barrier between social and political polarization and extremism caused by the increasingly closed borders of our digital cocoon.

16:50-17:15

72412 | *Bridging the Local and the Global in Creative Research: Qatar as a Case Study*
Diane Derr, Virginia Commonwealth University in Qatar, Qatar

This paper will explore the potential of creative research to foster vibrant connections between local and global ways of knowing and ways of being, using Qatar as a case study. The State of Qatar has experienced rapid growth during the past two decades, transforming its economy from one heavily dependent on oil and gas to one with increasingly diversified investments in education, research, and the arts. While deeply rooted in local cultural heritage, the creative ecosystem comprises a distinctly diverse community fostering dynamic intersections between the local and the global. This paper will focus on key institutional and infrastructural initiatives that Qatar has implemented to advance its creative ecosystem, integrating ideas, approaches, and methods from local and global influences. These initiatives include developments and activations led by Qatar Museums enterprises and educational opportunities in the creative fields led by Qatar Foundation. By examining Qatar as a case study, we can gain important insights into how to cultivate and sustain a dynamic creative ecosystem that bridges local and global perspectives and how such an ecosystem can contribute to a more inclusive and connected world.

09:30-11:10 | Room B07

Sunday Onsite Presentation Session 1

Applied Linguistics Research

Session Chair: **Anthonia Bamidele**

09:30-09:55

72385 | *The Effectiveness of Different Pedagogical Approaches on Improving Post-Secondary Hong Kong Cantonese Speakers' English Intelligibility Across the Globe*

Wience Lai, College of Professional and Continuing Education, Hong Kong

Jane Setter, University of Reading, United Kingdom

Esther Tong, College of Professional and Continuing Education, Hong Kong

Mimi Ng, College of Professional and Continuing Education, Hong Kong

Franco Wong, College of Professional and Continuing Education, Hong Kong

Joseph Lau, College of Professional and Continuing Education, Hong Kong

This study investigates (i) how well post-secondary Hong Kong Cantonese speakers transferred knowledge learnt from (a) a semester-long credit bearing course (with explicit phonetic training) and (b) an Intensive English workshop (without explicit phonetic training), to improving their English pronunciation, and (ii) how listeners in the global context perceived Hong Kong Cantonese speakers' English pronunciation accuracy. Experiment 1 examined 71 speakers' recordings of 71 English academic words before and after taking (a) or (b), known as "pre-test" and "post-test" respectively. Among 188 words pronounced with differences between the two tests, 60% were improved in the post-test, with 2.5% more words improved for (a) than for (b). Experiment 2 assesses the intelligibility of the speakers' pronunciation, with 103 listeners from various L1 backgrounds evaluating 100 randomised sample tokens of the pre-test and post-test recordings using the Qualtrics Online Survey platform. The listeners were first asked to spell the word (accuracy), and then rate how confident they were in recognising the word on a 6-point Likert scale (confidence). Descriptive statistical analyses from 3039 valid responses show that the overall accuracy is 63%, falling to 61% in the post-test. Listeners' overall confidence was 4.18 out of 6 for the pre-test, rising to 4.46 for the post-test. The accuracy in (a) as evaluated by the listener is 15% higher than in (b) while the confidence level is higher in (a) than in (b) by 0.18 out of 6. The results suggest the impact of explicitness and duration of phonetic training on English pronunciation improvement.

09:55-10:20

70030 | *Determinants of Translanguaging Pedagogy Acceptance in Multilingual University Classrooms*

Jubilee Chikasha, University of Johannesburg, South Africa

The 21st century has seen a paradigm shift towards flexible language practices in the classroom. This is against a backdrop where students have been socialised into normative models of language practices that lean towards monolingual practices. Recent research has pointed to the inadequacies of monolingual pedagogies in multilingual classes where the language of teaching and learning is neither the mother tongue nor the first language of the majority, as well as the advantages that come with employing translanguaging pedagogies in linguistically superdiverse classrooms. Findings from these studies are novel, but there is a dearth in literature that explores factors and conditions that would determine the acceptance and take up of translanguaging, thus ensuring smooth and effective implementation of these novel ideas. In this study, I explore determinants of acceptance and take up of plurilingual classroom practices by university students with reference to translanguaging within the linguistically diverse context of Johannesburg, South Africa where the default language of teaching, learning and assessment is English. The study adopted a qualitative interpretive approach where two focus group interviews (each consisting of 20 participants) were carried out with year 2 and year 3 undergraduate students studying towards a bachelor's degree in Humanities. Findings from the study revolve around the following themes: 1) students' attitudes towards languages in their individual repertoires, 2) societal attitudes towards particular languages, 3) language ideologies, 4) conformity and need for belonging, 5) perceived nexus between language, intelligence and socio-economic power, 6) experiences of language use at primary and secondary school.

10:20-10:45

69425 | *Exploring English as the Medium of Instruction from the University Students' Perspectives*

Anthonia Bamidele, University of Technology Bahrain, Bahrain

This study reconnoiters university students across diverse multidisciplinary degree programmes in Bahrain. It presents a background discussion on Bahrain's Higher Education Council (HEC) which was established in 2006 to regulate, promote, and monitor the higher education sector in Bahrain. In view of related literatures, it explores the use of English as the Medium of Instruction within university contexts (Dafouz & Smit, 2014). The emphasis is on the Roles of English as the medium of instruction alongside Arabic, which is the official and national language spoken in Bahrain as well as in the Gulf Region. It addresses the following questions: (1) What English communication skills are prioritised by students for marketplace relevance? (2) How do students perceive the use of English as the medium of instruction at the university level? And (3) What impact does the Roles of English play in enhancing the students' personal lives and professional careers? The study espouses a mixed-method approach, using quantitative and qualitative methods in collecting and analysing the data. It samples purposively about fifty first-year students offering English courses through survey questions, written responses, and audio interviews. The findings for the study identify the 21st-century skills required in today's world as more multinational organisations seem to target bilingual students. Furthermore, it provides possible roadmaps for tertiary institutions to make decisions on programmes based on the future needs, demands, and marketplace values in Bahrain.

10:45-11:10

72423 | *Exploring Self-Regulated Learning with an Online Module on Undergraduate Research Writing*

Steven Yeung, The Chinese University of Hong Kong, Hong Kong

Jose Lai, The Chinese University of Hong Kong, Hong Kong

Molly Tuttle, The Chinese University of Hong Kong, Hong Kong

Carmen Li, The Chinese University of Hong Kong, Hong Kong

As undergraduate students often find research writing challenging, it is of interest to develop self-access materials to support their learning outside of class. This presentation focuses on an online module on research writing that provides relevant resources and language support at a Hong Kong university. These resources include input, exemplars, interactive language exercises and are presented using a gamified approach. This study explores the implementation of this module offered to students that were enrolled in a course on undergraduate research. In addition to the formal instruction provided, these students were invited to learn research writing independently using the module. Drawing on literature on self-regulated learning, we examined how the developers and users perceived the adoption of this approach through interviews and researchers' notes at different development stages. The findings will shed light on how online modules of this nature can be better implemented and how university language learners can be better supported with online self-access resources.

11:25-12:40 | Room B07

Sunday Onsite Presentation Session 2

Approaches

Session Chair: Gabriela Roa

11:25-11:50

71756 | *A Study of the Use of Code-Switching: Functions and Perceptions in a Thai Tertiary EFL Classroom*
Rungsima Jeanjaroonsri, Thammasat University, Thailand

Code-switching, the process of shifting between two languages within the same utterance or conversation, is a common practice among multilinguals. In English language classrooms, code-switching tends to receive a mixed reception. While some educators believe that language learning should be clear of the interference of first language in order to expose students to as much target language input as possible, others contend that bilingual teaching is natural and more effective for teachers and students. From the perspectives of a Thai university language lecturer and his thirty-one students, the use of code-switching in an English foundation course was investigated in this study to see how code-switching was carried out in practice and what effects it had on English as a Foreign Language teaching and learning. Through classroom observations, a questionnaire and semi-structured interviews, it was revealed that code-switching was perceived positively by both the teacher and students and it was used for two main purposes. First, to accommodate language learning by making the target language more comprehensible and, second, to lower students' affective filter by establishing rapport and supportive learning environment. It thus appears that the alternate use of students' first language and the target language can be beneficial in the language classrooms to help promote language acquisition and cordial classroom interaction.

11:50-12:15

72265 | *The Current Situation of Task-Based Language Teaching in Chinese EFL Context: A Scoping Literature Review*
Yangzi Meng, Universiti of Malaya, Malaysia
Huzaina Binti Abdul Halim, Universiti of Malaya, Malaysia

Based on prior research and reviews, Task-Based Language Teaching (TBLT) has been widely investigated and implemented in various language contexts, and studies have found that TBLT can be an effective approach to language teaching, promoting learner engagement, motivation, and communication skills. However, there are still gaps in our understanding of TBLT, particularly its implementation and effectiveness in specific contexts, for example, Chinese EFL context. To address this issue, the author will conduct a five-stage scoping literature review as proposed by Hilary Arksey and Lisa O'Malley (2005) to provide a comprehensive analysis of the current situation and constraints of TBLT implementation in the Chinese EFL context, with a focus on primary and secondary schools as well as tertiary education. This scoping literature review followed a systematic process for identifying and selecting relevant articles, which were published between 2012 and 2022 and included both qualitative and quantitative studies, as well as expert opinions and successful empirical case studies. Overall, this review suggests that TBLT has been widely implemented in the Chinese EFL context and the future of TBLT in China is optimistic, but a weaker version of TBLT may become prevalent in the Chinese EFL context due to the constraints mentioned above. The findings of this scoping review provide insights for researchers, practitioners, and policy-makers on the effectiveness and appropriateness of TBLT in the Chinese EFL context, and contribute to the improvement of EFL teaching and learning in China.

12:15-12:40

72716 | *The Role of Gamification in ESP: Developing Confidence at the Moment of Speaking in English in an EFL Context*
Gabriela Roa, Universidad Alberto Hurtado, Chile

This presentation aims at raising awareness on how the effective applicability of emerging gamified experiences may benefit not only to promote students' interaction in English but also to develop confidence when producing the target language. New challenges for teaching and learning English as a Foreign Language in English for Specific Purposes classrooms have risen when it comes to interacting in the target language. For instance, there is a strong necessity to bridge the gap between the learners' language proficiency and the actual usage of English. Therefore, a pedagogical experience was designed to address gamification key elements and challenges at the moment of tailoring and implementing game experiences in terms of learners' needs, material design and appropriate communicative practices. Consequently, students involved in the experience were able to craft their games through hands-on type of projects and activities in order to foster the development of methodological practical skills. The findings from the intervention evidenced that the gamification teaching strategies implemented succeeded since several tools demonstrated the progress of students regarding their confidence when speaking in English. Attendees will not only explore the potential of a meaningful set of strategies embedded in gamification against current challenges and opportunities in EFL and ESP through critical discussions but also evaluate their feasible implementation to effectively adapt them to learners' needs.

14:05-15:20 | Room B07

Sunday Onsite Presentation Session 3

Educational Technologies

Session Chair: Randa Bou-Mehdi

14:05-14:30

69583 | *The Development Multimedia for Learning to the Achievement of English Grammar for Senior High School Students in Lampung, Thailand*

Fisik Sean Buakanok, Lampung Rajabhat University, Thailand
Pongwat Fongkanta, Lampung Rajabhat University, Thailand

This research is an academic service project for schools in the service area of Lampung Rajabhat University. The objectives of this research were: 1) to development multimedia for learning to the achievement of English grammar for senior high school students to be effective according to the 70/70 criteria. 2) to compare the learning achievement of English grammar by using the average score of 70 percent and 3) to study the senior high school students' studying satisfaction with multimedia for learning. The sample selected by mean of cluster random sampling. The instruments used in this research were: 1) Multimedia for learning on English grammar 2) The test of matching learning and filling words in the blanks with alpha coefficient equivalent to 0.75, discrimination value between 0.27-0.80, and difficulty value between 0.33-0.80 3) the 5-point rating scale satisfaction test of Grade 11 students. The statistics used in data analysis were percentage, mean and standard deviation. The statistics used in hypothesis test was One Sample Group t-test. The results of the study were as follows: 1) The multimedia for learning on English Grammar for Grade 11 students was 71.45/70.50. 2) The achievement of students learning by multimedia for learning on English Grammar was significantly were 73.65 that higher than 70% criterion at the 0.05 level of statistical significance. 3) The level of students' satisfaction toward learning by multimedia for learning on English Grammar was at the high level (Mean = 4.20).

14:30-14:55

72114 | *Analyses of Low, Average and High Proficient EFL Learners' Writing Using Error Analysis and an Online Grammar Checking Program*

Chiachieh Tang, Mingchuan University, Taiwan

Figures show that close to one-tenth of all Taiwanese senior high school students who took the GSAT (General Scholastic Ability Test) recently got a score of 0 out of 20 in the English essay-writing portion. This alarming figure in addition to a lack of English writing research on online grammar checkers and error analysis of Taiwanese senior high school students served as motivation for the present study, which examined whether there was a difference in the proportion of interlingual and intralingual errors made in 31 writing samples of low, average and highly proficient L2 learners. Furthermore, the study sought to find out the overall accuracy of manual error detection compared to the same process done using Grammarly. Major findings were that low proficient learners made more intralingual than interlingual errors whereas average and highly proficient learners made more interlingual than intralingual errors. Also, in terms of its ability of error detection, Grammarly was able to detect errors as accurately as human manual error detection only in writing samples of highly proficient students. Based on the findings above, implications and pedagogical applications on how to improve writing ability are drawn separately for learners belonging to the aforementioned three groups.

14:55-15:20

72230 | *Engaging Students in Responsible Use of ChatGPT: Reflections from the Academic Writing Classroom*

Randa Bou-Mehdi, American University of Sharjah, United Arab Emirates

The rise of artificial intelligence (AI) has brought about new ways of teaching and learning, and one AI tool that has gained significant attention in education is ChatGPT. However, concerns about the potential risks associated with its use have emerged. This study explores the responsible and effective integration of ChatGPT in academic writing classes and its potential to empower students. The study investigates whether ChatGPT can engage students and enhance their learning experience when used responsibly, and what strategies teachers can use to mitigate potential risks associated with its use. In the Spring semester of 2023, I revised some assignments and assessments to incorporate the use of ChatGPT, and asked my forty students who are enrolled in academic writing classes at an American university in the UAE to reflect on the process of using ChatGPT in their reflective writing assignments. This presentation discusses the revisions made to the assignments, presents the students' perceptions after using ChatGPT to complete the assigned tasks, and concludes with an emphasis on the crucial role teachers play in reminding students to analyze and evaluate generated responses. Overall, this study contributes to the ongoing conversation about responsible AI use in education, providing practical strategies for integrating AI tools into teaching, and highlighting the importance of critical thinking and active learning in conjunction with AI tools, preparing students for a future in which AI tools will play an increasingly significant role.

14:50-16:05 | Room B07

Sunday Onsite Presentation Session 4

Applied Linguistics Research

Session Chair: Ivana Brac

16:00-16:25

70325 | *The Use of Learning Stations in the EFL Classroom From the Perspective of Polish Students and Teachers*

Patrycja Indycka, University of Rzeszów, Poland

Ewelina Cop, University of Rzeszów, Poland

Marta Dick-Bursztyn, University of Rzeszów, Poland

Activating teaching techniques have been increasingly applied in the EFL classroom due to the fact that they foster motivation, promote learners' autonomy, and add variety to a standard English class. The study attempts to evaluate how the application of one of such techniques, namely learning stations (also called learning centres or the Station Rotation Model) influences students' motivation and engagement. For the purpose of the examination, a station rotation class for Polish 8th-grade students was conducted. The participants were carefully observed during the experiment and surveyed afterwards. The research followed a mixed-method design (quantitative and qualitative strategies) and used data collection tools such as a questionnaire and observation charts. The results of the study, which are overwhelmingly positive in the sense of achieving a great number of positive answers concerning the high level of motivation and engagement among students, prompted the researchers to expand the study and consequently take further steps examining teachers as well. In order to learn about their awareness and perception of the technique, an online questionnaire was completed by respondents working at various educational levels across the country. The analysis of the study offers a holistic view of the application and impact of the Station Rotation Model in the process of English language teaching and learning. They also display a multifaceted potential of this technique when applied in a foreign language classroom.

16:25-16:50

71689 | *Improving English Reading Skills: Comparing Different Learning Methods*

Ayako Nakai, Toyo University, Japan

This study compared different active learning methods for improving students' English reading proficiency. In 2019, 65 university students were enrolled for the study, divided into three groups (A, B, and C), and assigned the same text. Group A did timed reading of selected passages and discussed their contents with their group members in addition to reading aloud. Group B did timed reading and discussion. Group C was taught the same text using the grammar-translation method. Before the treatment, a pretest was carried out and the English proficiency scores of all three groups were almost the same. After the treatment, a posttest was carried out and the results were analyzed using ANOVA. The differences between the pretest and posttest scores of the groups were statistically significant. An interaction effect was found between Group A and B, and Group C ($F(2,62)=4.089, p < .05$). These findings suggest that the grammar-translation method may not be the most appropriate method for improving reading abilities because it does not improve the students' reading proficiency. This study recommends using timed reading exercises instead. Further, the opportunity to speak English through discussion may also help students improve their reading speed, and deepen comprehension.

16:50-17:15

70418 | *Improving the Croatian Verb Valency Database for Second Language Learning*

Ivana Brac, Institute of Croatian Language and Linguistics, Croatia

Matea Birtic, Institute of Croatian Language and Linguistics, Croatia

Lobel Filipić, Institute of Croatian Language and Linguistics, Croatia

Verb valency is an important aspect of second language learning as it enables learners to produce grammatically correct sentences and convey their intended meaning effectively. However, mastering verb valency in a second language can be challenging due to the transfer of valency patterns from one's L1 to L2 and the acquisition of a large number of verbs and their valency patterns. While some verbs within the same semantic class share valency patterns (Gropen, Hollander and Goldberg 1991, Pinker 1989, Fisher and Gleitman 2002, White 2003, Levin and Hovav 2005), others may have unforeseeable patterns, making it a problem in learning a second language. This paper presents the Croatian verb valency database (<http://ihjj.hr/valencije/>), which offers a detailed description of verbs on three levels, including their morphological block, semantic class, idioms, collocations, different verb senses, and valency analysis (see Birtić et al. 2018). The database's advantages include its online availability, free access, attested examples from the Croatian web corpus (Ljubešić and Klubička 2016), and a comprehensive semantic description of actants. However, the complexity of the database may pose challenges for non-linguists. Our objective is to propose necessary improvements to the database, making it a more useful tool and resource for second language learning. We will discuss the advantages of the database and highlight ways to simplify its usage for non-linguists. By doing so, we aim to facilitate the learning of Croatian as a second language, particularly in the context of verb valency.



Monday, July 17

Online Parallel Sessions

All times are in British Summer Time (UTC+1)

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

08:00-09:40 | Room A

Monday Online Presentation Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Rachel Philip

08:00-08:25

72003 | *Exploring the Technology-Writing Connection Through Collaborative Writing in Google Docs*
Dorela Kaçani, "Fan S. Noli" University, Albania

A strong connection between Technology and Writing is seen by many researchers in the field of Foreign Language Learning. They point out the importance of putting the thoughts into words via technology. It provides many tools for students to write online and offline. The aim of this paper is to explore the relationship between writing and technology through collaborative writing in Google Docs. The participants of the case study are 14 students who study in the Bachelor study programme "English Language", in the Faculty of Education and Philology, Department of the Foreign Languages at "Fan S. Noli" University, Korca, Albania. They were divided into two groups: Group A and Group B with 7 members each. The assignments that students had to complete in Google Docs were different. Group A had to write an informal letter and Group B had to write a formal letter. Students had one role within the group: an Initiator, a Topic Facilitator (1 participant), a Content Facilitator (2 participants), an Outlining Facilitator (2 participants), and Reviewing and Editing Facilitators (2 participants). After all the steps of their assignment have been completed, students were allowed to go to Grammarly (<https://app.grammarly.com/>) to edit the letters that they had written collaboratively. Students seemed to really enjoy taking these opportunities to work in collaboration with their friends. This connection between writing and technology seemed to be very strong and effective.

08:25-08:50

72004 | *Understanding the Influence of MA TESOL on Novice Transborder Teachers' Beliefs and Practices of Written Corrective Feedback in Mainland China*
Xiaohan Liu, University of Exeter, United Kingdom

Despite the increasing number of international students enrolled in master's English language teaching programmes (MA TESOL) offered in universities in English as a second language (ESL) settings, limited research has been conducted on how these student teachers apply their learning in ESL settings to their practice in their respective countries. The extent to which MA TESOL prepares international students for teaching in their authentic work contexts remains underresearched. This case study focuses on two novice teachers who taught English at secondary schools in mainland China. Both teachers graduated from MA TESOL in ESL settings and were in their first year of teaching. The purpose of this study was to investigate the factors that influenced their beliefs and practices of written corrective feedback (WCF) and the role that MA TESOL played in their pedagogical decision-making process within their authentic professional contexts. Drawing on data from teachers' WCF samples, semi-structured interviews, voice memos, and relevant documents, this study found that teachers' prior learning experiences, their students' individual English proficiency, and support from colleagues strongly influenced their beliefs and practices of WCF. By comparison, the influence of MA TESOL was constructive yet implicit. Additionally, this study highlighted how teachers used support from colleagues and self-reflection on their prior learning experiences to shape their beliefs and practices of WCF in order to better meet the needs of their current teaching contexts. These findings have important implications for practitioners in the field of English language teaching and teacher education.

08:50-09:15

71499 | *English as a Compulsory Subject at the Elementary Level*
Ya-Chen Su, Southern Taiwan University of Science and Technology, Taiwan

Due in large part to the trends toward economic globalization, English has become the most widely disseminated and ubiquitous international language. The purpose of this study was to investigate what Taiwan's EFL teachers at the elementary level believe about the policy of English as a compulsory subject and its positive and negative impacts on classroom instruction. Ten elementary English teachers in Tainan City and its surrounding suburbs agreed to participate in the study. Data were collected through teacher interviews, classroom observation, and document analysis. Results found that while they observed both positive and negative sides of the top-down policy, all ten teachers supported the government's policy and agreed that multiple factors contribute to the success of EFL teaching and learning.

09:15-09:40

70233 | *Play, Pleasure and Parental Aspirations in an English Pre-school Book Club in Russia*
Rachel Philip, Indian Institute of Technology (IIT), India

This paper examines the relationship between children's affective responses to listening to stories in a foreign language and their parents' aspirations for personal and social mobility. Conceived as an action-research project, 'Story Time' was a bilingual book club for four to six-year-old children in the city of Innopolis, Russia, conducted from July 2020 to June 2021. The researcher, who was the primary pedagogue and storyteller, is a 'native speaker of English' from India but was not proficient in the Russian language. Each story session was, thus, a rich confluence of intercultural communication. A parent (usually a mother) would be present to scaffold the story and its reception by the children by translating keywords and instructions into Russian. Gradually, through the course of the book club sessions, the children translated and made meaning of English stories for themselves. The paper documents the genesis and evolution of the book club within a larger socio-cultural context where the English language is a locus of desire and aspiration. This includes perceptions about the role of English in personal and social mobility among middle and upper-middle-class Russian parents, the increasing pedagogic experiments in teaching foreign education in the early childhood curriculum and the changing linguistic and demographic identity of the 'native speaker' of English in the Russian context. The study is based on the reflective documentation of 112 book club sessions, classroom observations, and interviews with a select sample of parents and English teachers in Russia.

09:55-11:10 | Room A

Monday Online Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Andreea Cervatiuc

09:55-10:20

70437 | *An Investigation of University Students' English-Speaking Problems and Needs*
Dylan Sung, Chung Yuan Christian University, Taiwan

International trends, compounded with the effect of globalization, have made English communication skills to become much more crucial for university students. Of the four aspects of English skills, namely listening, speaking, reading, and writing, speaking instructions have not been adequately provided to university students in Taiwan. Nonetheless, there is a national educational goal that university students should be able to speak adequate English outside of school and in the workplace after they graduate. The purpose of the study will be to investigate English speaking problems and needs experienced by university students. The target population for this study will be students at a selected university in northern Taiwan. This study will employ a qualitative approach. Specifically, participating students will be interviewed to gather useful information with regards to their English speaking problems and learning needs. Results of the investigation are expected to pinpoint problems associated with the current instructional delivery and design of English speaking courses. In addition, students' specific learning needs will be identified and appropriate teaching strategies will be discussed accordingly. With the aim of helping instructors of speaking courses to achieve maximum improvement, practical recommendations will be made for them to modify their pedagogical designs and deliveries to address the problems and needs of students.

10:20-10:45

71498 | *EFL High School Teachers' Willingness to Teach Intercultural Dimensions and Their Intercultural Sensitivity in Taiwan*
Ya-Chen Su, Southern Taiwan University of Science and Technology, Taiwan

English language is being used as the medium of communication in a wide variety of international and intercultural settings. This implies that English language teaching should help students develop linguistic skills to communicate and enhance intercultural understanding, which has placed a new demand on teachers. The purposes of the study are to develop an understanding of Taiwanese English language teachers' (1) levels of intercultural sensitivity and its relation to their willingness to teach intercultural dimensions; (2) beliefs about English as a Foreign Language (EFL) and intercultural learning; and (3) difficulties they face in incorporating intercultural learning into their teaching practices. Data were collected by teacher questionnaire surveys and interviews. Fifty EFL high school teachers participated in this study, 25 of which agreed to participate in interviews and be observed in their classrooms. Results found that these teachers have a high level of intercultural sensitivity and willingness to achieve intercultural learning objectives. But in reality, teachers rely heavily on textbooks for their teaching and devote most of their time to language teaching rather than cultural teaching.

10:45-11:10

71252 | *The Relevance of Interlanguage for Additional Language Teaching in the 21st Century*
Andreea Cervatiuc, University of British Columbia, Canada

This presentation will focus on the relevance of interlanguage theory for the teaching of additional languages in the 21st century. It will report on a conceptual research study that analyzes the construct of interlanguage, drawing on recent theories, such as the model of multi-competence (Cook & Wei, 2016), the multilingual turn in second language (L2) acquisition (Ortega, 2014), and interlanguage pragmatics (Schauer, 2009). The presentation will discuss the key cognitive processes associated with interlanguage: Language transfer, transfer of training, strategies of L2 learning, communication strategies, and overgeneralization of L2 rules. It will critique the constructs of fossilization, variability, permeability, dynamic nature, and systematicity and will make the case that interlanguage does not manifest only at the syntactic and phonological levels, which were overemphasized in previous research, but also at the orthographical, morphological, and lexical levels. The presenter will propose innovative instructional approaches and learning strategies that can help additional language learners achieve mastery at all the levels of communicative competence: Linguistic, discourse, functional, sociolinguistic, and strategic. The findings and conclusions of this conceptual research study can have important implications for educators, additional language learners, researchers, and policymakers.

11:25-12:15 | Room A

Monday Online Presentation Session 3

Workshop: How to Improve the Quality of Life in Your Classroom

11:25-12:15

72447 | *Exploratory Practice: How to Improve the Quality of Life in Your Classroom*

Marianna Goral, Anglia Ruskin University London, United Kingdom

This workshop presentation will look at a study set up to initiate a group of language teachers to research their classroom environment following the principled and theoretical framework of Exploratory Practice (EP)(Allwright, 2003), a form of practitioner research aiming to guide teachers and their learners to improve their quality of life in the classroom by develop a better understanding of their practice. In this workshop, I shall outline my own seven year research-practitioner journey of understanding my classroom puzzles. The EP theoretical framework is designed to bridge a gap between teaching and research by empowering teachers to investigate their own teaching puzzles in order to gain a better understanding of their professional context and development as research practitioners in language teaching (Allwright, 2003). By including students in the search for understanding, the teacher practitioner gets a better insight into the 'learner practitioner' feedback and student experience. The presentation will encompass my preliminary understanding of how the quality of life of the students and teacher can be enhanced in a Higher Education English for Academic Purposes seminar, which tries to successfully cover and merge Business English and business-related topics, language and academic skills. A critical view of student generated materials, in the form of student presentations and VLE Discussion Boards, will be given with regards to the challenges faced and the creative strategies used by both teacher and student. These will be explored through the EP framework and I will outline the investigative methods that I used in order to integrate research into teaching.

12:30-13:45 | Room A

Monday Online Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Karima Almazroui

12:30-12:55

71472 | *Predicting Factors of Student-Teacher Relationship Among Normal Children and at Children at Risk*
Marwa A. Asbe, Ruppim Academic Center, Israel

School context has a major influence on pupils; specifically, student-teacher relationship affects pupils' emotional, social and academic development. Previous studies indicated that pupils at risk are more affected by the student-teacher relationship since they need more personal care than their peers. As the student-teacher relationship is at the core of the educational process, this study aimed to shed light on the factors that affect their development by examining two questions: 1) To what extent student-teacher relationship is predicted by teacher characteristics such as burnout, job satisfaction, self-efficacy, interpersonal relations and school climate? 2) Is that prediction different for normal pupils compared to pupils at risk? In an online survey that addressed these questions 484 elementary school teachers completed self-report questionnaires. Regarding the teachers' characteristics, the results revealed significant positive correlations between student-teacher relationship with job satisfaction, self-efficacy, interpersonal relations and school climate and a significant negative correlation with teacher burnout. Multiple regression further revealed that all factors except for interpersonal relations predict 27% of the variance in student-teacher relationship. Regarding the pupils' population, multiple regression revealed that job satisfaction, self-efficacy and teacher burnout predict 37% of the variance in student-teacher relationship with pupils at risk. However, lower prediction rate was revealed for student-teacher relationship with normal pupils, where 17% of the variance was predicted by self-efficacy and teacher burnout. These findings highlight the factors that contribute to student-teacher relationship and the critical role of these relationships to pupils at risk, and may help in developing it among teachers.

12:55-13:20

70890 | *The Teaching Experience of Mothers in Home Education*
Avishag Edri, Hemdat Hadarom College of Education, Israel

The choice of homeschooling is an ideological choice of parents who chose to take full responsibility for their children's education, but it seems that there are different ways to educate the children at home. Homeschooling is sometimes seen by society as a particularly difficult task, due to the apparent need to teach the children according to what is accepted in the educational system, however, as seen in the present study, homeschooling does not require studies "like in school", but rather provides an opening for a different education. The approach taken in this study is a phenomenological qualitative, in which 27 interviews were conducted with homeschooling mothers. The findings of the study point to different and varied teaching methods, the motherhood experience ranges from enjoying homeschooling to dealing with quite a few difficulties in actually taking full responsibility for the children's education, and the worldview of the mothers indicates a trust in the children's abilities on the one hand and a lack of appreciation for higher education on the other. As part of the lecture, I will describe the different approaches to children's education and discuss the teaching experience of mothers and its relation to higher education.

13:20-13:45

68023 | *Overcoming Challenges of Students' Collaborative Online Learning During COVID-19*
Karima Almazroui, Mohamed bin Zayed University for Humanities, United Arab Emirates
Najla Alnaqbi, Mohamed bin Zayed University for Humanities, United Arab Emirates

This paper explores current research on collaborative online learning, highlighting teachers' challenges, strategies and tactics to enhance educational processes with students amid the lockdowns during the COVID-19 pandemic. By implementing a methodological approach sustained on literature and document review as well as drawing on data from a recent survey and interviews of Arabic language teachers in Abu Dhabi, this paper asserts that teachers faced challenges due to the lack of interaction in online learning processes during the coronavirus lockdowns, as schools shifted physical attendance to virtual educational environments. Effective language learning usually demands face-to-face interaction, therefore, strategies and tactics that teachers can undertake to enhance collaboration among students while teaching virtually become necessary. These include preparing classes and activities, relying on grouping, and creating implementation plans, so to face correctly the challenges associated with interactive, collaborative online learning.

14:00-15:15 | Room A

Monday Online Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Hiea Mizyed

14:00-14:25

70355 | *Design of the Performance Evaluation Indicators for Tunnel Engineering Course*
Jianqin Ma, Chang'an University, China

The world is increasingly challengeable. High education would play an active role in this situation. As a traditional course needs redesigning, well-designed assessment for the course is necessary. Here is the design of the performance evaluation indicators for the Tunnel Engineering course at Chang'an University in China. Following the student-centred principle, an assessment system integrating students' learning and teacher's instruction grading is proposed to improve the course implementation. The student and teacher performance indicators focus on the students learning process and levels assessing, with the reference of the Bloom's taxonomy rubrics. 12 indexes are designed for learning performance to evaluate student's initiative, learning process and achievements, respectively. An indicator's grading is presented with the formative and summative assessments in an integrated dynamic mode. 10 indexes are applied in instruction performance grading in terms of the quality of preparation, class presentation, student's learning objective assigning, and the feedback, evaluation and instruction to student performance, respectively. The teacher's procedural performance is adjusted according to student's feedback, the effect of motivating and improving student's learning activities, while the final evaluation of a teacher's performance is checked with learning achievements on specified objectives. The quantitative or qualitative grading value for an indicator has been tuned both during instruction and at the end of a course or unit. The 12-year-practice results show that the designed evaluation indicators can provide connection between the course objectives and instruction and it is beneficial for evaluating and ultimately improving this connection to flexibly apply the evaluation indicators.

14:25-14:50

72612 | *Brilliant Club Scholar Programme Case Study: Teaching Climate Change with KS2 Pupils*
Shan Shan Hou, Cardiff University, United Kingdom

Since the autumn of 2022, I have become a Brilliant Club Scholar Programme tutor, delivering university-style lectures on climate change to KS2 pupils in underprivileged primary schools. I appreciate the opportunity to be involved and see how pupils progress in their understanding of this subject and try to engage them in a range of learning activities. It is essential for pupils to understand climate change at a young age and grow up to be adults who positively contribute to the zero-carbon future. This paper aimed to introduce the Climate Change course design and reflect on the delivery in 11 primary schools in Wales from 2022 autumn to 2023 summer. The course was delivered in three terms and each term to a different school group: 1) four schools in 2022 autumn, 2) one school in 2023 spring and 3) six schools in 2023 summer. Good practices were discussed and concluded.

14:50-15:15

70011 | *Understanding Emirati Teachers' Challenges in Fostering Problem-solving Skills Development in Early Years – A Preliminary Study*

Hiea Mizyed, Higher Colleges of Technology, United Arab Emirates
Christine Eccles, Johns Hopkins University, United States

Emirati teachers, particularly those teaching in early years classrooms, encounter significant obstacles with 21st century pedagogy in support of the United Arab Emirates' (UAE) goal of moving towards a more knowledge-based economy. As improving students' problem solving-skills development takes precedence, policy makers' need to understand how best to support teachers becomes a priority. Through survey responses and interviews, this exploratory study aims to better understand Emirati teachers' pedagogical content knowledge, teacher self-efficacy beliefs, and to gain insight on how to best support teachers in acquiring the kind of child-centered instructional practices needed to foster problem-solving skills development in their students. Results showed low teacher self-efficacy and teachers lack of proper exposure to pre-service training as well as professional training on problem-solving skills development pedagogy. Participants indicated their willingness to learn about how to best foster problem-solving abilities of their students to support the aspirations of the UAE education reform policy. A focused social cognitive-oriented professional development model for instruction grounded in the educationally relevant research from the cognitive sciences is recommended.

08:00-09:40 | Room B

Monday Online Presentation Session 1

Professional Training, Development & Concerns in Education

Session Chair: Tina Marcoianni

08:00-08:25

69448 | *Sustaining Urban Poor Communities Through Language and Soft Skills Education for the New Malaysia*
Adelina Asmawi, Universiti Malaya, Malaysia

Education for Sustainable Development entails a rethinking of the instructional and learning environments in line with sustainable development. This requires a transformation in how education is run. PEARL project is one of many projects that put in practice ESD processes as it aims to address learning needs of urban poor children, customized accordingly to ensure quality and holistic development of English language competency, and other soft skills needed in the 21st century. This paper highlights teacher-volunteerism and how the project systematically develops volunteers' pedagogical skills; and nurture collaboration between the academia, researchers, volunteers, sponsors and selected community committees. Three selected volunteer teachers carried out a two-hour lesson every Saturday at select venues, applying approaches and techniques that focused on English language acquisition and digital literacy. They taught 20-30 primary school students from selected urban poor communities. Lessons were recorded, students, parents and volunteer-teachers were interviewed, and lesson plans were compiled as rich data for the study. Other archives collected include, students' recorded stage performance, award certificates, progress report, debriefing discussions, and newsletters. Findings were two-fold: students' improved self-confidence, English language communicative skills, interest and motivation in learning, and volunteer teachers' improved professional development particularly in reflective practice, leadership skills, holistic pedagogical skills and community of practice. Further empirical research is needed to explore English language acquisition and development of 21st Century skills frameworks for urban poor learners and teachers' professional development for sustainability.

08:25-08:50

70745 | *Pre-Service Teachers' Perception of CLIL: Pedagogical Implications*
Irene Guzman Alcon, Universitat Jaume I, Spain
Pilar Safont Jordà, Universitat Jaume I, Spain

Content and Language Integrated Learning (CLIL) is an educational approach where subjects are taught in a foreign language. This trendy acronym, which has rapidly gained popularity in Europe, has been praised for promoting content and language simultaneously (Dalton-Puffer, 2017; Hütter, 2020). However, in line with Coyle and Meyer (2021), Dalton-Puffer, Hütter and Llinares (2022) there is a need to present a more comprehensive picture of the benefits and drawbacks of implementing CLIL in different educational contexts. To address this research gap, the present study uses a pre-test/post-test design to determine whether pre-service teachers' perception of CLIL changed after teacher training on the implementation of CLIL. A total of 105 pre-service teachers from the degree of Primary Education took part in the study. The study follows a mixed methods research approach and data were collected, on one hand, by means of a questionnaire adapted from Pérez-Carrió (2015), and on the other hand, semi-structured interviews were conducted with 30 of the participants. Findings from the study show an improvement in their understanding and appreciation of CLIL, and its potential to promote multilingualism by integrating three languages into the community. Additionally, the semi-structured interviews revealed pre-service teachers' concerns about CLIL implementation. Finally, the results of the study suggest some pedagogical implications. Overall, this study highlights the need to focus on CLIL methodology during the degree of education, so pre-service teachers may acquire knowledge on CLIL, and this may help future teachers to understand the complexities of CLIL once they begin their employment. Additionally, they may become aware of the importance of CLIL, its benefits and difficulties, and may even be motivated to enrol in teacher training programs on CLIL in the future.

08:50-09:15

71905 | *Exploring the Potential Benefits of Communities of Practice for Instructional Designers in the Post-Pandemic Era*
Helen Ajao, Virginia Polytechnic Institute and State University, United States

The increasing demand for online learning and other unprecedented challenges during the COVID-19 pandemic emphasized instructional designers' role in fostering learning in educational institutions and industries (North et al., 2021; Leung, 2022). Meeting this demand implies aspiring instructional designers being intensely prepared in higher education institutions (North et al., 2021). However, more than this kind of formal preparation might be required, given the complexity of the profession and the rapid rate at which new technological innovations emerge. A community is a valuable environment to help address instructional designers' need for professional development, particularly novices (Gray, 2005; Muljana et al., 2020). Wenger (1998) describes it as a group of practitioners with shared interests, interactions, and learnings from one another to figure out the best methods for solving problems. Communities of Practice operate within three domains: the domain of shared interest, the domain of interaction, and the domain of developed experiences. Several studies have revealed the influence of communities of Practice being used to impact the professional development of teachers/instructors. Some of these research studies on communities of Practice reveal Instructional designers as one of the architects to help in implementing/building these communities for teachers (Arthur, 2016; Bond & Lockee, 2018; Gauthier, 2016; McLoughlin et al., 2018; Trabona et al., 2019). However, there seem to be limited articles on building communities of Practice or on its essentiality to instructional designers. This proposal, therefore, contributes to the literature on Communities of Practice and their impact on Instructional Designers.

09:15-09:40

71079 | *Both Ways Learning for School Improvement*
Tina Marcoianni, Southern Cross University, Australia

This presentation is about school improvement. It specifically showcases an approach to school improvement by exploring a program developed and implemented in a number of remote Indigenous schools across Australia. The resulting purpose-fit professional learning programs reflect a partnership between a school/s and a university, with the focus through the lens of the learners: student, teacher and community. This leadership for change initiative began with a small number of schools in one region and the professional learning has expanded as schools and clusters network. The building body of evidence demonstrates that these socio-economically disadvantaged schools experienced tremendous shifts in culture, mindset, practice and outcomes when they partnered with a university through a 'teacher as researcher' project. The respective through-line of practice for each context is measured in terms of success, and defined through intentional collaboration in a spirit of inclusion that has all learners achieving their own pre-determined learning goals. Evidenced through a site-specific action plan the collaboration activates existing school planning documents and supports the progression not only of students but of teachers and ancillary paraprofessional staff. The respective through-line of practice for each context is measured in terms of success, and defined through intentional collaboration in a spirit of inclusion that has all students achieving their own goals. Precision is assured by doing the right work through an inquiry cycle approach: to audit, plan, design, implement, monitor and review, specific to stakeholder needs as identified through baseline data and measured by intended deliverables.

09:55-11:10 | Room B

Monday Online Presentation Session 2

Interdisciplinary Humanities

Session Chair: Najlaa Al Saadi

09:55-10:20

72610 | *Black or White: Mapping Socio-cultural Values Over Time*
Martha Ioannidou, Aristotle University of Thessaloniki, Greece

If asked what the opposite of white is, we would answer black without a second thought, and vice versa. This automatic and diametrical contrast, which is not observed in any other colour, allows, if not imposes, the co-examination of black and white, the two 'non-colours' that dominate art, language and life. All means of perceiving the world, both external and internal, operate between white and black, which on a universal scale are identified not only with light and darkness but also with day and night, with good and evil, with up and down, with life and death, heaven and hell. White are the mountain tops; black are the depths of the sea. In the light moves reason; in the darkness reigns the horseless forces, the unconscious. The article adopts a multiparametric approach to the conceptual depth created in the spectrum of Black and White, referring to cultural continuities and connections, philosophical, political and other reductions, demonstrating at the same time how such a critical approach to a theoretical and practical level can be a valuable tool in the context of learning through the arts and Multicultural Education.

10:20-10:45

72652 | *Emotional Design with Purpose: Bridging Theories of Product Experience*
Marta Fernandes, Polytechnic Institute of Porto, Portugal
Cristina Soares, Polytechnic Institute of Porto, Portugal

Emotional Design is a known topic of discussion and research in the field of Product Design. It derives from the study of emotion and of product experience. Human nature and the myriad responses to products are fascinating and intriguing. How may a designer channel the design process in order to strive for positive outcomes (products)? This exploratory paper aims to establish a bridge between the experience of emotion as described by Donald Norman, Pieter Desmet's research on users reactions of different products, and the Golden Circle theory as proposed by Simon Sinek. Norman's categorization of visceral, behavioural, and reflective emotions was a breakthrough for understanding the response and perception of use of a product. Sinek in this sense, offers a view on the analyses of the product once it is experienced and finally, the Golden Circle theory, proposed by Simon Sinek, explains the What, How and Why that motivates what we do. It is our perception that these approaches form a view that can meet on common ground (on the side of production and consumption), strengthening and supporting each other, and perhaps shedding some light on the question posed earlier. Other authors's standpoints regarding emotional design will be reviewed, such as Paul Hekkert and Ellen Lupton, to broaden our research. The purpose of this analysis and review poses the first stage of an ongoing work in the creation of a relatable framework on which designers could rely when first responding to a brief or at the onset of a project.

10:45-11:10

72287 | *Contribution of Women's Associations in the Production of Small Projects*
Najlaa Al Saadi, Sultan Qaboos University, Oman
Badar Almamari, Sultan Qaboos University, Oman
Eslam Heiba, Sultan Qaboos University, Oman
Fakhriya Al-Yahyai, Sultan Qaboos University, Oman

Small projects represent an important place in the economy of developing countries, given that they constitute the vast majority of industrial establishments in general, and that the proportions vary from one country to another. With the beginning of the current century, an important shift occurred in the field of investments, and attention began to be given to small enterprises due to the contribution they make to the national income. One of the countries that has paid attention is the Sultanate of Oman in the recent period to small projects in general and women's projects in particular because of their role in improving the economic situation of women who fall within the framework of social protection. Many developmental and sustainable plans and programs have been put in place at the level of the public and private sectors for the survival of these small projects for poor women who live under the umbrella of social security. This study aims to identify the small projects that Omani women's associations contributed to their success in financing and supporting them financially and marketing them in order to improve the social status of a group of women in Omani society who fall under the social protection system.

11:25-12:15 | Room B

Monday Online Presentation Session 3

Language, Linguistics

Session Chair: Swarnika Ahuja

11:25-11:50

72731 | *The Semiotic Syncretism in the Southern Mǐn Subgrouping of Taiwan*

Laurent Pung-pan Lam, The Chinese University of Hong Kong, Hong Kong

Most Chinese dialects could be directly comprehended via the phonological system of Qièyùn 切韻, a rhyme dictionary published in 601, except the Mǐn dialect group. Therefore, it is considered to have an older origin, which has established its important position in Chinese dialectology. Through comparative method and internal reconstruction, the related ancestral languages are reconstructed. Using the method borrowed from biology, Mǐn dialects with a considerable degree of diversity in Mainland China have been classified by internal phylogenetic relationship. However, no comprehensive subgrouping of Southern Mǐn, including both Mainland China and Taiwan dialects, has yet been made. This paper investigates the phylogenetic relationships of eight Southern Mǐn dialects: three major sub-dialects from Fújiàn, and five others from Taiwan. Based on the 28 phonological and lexical shared innovations, the phylogeny between Proto-Southern Mǐn and ten modern Southern Mǐn dialects is estimated by maximum parsimony. The result is then compared with Taiwan history, as well as the pronunciation of Japanese Go-an ごおん and Korean Hanja-eum 한자음, it suggests that the differences in linguistic features are closely related to the early immigration history, which lead to the dichotomy in the subgrouping. These linguistic features served as an important sense of identity to the Han Chinese immigrants in the early reclamation process of Taiwan, but part of these signature features are no longer distinguished on account of koineization. The emerging new mixed "General Southern Mǐn" reflects a process of semiotic syncretism.

11:50-12:15

71244 | *Students' Views on the Usefulness of Peer Review Conducted at Two Grade Levels*

Fiona Siu, City University of Hong Kong, Hong Kong

Peer review is generally regarded as a useful learning tool for students, providing them with opportunities to interact with their peers when engaging in the process of critical reading and critical thinking, thus possibly raising students' motivation to learn. This research study aimed to investigate: 1) how students possessing different levels of English proficiency would perceive the usefulness of peer feedback on their argumentative essays; 2) what scaffolding they would prefer; 3) whether they would prefer negative or positive peer comments; and 4) whether they would prefer retention or removal of the exercise of peer review for future classes. The participants involved 76 native Cantonese-speaking university students possessing two different levels of English proficiency taking two academic writing courses – that is, Level 3 and Level 4 scorers in the Hong Kong Diploma of Secondary Education. Quantitative and qualitative data derived from an online questionnaire were analyzed collectively. Both groups showed favourable responses to the peer review exercise, including the preference for the retention of the peer review exercise. Several findings, however, differentiated the two groups at the 95% confidence level – e.g., significantly more Level-4 student participants than did Level 3 students agreed to have benefited in: a) writing a thesis statement; b) using hedges; c) using in-text citation; and d) building friendship. It is hoped that the conference attendees can have a better understanding of the difficulties students might encounter while giving and receiving peer feedback as well as the scaffolding students might regard as useful.

12:30-13:45 | Room B

Monday Online Presentation Session 4

Literature/Literary Studies

Session Chair: Nurit Buchweitz

12:30-12:55

70516 | *'Weaving Stories': Narrating the Self in The Weave of My Life: A Dalit Woman's Memoirs*

Swarnika Ahuja, Vivekananda Institute of Professional Studies, India

Sharmila Rege's *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies* talks about making an important intervention in the pedagogical practices on the issues of 'caste'. By looking at caste as beyond a sociological area of study, she questions Indian feminist movements that have 'assumed that caste identities could be transcended by the larger identity of sisterhood among all women'. Writing about Urmila Pawar's *Aidan* and her questioning of the absence of the 'dalit woman' Pawar talks about the centrality of storytelling in everyday life. In her memoir, this storytelling goes beyond just personal 'reminiscences' as they weave and connect stories of caste atrocities with patriarchy. 'Weaving' itself is rooted not only in the act of weaving bamboo baskets assigned to the members of her caste but these personal stories which connect her with women of community, her childhood with the adult life and beyond. This paper looks at that weaving as connected to not only the art of storytelling but also considers the labor of weaving as specifically connected to caste and gender identity. Aniket Jaawre's *Practicing Caste: On Touching and Not Touching*, brings caste as associated with the simple divide between 'touching and not touching'. He re-articulates caste in terms of (impossible) intimacy. My paper would attempt to read 'weaving' as a crucial narrative strategy that tries to render storytelling itself as intimate and therefore more effectively resistant to both caste and gender inequalities.

12:55-13:20

69990 | *The Correlations Between Sound and Meaning in Fuzûlî's Su Kasidesi (The Eulogy with the Repeated Word "Su")*

Abdullah Tahir Özdemir, Karabük University, Turkey

Repetition of sounds, i.e. alliteration and assonance, supports, and even sometimes forms, various meanings in literary works. Literary scholars argue that the well-known poet Fuzûlî uses repetitions of sounds masterfully in his poems. In this study, we provide evidence for this claim by analyzing *Su Kasidesi* (The Eulogy with the Repeated Word "Su") in the light of sound-meaning correlations. We examine which consonants and vowels are repeated with respect to specific emotions, whether these repetitions and the frequency of those change from line to line, and if they do, whether these lines reflect particular meanings. As a result, we show that plosive consonants increase in lines expressing strong emotions. In the 8th line, for instance, which corresponds to a climax of emotions in the poem, we find 17 plosive consonants (44%), the significance of which can be appreciated by observing that in the lines preceding and following the 8th, the proportion of plosives is only 15% and 33% respectively. Instead, in the 8th line, the ratio of fricative and liquid consonants (56%) decreases compared to the preceding (85%) and following (67%) lines. The proportion of front vowels rises in lines with an optimistic mood or where the water gently flows. In line 25, for instance, 73% of the vowels are front (compare this to the preceding and the following lines where the ratio of front vowels is 48% and 55%, respectively). Thus, this study provides quantitative evidence for the use of sound-meaning correspondences in Fuzûlî's *Su Kasidesi*.

13:20-13:45

72292 | *Michel Houellebecq's Submission as an Academic Novel: Academia and Society*

Nurit Buchweitz, Beit Berl College, Israel

My talk explores the relations between academia and society and the role of the intellectual elite in public and social life as represented in Michel Houellebecq's 2015 novel *Submission*. Faithful to the author's postmodernist poetics of destabilization and deconstruction, the novel problematizes the question of the responsibility and commitment of the academia to society. In the first part I will advance a reading of *Submission* as an academic novel narrative and elucidate its adherence to the genre by tracing features, topoi and devices endemic to the genre. I will then go on to analyze key scenes that demonstrate the satirical handling of academia, chiefly the juxtaposition between faculty life in which the protagonist is embroiled on campus and the political intrigue taking place outside the gates of academia. This serves as the background to a critique of the "bon à rien" (Houellebecq, 2015, motto cited from J. K. Huysmans *En route*) ["good for nothing" (Houellebecq, 2016, 1)] intellectual elite, which is overrun by collective impracticality with regards to its fundamental societal mission and political life in times of social turmoil. I will further focus on the two options Houellebecq depicts, that run contrary to each other: on the one hand, interested over-involvement in politics, which impacts administration, research and teaching. On the other hand, indifferent under-involvement in political life, disengaging the ivory tower from the teeming reality below, in both cases the result is social irresponsibility.

14:00-15:15 | Room B

Monday Online Presentation Session 5

Educational Policy, Leadership, Management & Administration

Session Chair: Mohamed A. Zaki Ewiss

14:00-14:25

71691 | *The Effects of Taking High-level Math and Science Courses on Racial Disparities in Postsecondary Educational Attainment and Labor Market Outcomes*

Jing Zhang, Texas A&M University, United States

Racial minorities are underrepresented in the STEM fields in many countries, which highlights both equity and efficiency losses individually and collectively. This paper considers how much of the STEM gaps in education and employment can be attributed to taking high-level math and science courses in high school, and how it differentially affects the pathways into STEM fields across racial groups. With a state-wide graduation requirement reform in Texas, US, the binding school districts relaxed requirements on Algebra II and Science since FY2014-15, which affected their students' college enrollment and degree completion in STEM fields, and earnings after college, compared to students in the non-binding districts. I identify the causal effects of the change using a novel source of variation – students in the binding school districts take less high-level math and science courses by default – to quantify the effects of the courses on bridging racial gaps in STEM fields, and to uncover important mechanisms of these effects.

14:25-14:50

69836 | *Education Finance Policy: Is it Designed to Improve?*

Iris BenDavid-Hadar, Bar Ilan University, Israel

Ensuring equity in education relies on the resource allocation methods within and between countries. The SDG's 2030, Target 4.5.3 comprises a thematic indicator which assess equity in education finance: the extent to which explicit formula-based policies reallocate education resources to disadvantaged populations (OECD, 2018). There are several prominent discussions in the field of study of education finance. One of them is whether money matters and, in what ways, if at all. Recently, a positive causal relationship was found between equitable funding and outcomes (Jackson, 2020). Increased per pupil spending increased the educational attainment and improved the adult labor market outcomes of low-income children. Equitable school finance reforms cause gradual increases in the relative achievement of students in low-income school districts. The US framework of education finance, advocating that "government and schools are currently expected to both play a substantial role in guaranteeing students a minimum level of performance, and provide sufficient resources to ensure this outcome" (Houck & Eom, 2012, p. 19). This study provides an alternative framework for education finance based on Stiglitz & Greenwald theory (2014). While the current frame lies on the equity-efficiency trade-off, this presentation introduces a new composite education finance method of allocation. Financing education for improvement supports the idea that competitive ability of a country will be more established when equity and cohesion is solid.

14:50-15:15

71972 | *Improving Educational Management in Developing Countries Using Operational Research Approach*

Mohamed A. Zaki Ewiss, Cairo University, Egypt

S. Afifi, Thebes Academy, Egypt

Educational management requires equal rigor and meticulousness as any other management obligation. Efficiently administered education, training, and growth strategies can provide developing nations with proficient individuals with the knowledge and expertise necessary to fulfill various governmental goals and aspirations. This research paper aims to: a) present an enhanced practice model for educational management procedures and b) cultivate a learning culture to improve educational results. This statement purports to furnish a framework of audit criteria for future research endeavors within this field. In recent years, various countries have demonstrated substantial efforts to align their learning and development strategies with their respective societal requirements. Low-income nations have yet to exhibit the efficacy and cost-efficiency of their educational investments in learning and developmental outcomes and their contributions to the overall education system outcomes. Identifying crucial determinants that significantly enhance educational outcomes, specifically in increased literacy, numeracy, and critical thinking, amongst children experiencing extreme poverty prevails as a fundamental pursuit. The factors to be considered encompass assisting student enrollment and retention and enhancing the accessibility to educational institutions. Also, facilitating the standard of education dispensed within schools and revamping the efficacious institutional funding and management strategies to reduce adequate incentives directed towards advancing the abovementioned factors. We will introduce and discuss the innovative educational capability management model through delineated contours. This model is based on the operational research approach.

08:00-09:40 | Room C

Monday Online Presentation Session 1

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Yuvaraj Rajamanickam

08:00-08:25

72495 | *Social Factors that Facilitate the Online Collaborative Activities of Global Distributed Teams*
Ahmed Alsayer, Taibah University, Saudi Arabia

With the ever-growing presence of online collaborative learning spaces, one of the key areas of research has been focused on how to develop international global environments which can facilitate such types of learning. Unfortunately, quantitative research is somewhat limited in exploring which specific factors contribute to student satisfaction with international online collaboration activities (ICOLAs). Comprising this gap in the literature is a lack of clarity on the how students engage with ICOLAs and, of those that are presumed as essential by prior work, which specific factors uniquely predict student satisfaction outcomes. The current study sought to explore the relationships between these common constructs identified from prior research and satisfaction with ICOLAs. Trust, cohesion, commitment, and social presence measures were completed by 35 students in separate educational technology courses facilitated by two separate universities located in different countries—collection occurred over the span of 3 semesters. Results of analyses revealed that over 60% of the student variability in satisfaction with online learning environments is accounted for by the trust, cohesion, commitment, and social presence variables. However, multiple regression analyses showed that, in terms of unique predictive value (the impact of one factor above and beyond the impact of the other factors in the model), cohesion and commitment emerged as factors contributing to satisfaction with ICOLAs. These findings illuminate the importance of building trust between interactions partners in ICOLAs, which has implications for international program partnerships to focus on the building of friendships, increasing immediacy in online interactions, and building social presence.

08:25-08:50

68951 | *Digital Teaching and Children's Engagement in Play during Emergency Remote Teaching in Indonesia Early Childhood Education Context*
Athifah Utami, Universidad de Cordoba, Spain

The implementation of emergency remote teaching has been informed to be quite successful in some levels of education such as in primary and secondary (Rasmitadila et al., 2020), however, it seems to be a challenge for an early-stage education to conduct the learning which previously is done in a physical setting. This study aims to get a deeper understanding of the phenomenon of emergency remote teaching and the innovations made to and with incorporating play in the classroom to meet the needs of 'play as the nature of learning' for the children in the ECE context through teachers' perspectives and practices. A qualitative phenomenological approach was employed to explore teachers' lived experiences during emergency remote teaching in five provinces in Indonesia (indicated as a red zone as per data from August 2020 by WHO, 2020). Semi-structured interviews were conducted with 10 to 20 teachers from the aforementioned regions. The data was organized and analyzed using inductive data analysis based on individual textural and structural organization, and further synthesis of textural and structural meanings and essence (Moustaka, 1994). The findings showed that teachers agreed that selecting, choosing, and using certain media in preparing, designing, and delivering the materials or activities as well as doing assessments have become a dynamic process. Both assessment and learning support are closely related to parents' involvement. Overall, teachers explained that in incorporating play into remote learning, teachers should consider some aspects, and involve parents in designing the activities and deciding the use of materials.

08:50-09:15

70939 | *A Study of Adaptive Learning in Large Class Sizes and the Enabling Conditions for Student Self-Regulated Learning in the UAE*
Samantha Monroe, Alef Education, United Arab Emirates
Xin Miao, Alef Education, United Arab Emirates
Pawan Kumar Mishra, Alef Education, United Arab Emirates
Richard Brooker, Alef Education, United Arab Emirates

In 2018, a 60 student program was piloted to explore the potential of using an adaptive learning system in larger class sizes to mitigate issues such as a lack of qualified teachers and high teacher turnover rates in UAE. This study sought to understand the impact of this program on student engagement and academic performance, as well as the enabling conditions needed for student self-regulated learning. Using data from over 12,700 students' exam results, as well as surveys from teachers and students, we examined the impact of this program using a propensity score matching technique. Results of the study showed that increasing the teacher-student ratio had no significant negative impact on student academic performance, and in some cases increased student engagement. However, enabling conditions for student self-regulated learning and teacher feedback on this project provided key insights that guides a more in-depth digitization of the UAE K12 public education system, which has important policy and practice implications.

09:15-09:40

71669 | *Automated Classification of Classroom Emotions from Students' Facial Expressions Using Transfer Learning*
Yuvaraj Rajamanickam, National Institute of Education, Nanyang Technological University, Singapore
Ratnavel Rajalakshmi, Vellore Institute of Technology, India
Venkata Dhanvanthar, Vellore Institute of Technology, India
Jack Fogarty, National Institute of Education, Nanyang Technological University, Singapore

Emotions play a critical role in learning. Having a good understanding of student emotions during class is important for students and teachers to improve their teaching and learning experiences. For instance, analyzing students' emotions during learning can provide teachers with feedback regarding student engagement, enabling teachers to make pedagogical decisions to enhance student learning. This information may also provide students with valuable feedback for improved emotion regulation in learning contexts. In practice, it is not easy for teachers to monitor all students while teaching. In this paper, we propose an automated framework for emotional classification through students' facial expressions and recognizing academic affective states, including amusement, anger, boredom, confusion, engagement, interest, relief, sadness, and surprise. The methodology includes dataset construction, pre-processing, and deep convolutional neural network (CNN) framework based on VGG-19 (pretrained and configured) as a feature extractor and multi-layer perceptron (MLP) as a classifier. To evaluate the performance, we created a dataset of the aforementioned facial expressions from three publicly available datasets that link academic emotions: DAiSEE, Raf-DB, and EmotioNet, as well as classroom videos from the internet. The configured VGG-19 CNN system yields a mean classification accuracy, sensitivity,

09:55-11:10 | Room C

Monday Online Presentation Session 2

Nurturing Creativity & Innovation: New, Innovative & Radical Education

Session Chair: Angela Valéria De Amorim

and specificity of $82.73\% \pm 2.26$, $82.55\% \pm 2.14$, and $97.67\% \pm 0.45$, respectively when estimated by 5-fold cross validation. The result shows that the proposed framework can effectively classify student emotions in class and may provide a useful tool to assist teachers understand the emotional climate in their class, thus enabling them to make more informed pedagogical decisions to improve student learning experiences.

09:55-10:20

71807 | *Reimagining the Role of Art for Student Learning in the Wenzhou-Kean University*

Hanyu Wang, Wenzhou-Kean University, China

Rosalie Muertigue Palaroan, Wenzhou-Kean University, China

This research aimed to explore the opinions of undergraduate students at Wenzhou-Kean University (WKU) regarding the issue of reimagining the role of art in student learning. Previous research had shown that the art method was crucial for students' learning process. This study had investigated 70 students varying in different majors from College of Business & Public Management, College of Liberal Arts, and College of Science and Technology in WKU to explain further the relationship between art and students' learning process. Incorporated with quantitative and qualitative methods, this research would try to clarify the working principles behind art towards improving students' memory skills, as well as examine the efficiency of art in motivating students' further studies. Through the study, it was found that students in WKU widely applied art methods during their learning process. As revealed, there were also some constructive results that were brought up by the study which need further explanations.

10:20-10:45

70910 | *Threats and Opportunities of Chat GPT in Online Learning with Elementary/Primary Students*

Gregory Macur, University of Sunderland, United Kingdom

This paper introduces the recently popularised computer AI, (Artificial Intelligence), program called Chat GPT, (Generative Pre-Trained Transformer), in an educational context. The paper then goes on to discuss the potential threats and opportunities that have and may still emerge for elementary/primary education. This is specifically discussed in the context of online learning. These opportunities and threats are largely collated from teacher surveys and teacher interviews. These surveys and interviews revealed that over 90% of elementary/primary teachers felt Chat GPT is more of an opportunity than a threat. Some of the key threats which emerged related to: academic dishonesty; ethical issues; assessment; and this platform being used to draw conclusions for students and feed them answers. Some of the key opportunities which emerged related to: saving time; differentiating; information accessibility; and enhancing the learning experience. Practical applications for the use of this technology in online learning with elementary/primary aged students are provided. Limitations of this paper are discussed.

10:45-11:10

72284 | *Ergonomic Aspect in Home – Office Teaching*

Angela Valéria de Amorim, Universidade Lusófona, Portugal

Patricia Carly de Farias Campos, Universidade Lusófona, Portugal

Carlos Alberto de Oliveira Campos, Universidade Católica, Brazil

The objective of the study is to present the conditions of comfort in the domestic space based on an analysis of the ergonomic aspects aimed at carrying out activities in the home office. The emergence of the Covid-19 virus that spread around the world and led many countries to enact lockdown, bringing consequences to the educational, economic system, among others. Therefore, the educational teaching space that used to be at school became home with the Covid-19 pandemic. The activities developed by teachers that were in person became remote. Thus, the need arose to study the space and the impacts on the health of these professionals, who were not adequate to meet the emergency demand and meet the performance of teaching and learning of students. The methodology employed comprises a quantitative, bibliographical evaluation for an ergonomic analysis of the space built and adapted to the new reality of the teacher's work who will conduct his classes remotely in a domestic space. The conclusion of the analysis carried out on the collected and analyzed data of the factors indicated in the research regarding lighting, temperature and noise, are not satisfactory regarding comfort in these spaces. It was evident that this space is not able to carry out such an activity, these factors interfere in teaching and learning, as well as in the health of the teacher.

11:25-12:15 | Room C

Monday Online Presentation Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Aisyamariam Abdul Uzza

11:25-11:50

72205 | *Calling, Meaning, Generativity and Legacy in Educational Leaders*

Douglas Hagedorn, Dallas Baptist University, United States

A generative individual guides, cares for, and invests in the next generation and, by doing so, creates and constructs a legacy. Not every person is purposeful in their legacy, but each person will leave a legacy, regardless of their intent to do so. An educational leader's focus on generativity and legacy may have a connection with achieving meaning in life through meaningful activities, personal experiences, and attitudes. It is highly likely that an educator already participates in generative expressions by passing on ideas, values, traditions, knowledge, and things that outlive themselves. The problem at hand is a lack of research and linkage between meaning in life and generativity and legacy, specifically in an educational setting. The current study explored leadership expressions of generativity that may result in meaning in life or leaving a legacy. It is a qualitative study that utilized a multiple-case study design to assess three faith-based schools. The sample frame included three cases with three variants of educational leaders within each case: administrative leaders, classroom teacher leaders, and parental educational leaders (N=18). An alumni focus-group was also conducted. Each educational leader answered questions related to their own meaning in life, generativity, and legacy in an educational setting. The research goal endeavored to answer the following question: "In what ways do educational leaders leave a legacy with their followers in K-12, faith-based, University-Model schools?" Findings showed that faith-based educational leaders exercised their callings and purpose with numerous generative expressions that led to meaning in life and legacy.

11:50-12:15

70021 | *Women in Leadership: Strategies for Success in Higher Education*

Amy Grimm, Irvine Valley College, United States

Maya Lynum-Walker, University of Louisville, United States

According to Dunbar and Kinnersley (2011), "Informal mentoring relationships, which develop through a mutual selection of mentor and mentee, often have at the base of the relationship fundamental similarities between the mentor and the mentee" (p. 19). This essay examines how women challenge systemic inequities in higher education through mentorship practices. First, the paper reviews the research about the historical context of higher education in the United States. This research provides evidence of the educational inequities framed within the complex structures of power, oppression, and complicity. Next, the paper identifies intersectional challenges faced by women in higher education leadership positions through quantitative analysis research. Specific historic examples of women's leadership advancement and gendered discrimination include the examination of the deans of women. Typically, deans of women were repeatedly mistreated by college presidents, were required to spend more time on campus than their male colleagues, were paid poorly and suffered more budget cuts than their counterparts. Finally, this paper provides current research from a quantitative study that examines the effectiveness of mentorship strategies employed by women in higher education. These mentorship practices are an important expression of agency and leadership. In many of these interactions, women are creating relationships built on the foundations of mutual interests, understanding and goals. Subsequently, there are a variety of mentorship practices that may help mitigate inequities in higher education while also creating opportunities for professional success. This paper builds upon mentorship research and expands critical studies of women in leadership.

12:30-13:45 | Room C

Monday Online Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Kulnicha Meechaiyo

12:30-12:55

71474 | *An Integrated Framework for Maximizing Students' Learning Experience*

Aisyamariam Abdul Uzza, Asia Pacific University of Technology and Innovation, Malaysia

Analisa Hamdan, Asia Pacific University of Technology and Innovation, Malaysia

Hon Wei Leow, Asia Pacific University of Technology and Innovation, Malaysia

Shriram R., Vit Bhopal, India

Jonathan Kovilpillai, Asia Pacific University of Technology and Innovation, Malaysia

Rapid development, advances, innovative educational technologies, and digitalization of education aspires educators and learners to maximize overall learning experiences. The field of learning analytics has generated increased interest in utilizing learners' learning journey in providing comprehensive information to enhance teaching and learning as a whole (Nguyen et al., 2017, Noroozi et al., 2019). School closure due to the Covid-19 outbreak is one of the reasons why learning analytics and learning design became very significant and prominent in education. This is because learning analytics may provide educators and learners with clear visualization of overall learning performance in achieving the intended learning outcomes. According to Persico and Pozzi (2015), whereby researchers highlighted that learning analytics and learning design stimulate productive learning experiences which resulted in maximizing learners' satisfaction. Law et al. (2017), argued that due to insufficient attention to learning design, development, and the effective implementation of learning analytics, is seen as a setback for a successful application in delivering continuous learning. In another study by Lockyer and Dawson (2011, p.155), it is evident that the alignment of learning analytics and learning design would benefit both fields as it proposed an interpretive pedagogical framework in ensuring all learning outcomes are met. Thus, the integration of each concept provides the necessary overlay to maximize learners' learning experience. In this paper, we would like to respond to recent calls to consider how learning analytics and learning design should be effectively applied to support teaching and learning activities.

12:55-13:20

70014 | *Using Creativity and Reflection to Empower a Diverse Learner Community*

Ina Stan, Buckinghamshire New University, United Kingdom

Sara Eaglesfield, Buckinghamshire New University, United Kingdom

There are traditional expectations informed by White, Eurocentric and masculine paradigms that dictate who belongs in Higher Education (HE) (Burke, 2012). To achieve equity in HE, universities need to ensure that students from under-represented backgrounds have access to the necessary resources and opportunities to develop their writing, reading, speaking and learning to navigate 'privileged forms of being and knowing' (Burke, 2018, p. 378). Learner diversity is at the forefront of Buckinghamshire New University's Foundation Year (FY) provision with students from a variety of widening participation backgrounds, and a range of non-traditional educational pathways. The FY approach has moved away from using a deficit model with these students towards a creative process for development of meaningful and relevant knowledge, whilst retaining a strong sense of their self. The FY team developed a board game project on the theme of student life, as an inclusive teaching approach, to enable all FY students to bring their strengths and resources to the task, validating their existing skills and life experiences. The main outcome is the demonstration of creativity and innovation through group work and the application of generic academic skills. The game itself is not assessed, instead the students' reflections on the process are. The students map the process to the institutional model of employability underpinned by metacognition and self-efficacy, providing more meaningful learning outcomes. Hence, from the very beginnings of their university journey, the students' individual goals are embedded within their academic learning.

13:20-13:45

71271 | *Through Student Eyes: Graduate Attributes in the Economics and Finance Curriculum*

Kulnicha Meechaiyo, University of St Andrews, United Kingdom

Ian Smith, University of St Andrews, United Kingdom

Gosia Mitka, University of St Andrews, United Kingdom

We use self-reported student data on graduate attributes from more than 80 modules across three semesters at the University of St Andrews. The data are generated within the end of semester module evaluation questionnaires which ask students to identify the five graduate attributes which they have enhanced the most within each of their modules. Students select from a list of 20 attributes introduced by the University in 2021. Overall, across the programmes, the results show the most frequently reported attributes are research skills and problem solving, numeracy, technical and specialist academic skills and disciplinary knowledge, organisation and written communication. However, there are variations in this pattern across levels of study and programmes both in terms of the mix of attributes and the dispersion of student responses. In particular, our results show significant differences in the attribute profile for specific modules. These departures can be accounted for chiefly in terms of (i) syllabus content (ii) learning tools (iii) forms of assessment and (iv) pedagogy. This categorisation is used to explain the selection of otherwise rarely chosen attributes such as diversity awareness, social responsibility, digital literacy, creativity, effective team contribution, oral communication and confidence. We provide case studies to illuminate these instances. Finally, we explore why resilience features prominently in some modules and the extent to which this is correlated with persevering after a grade setback. We also investigate those modules which experienced significant teaching and assessment innovations across two years and the impact on student reports of their graduate attributes.

14:00-15:15 | Room C

Monday Online Presentation Session 5

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Hsuehi Lo

14:00-14:25

70773 | *Construction of Knowledge and Level of Scientific Epistemology during Physics Practical Work*
Noorzana Khamis, Universiti Teknologi Malaysia, Malaysia

Students were found not to study physics constructively, causing minimal improvement in their understanding and mastery of physics. In order to look into the flaws in the construction of knowledge, this investigation used observations, interviews, and reviews of seven groups of Form Four (16 years old) students' practical work and their reports for five months from seven schools in the district of Johor Bahru as the means to collect data. Using thematic analysis, findings showed that though students performed practical works, their construction of scientific knowledge during practical work learning is at the naïve level. Flaws in the knowledge construction are traced from students' reliance on their teachers to validate their data instead of being independent. This explains why students cannot experience progression with the construction of scientific epistemology even when conducting experiments at school laboratories. The recommendation is suggested to improve students' way of learning physics by practising inquiry and thinking constructively.

14:25-14:50

72218 | *The Relation Between Mathematics Education Software and Mathematics Thinking Styles*

Chia Zargeh, Modern College of Business and Science, Oman
Nassor Suleiman, Modern College of Business and Science, Oman
Reena Abraham, Modern College of Business and Science, Oman
Joseph Mani, Modern College of Business and Science, Oman

Distance education during the Pandemic resulted in a rapid growth of using Mathematics Education Software and added some new dimensions to Post-Pandemic Mathematics Education. In this presentation, we recall Borromeo's thinking style and express some relations between visual, conceptual and procedural thinking styles of students and the use of Mathematics Education Software. The study was conducted among college students during the 2022-2023 academic year in order to identify their Mathematical Thinking Styles in two different departments, namely Department of Computer Science and Department of Business. According to the findings; there is a significant difference between students of the Computer Science Department and Business Department in terms of their preference to deal with mathematics concepts. More precisely, the preference of students from the Business department is visual thinking style, and they have willingness to be taught by use of mathematical education software such as GeoGebra, whereas in the Computer Science Department students have the integrated MTS, and therefore they have flexibility in terms of preference of learning mathematical concepts. The researchers' findings imply that instructions based on graphical and geometric approaches could mostly benefit students with Business-based majors and help them to have better performance in their assessments.

14:50-15:15

71194 | *An Examination of Elementary Students' Reasoning Ability via Inquiry-Based Project Designed by STEAM Integration*
Hsuehi Lo, St. Cloud State University, United States

I design this research to examine how inquiry-based learning models can develop 4th and 5th graders' STEAM reasoning ability. The integrated STEAM lessons, including climate change topics, mainly allow students to demonstrate their levels of reasoning ability about mathematic, engineering, and scientific justification. The sample consisted of fifty-six 4th and 5th graders enrolled in one elementary school, where 89% of students remain eligible for free/reduced lunch; 45% are designated as students of color. The elementary school is in the mid-size town, in central Minnesota, the U.S. I employed a quantitative descriptive and quasi-experiential research design. A pre/post-test design was employed to determine levels of students' development in reasoning ability. Instead of telling students what, why, and how climate change occurred, all participants' learning processes are guided by open-ended questions; students thus needed to hypothesize reasonable responses via online resources. The lessons culminated in students writing a letter to the local major about potential damage to municipality stemming from climate change; the lesson structure required young people to propose policy changes. Results indicated that prior to the inquiry-based model's implementation students tends to prepare pencil-paper tests. Under the inquiry-based models, students begin exploring knowledge through scientific inquiry and improved in logical argumentation. Students significantly improved in measures of their reasoning and argumentation ability.

08:00-09:40 | Room D

Monday Online Presentation Session 1

International Education

Session Chair: Tik David Li

08:00-08:25

72689 | *The Effect of 4D Time Management on Social Media Addiction: The Example of University Students*

Leyla Ozgen, Gazi University, Turkey

Sena Kayır, Gazi University, Turkey

Burçin Saylan, Gazi University, Turkey

Ayşe Naz Çelik, Gazi University, Turkey

Nazlı Dilara Pekyurek, Gazi University, Turkey

Abstract In this research, while the conscious use of social media provides many benefits, its unconscious use reveals many negativities such as not being able to control the time spent at the beginning. Purpose: This study was planned with the aim of raising awareness of university students about time management and reducing social media addiction with the "4D Time Management Education Program". Methods: Since quantitative and qualitative research methods were used in the research, it was carried out in a mixed model. A semi-experimental study group was determined for the study group and a six-week "4D Time Management Training Program" was applied to 19 students selected on a voluntary basis among the students studying at Gazi University Faculty of Health Sciences. Study group: In this research, according to the results of the needs analysis study findings, the needs of the "4D Time Management Training Program" were determined, and according to these, the "4D Time Management Training Program" was applied once a week in 50-minute activities for a total of six weeks. Before and after the program, measurements were made with data collection tools and the measurements of the experimental and control groups were compared. Results: The permanence effect of the training on the experimental group will be predicted by retesting one month after the end of the study. 4D It was determined that time management education developed positive behaviors on students in using time in a planned and careful way.

08:25-08:50

71959 | *Insights on Innovation in Education: A TPACK Experience in Continuing Teacher Education in Southern Brazil*

Fabiana Kurtz, Northwestern Regional University from Rio Grande do Sul State, Brazil

Denilson Silva, Integrated Regional University of the Northwest of Rio Grande do Sul State, Brazil

Edson Padoin, Regional University of the Northwestern State of Rio Grande do Sul, Brazil

Barbara Gundel, Regional University of the Northwestern State of Rio Grande do Sul, Brazil

Taise Possani, Regional University of the Northwestern State of Rio Grande do Sul, Brazil

Pedagogical practices at different levels of education, especially in basic education, demand proposals capable of developing autonomy and innovation skills. Considering the Latin-American scenario, especially in Brazil, the (post)pandemic context has contributed for information and communication technologies to move from supporting to protagonists in the pedagogical process, with their limitations and potential being the object of investigation in different spheres. In this regard, it is essential to consider the teaching role and, more than pointing out gaps in pre-service teacher education, or teachers' lack of technological knowledge, it is crucial to establish dialogues and proposals resulting from understandings involving a teaching and learning process with, through and about technologies, which still seems to be far from pedagogical practices in the Brazilian context. To this end, we conducted a survey with forty K-12 teachers from southern Brazil engaged in continuing education course on educational technologies based on the TPACK framework. A questionnaire was used in order to evaluate their self-perception regarding content, pedagogical and technological knowledge. Results suggest important variations in understanding among different areas of knowledge, especially regarding technological integration and awareness of teachers' practice, with impact on research and curriculum proposals. The results also show that the participants are uncertain about their knowledge involving the use of technologies in an integrated way for educational purposes. If there is, on the one hand, greater confidence in solving technical problems, on the other hand, there seem to be limitations regarding technological experimentation and metacognition involving their teaching role.

08:50-09:15

71046 | *Passion-based Learning Under COVID-19: Students' Perceptions for Implementation, Engagement and Passion in a Hong Kong Primary School*

David Li, Lam Tin Methodist Primary School, Hong Kong

Passion-based learning (PBL) is considered an innovative approach coherent to Education 3.0 as learning is mainly driven by learners. However, the existing studies have neither drawn conclusive results towards the effectiveness of PBL (Mas'ud, 2019), nor contextualized in Hong Kong primary school under COVID-19. To fill this gap, the present study aimed to explore students' perceptions towards PBL. Using an exploratory mixed-methods design, the objective of the study is two-folded: To uncover students' perceptions towards (1) Implementation of PBL, and (2) Engagement level and Passion scale of PBL. Three-phase PBL, namely Passion Discovery, Passion Practice and Passion Pursuit, was first implemented in a class of total 14 primary 5 students. Semi-structured individual interviews involving 6 Hong Kong primary school learners were conducted. Questionnaires comprised of 10-item implementation, 17-item academic engagement and 14-item passion scale were administered to all participants. Two triangulation research methods have been adopted. Field note is made throughout the process of implementation while video analysis is conducted upon the completion of passion project. The overall results from major research methods, interviews and surveys, indicate a positive and encouraging perceptions towards the three variables. On the other hand, field note and video analysis demonstrate consistent results for triangulation. This study is expected to have considerable impact for educational stakeholders to have a preliminary understanding of PBL, to explore feasibility of implementing PBL in future education, and to promote PBL in a greater context.

09:55-11:10 | Room D

Monday Online Presentation Session 2

Curriculum Design & Development

Session Chair: Victoria Crisp

09:55-10:20

70364 | *Integration of Sustainable Design and Circular Economy Concepts in Civil Engineering Curriculum*

Oguz Egilmez, Yasar University, Turkey

Efthymia Staiou, Yasar University, Turkey

Cemalettin Donmez, Izmir Institute of Technology, Turkey

Civil engineering covers a wide range of disciplines that incorporates infrastructures: construction, environmental, geotechnical, water resources, structural and transportation engineering. Therefore, it is imperative civil engineering undergraduate students get accustomed to concepts and principles needed to meet the requirements of sustainability in complex civil engineering projects. The curricula of civil engineering undergraduate programs, especially in Europe's Mediterranean countries, focus mainly on safety, regulations, standards, codes, and security of infrastructure systems and lack societal and environmental impacts, sustainability, resilience concepts in the various stages of the design process. This paper presents results from an ongoing ERASMUS+ Strategic Partnership project in higher education, SUSTAIN-CE. The project aims to develop course materials that cover sustainable infrastructure design and circular economy concepts that can be integrated to the current contemporary civil engineering curricula to ensure graduates have the ability to apply concepts and principles of sustainability to the solution of complex civil engineering projects. In order to achieve this objective, SUSTAIN-CE lead to and tested the developed material in academies organized in Turkey, Greece, and Portugal by blending context-specific driven skill gap mitigation with globally benchmarked practices in true co-creation with industry, industry associations, policy makers, end-users and academia. The implementation and evaluation of these academies, the case studies presented, the feedback from the participants before/during/after the academies, etc. are presented.

10:20-10:45

72473 | *Examining the Impact of Teachers' Assessment Competency on Learners in Academia: A Study of Selected HEIs of Uzbekistan*

Gunjan Jain, Westminster International University in Tashkent, Uzbekistan

Alim Asanov, Westminster International University in Tashkent, Uzbekistan

Assessment evaluates students' performance against established criteria, standards, or learning objectives to analyse learning outcomes through formative or summative techniques through ongoing feedback and opportunities for improvement, so that curriculum, instruction, and educational policies can be adjusted according to the student's needs. In this light, the need for transformation is anticipated as never before, and teachers' initiative in becoming more assessment competent is a sine qua non. As Ashraf and Zolfaghari (2018) view it, students' academic performance outcomes and assessment quality are representatives of teacher assessment literacy (p425). Therefore, teachers must equip themselves with knowledge, skills, values, and attitudes to contribute to the well-being and sustainable development of the entire educational milieu. This research aims at Examining the impact of teachers' assessment competency on learners in academia: About selected universities of Uzbekistan, as it has been excessively researched in various levels of education in many European countries and the United States (Carroll, 1995, p67; Sadler, 1998, p77; Keppell and Carless, 2006, p181; Weurlander et al., 2012, p759), but suffers a dearth of focused studies in Uzbekistan. To analyse the fact survey is conducted using SurveyMonkey as a quantitative tool to gather opinions of HEIs teachers from 15 different reputed universities of Tashkent, Uzbekistan. The current study's findings suggest that teacher assessment competency contributes to developing students' greater responsibility for learning and self-assessment improvement. Besides, it was revealed that teachers should consistently adhere to several essential principles to encourage students' active learning to make teaching-learning process effective.

10:45-11:10

70429 | *The Elusive Perfect Question: An Evaluation of the Quality of Past and Recent Exam Questions in Science*

Victoria Crisp, Cambridge University Press and Assessment, United Kingdom

Gill Elliott, Cambridge University Press and Assessment, United Kingdom

High quality examination questions are crucial to ensuring meaningful exam results that contribute to validity. This research explored the quality of science exam questions designed for 16-year-olds, and how quality may have changed over time. At a preliminary workshop, 21 assessors provided definitions of quality in science exam questions and evaluated trios of exam questions. Subsequently, a pool of 267 science exam questions assessing six focus topics was collated from past exam papers used in four years (1990; 2000; 2010; 2018) and evaluated by six experienced assessors. Common themes in assessors' definitions of quality were the task being clear and easy to understand, content falling within the syllabus, accuracy of science content, and marks being awarded for relevant knowledge, understanding and skills. A range of question design features were reported to affect quality, such as appropriate contexts, having a logical order, accessible language, and clarity of diagrams. These points are consistent with the definitions of quality and align with prior research findings. Questions from more recent years tended to receive higher ratings on average than those from less recent years. This may suggest a change in quality over time or that judgements were made relative to current expectations and understandings of good practice. Interestingly, despite the review processes that will have applied in the development of all questions, relatively low numbers of questions were given the highest rating for quality in evaluations and improvements were suggested for all questions. This suggests that questions are rarely considered 'perfect'.

11:25-12:15 | Room D

Monday Online Presentation Session 3

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Gizem Adeka

11:25-11:50

72687 | *Tacit Knowledge to Explicit Knowledge: An Object Study of Fish Traps and Baskets of Assam*

Felnunmoi Gangte, Indian Institute of Technology, Bombay, India

Avinash Shende, Indian Institute of Technology, Bombay, India

Bamboo craftsmen have traditionally acquired their knowledge and skills through a process of observation, imitation, and hands-on experience, leading to the accumulation of tacit knowledge. However, this knowledge is often difficult to communicate or transfer to others especially when its use is confined to the local community, thus limiting its wider dissemination and utilisation. This paper presents an object study of a project aimed at converting bamboo craftsmen's tacit knowledge into explicit knowledge through "externalisation" which includes documentation and visualisation techniques. The objects being studied here are the bamboo fish traps and baskets made by skilled bamboo craftsmen of a rural community in the state of Assam in India. The paper describes the process of identifying and documenting key aspects of the making of the basket, translating it to visual aids, and creating a handbook for use by other craftsmen, design practitioners and students. The project reveals that explicit knowledge can be generated from tacit knowledge through careful observation, analysis, and translation of the objects which includes studying the form and function, weaving techniques used and material study. The resulting handbook/framework provides a valuable resource for preserving and disseminating bamboo craftsmen's knowledge, contributing to the sustainability of this traditional craft and the livelihoods of the local community. The paper concludes with a discussion of the implications of the project for the preservation of traditional knowledge and the potential for converting tacit knowledge into explicit knowledge in other contexts for wider use in product design.

11:50-12:15

72520 | *Implementation and Evaluation of Traditional Handicraft-Based Digital Storytelling and Coding Program*

Pakize Kayadibi, Bolu Abant İzzet Baysal University, Turkey

İlkay Ulutaş, Gazi University, Turkey

Children have been in digital environments and less social interaction than in real environments recently. When children play games in digital environments, they become a part of a different culture than intangible cultural heritage. For this reason, the need to create school and out-of-school learning programs as an alternative to cultural transfer through informal means has brought up the agenda. This research aimed to apply intangible cultural heritage education to children through technology, to increase cultural awareness from the early years and to present a perspective with interdisciplinary cooperation by making use of "traditional handicrafts", which are among the features of intangible cultural heritage. The study is structured in mixed model that includes quantitative and qualitative dimensions. Early childhood teachers, children and parents were included in the study. In the research process, first, the intangible cultural heritage and technology experiences and needs of early childhood teachers were determined. The "Traditional Handicrafts-Based Digital Storytelling and Coding Program" was developed in line with their needs. Teachers were given trainings on intangible cultural heritage, coding, digital storytelling for six weeks, and their knowledge and skills were updated by the researchers. Teachers also provided intangible cultural heritage education to children using coding, digital storytelling, and artwork. The results of the research revealed that the "Traditional Handicrafts-Based Digital Storytelling and Coding Program" had positive effects on teachers and children. They participated in the education with enthusiasm, children's interest and achievements in education were reflected in the home environment, and the parents also made positive observations.

12:30-13:45 | Room D

Monday Online Presentation Session 4

Higher Education

Session Chair: Antonios E. Platsas

12:30-12:55

71539 | *Scaffolding Teacher Talk in Face-to-Face vs Online EAP Contexts: Teachers' and Students' Views*

Gizem Adeka, Bahcesehir University, Turkey

Derin Atay, Bahcesehir University, Turkey

Despite growing research evidence on the facilitative role of scaffolding strategies in enhancing students' learning outcomes, scaffolding second language learners in hybrid EAP contexts has been an under-researched area. The aim of the present study is twofold: 1) to explore how English language instructors use teacher talk to scaffold language learning during online and face-to-face EAP lessons, and 2) to find out instructors' views on their own scaffolding strategies and students' regarding the effectiveness of these strategies. The study was conducted in the English preparatory program of a foundation university in Istanbul, Turkey, and data were collected from four L2 English instructors and 61 students through video recordings and stimulated recall interviews. The video transcripts were analysed following the scaffolding strategy framework used in similar studies. Analyses revealed that instructors' scaffolding included similar metacognitive, cognitive, and affective strategies in both face-to-face and online lessons. Instructors used various cognitive, metacognitive, and affective scaffolding strategies to cater for students' language learning while preparing them for the academic requirements of the English program and future studies without considering the differing needs of the instructional contexts. Finally, although students in general benefited from the scaffolding strategies used by their instructors, certain strategies were found ineffective due to different individual needs and expectations, which suggests that scaffolding teacher talk should be adapted based on individual needs and expectations. The findings shed light on the effective scaffolding strategies of teachers used in hybrid contexts and students' ideas about to what extent they can benefit from them.

12:55-13:20

72000 | *Online Voter's Education, Change of Voting Perception, Social Media Use of Fake News and Fact-Checking Behaviors Among Tertiary Students*

Amor Mia Arandia, Jose Rizal University, Philippines

Allison Cruyff Ladero, Siliman University, Philippines

Voter's education is one avenue which engages student-voters into political socialization. As student's become aware of their role in elections, an abundant of information and ideas would come forth to sway their minds. However, their exposure to social media and lack of keenness in verifying information can make them vulnerable to spread of misinformation which in the long run may affect voting perceptions. Others may not be conducting fact checking behaviors that are necessary before they share information. This study aimed to determine the relationship of voter's online education, use of fake news in social media and fact-checking behaviors among college student-voters in a university. This research will give us understanding of the role of voter's education and other factors in voting and fake news spread. Using male and female participants, in college (n=446), results showed that majority of the respondents share fake news in social media to provide understanding of a particular event or situation. Consequently, sex and monthly gross income is not strongly related with Watching Online Voter's Education, Perception of Change in voting a Candidates in Top Positions for Election, Awareness and checking of fake news, social media use of fake news, Reading fact-check information on social media. Findings reveal that reading fact-checked information and awareness/checking of fake news is related with each other ($r=.524, p<.001$). Implications of this study are also presented to raise young voter's awareness and utilization of fake news in social media.

13:20-13:45

72695 | *The Spirit of Modern Academic Legal Education: Towards Governing Principles*

Antonios Emmanuel Platsas, University of the West of England, United Kingdom

The contribution promotes the idea of principles in academic legal education. Principles are taken to be abstract notions that can offer a certain positive direction of things in academic legal education. The paper thus posits that such principles should be taken into account both in the designing and the implementation of programmes of legal study and law degrees in the academic environment. Law is, of course, to this day, a largely divided discipline, especially considering that law has traditionally been in the hands of nation-states. By extension, legal education around the world may be perceived as largely divided too, because the discipline of law has been divided in the first place. However, the proposed principles are ones that ought to come with certain universal positive characteristics to them. Equally they should also make allowance for certain local variation where possible, albeit not always and not necessarily. Recognition is also given to the fact that such a degree of local variation could be more significant where such could be justifiably supported by a domestic academic legal community and/or a domestic professional class of legal practitioners. Furthermore, the contribution offers specific examples of principles which can function as overall guiding principles for university law degrees around the world. The paper concludes with an overview of its main findings.

14:00-15:15 | Room D

Monday Online Presentation Session 5

Higher Education

Session Chair: Maria Fe Abejar

14:00-14:25

72451 | *A Quantitative Exploration of Academic Motivation in Online Higher Education*

F. Sehkar Fayda-Kinik, Istanbul Technical University, Turkey

Academic motivation (AM), the desire for behaviors connected to academic functioning and success, determines the level of student engagement in academic activities. Due to the increase in online learning environments in universities in the post-pandemic period, it is significant to explore the AM level among students in online higher education to offer a more effective program. In this study, it was aimed to investigate the AM level among undergraduate students taking online courses in terms of different motivational constructs; namely, intrinsic motivation (IM), extrinsic motivation (EM) as well as amotivation, and whether there is a relationship between AM and demographic variables of gender, age and year of study. Adopted as a quantitatively-designed study, the AM scale with 7 sub-scales including IM towards knowledge, accomplishments, and experience stimulation; and EM external, introjected, and identified regulations; and amotivation was conducted to 220 undergraduate students taking online courses in different universities in Turkey. The collected data were analyzed by using SPSS for Windows 26.0 and IBM AMOS v24.0. The descriptive results indicated that the IM level of the sample was low, whereas the levels of EM and amotivation were moderate. The highest mean score was detected in the construct of amotivation. The results of MANOVA and ANOVA analyses to determine the variability of IM, EM, and amotivation by the demographics revealed that the participants' mean scores did not vary based on their year of study while some statistically significant findings were detected between EM and gender as well as amotivation and age.

14:25-14:50

70524 | *The Internationalization of Philippine Higher Education Institutions (PHEIs): Voices From University Academics*

Mark B. Ulla, Walailak University, Thailand

Jeng jeng Mandolado - Bolintao, Ifugao State University, Philippines

Stephenie Ong - Busbus, Saint Louis University, Philippines

Studies on internationalization in higher education institutions (HEIs) have focused only on policies, practices, and students' experiences, with a limited concentration on university academics' perceptions of and their roles in the internationalization process. The present study addresses such a gap by exploring the concept of HEI's internationalization from the perspectives of Philippine university academics. Data were taken from the open-ended online survey questionnaire and follow-up semi-structured individual interviews. The findings highlight the individual capital of PHEIs' academics as a significant factor in the internationalization process. It also revealed that participants perceive PHEIs' internationalization as quality education through the internationalization of the curriculum (IoC) and international linkages, collaboration, and globalization through internationalization at a distance (IaD). The findings contribute to the discussion of HEIs' internationalization as the study highlights the perspectives of Philippine university academics and their role in the HEIs' internationalization process. Since academics play an essential role in HEI's internationalization process, their understanding and participation in this process must be considered and emphasized.

14:50-15:15

71224 | *Attitude Toward Statistics as a Predictor of Statistical Literacy Among the Filipino College Students*

Maria Fe Abejar, Cebu Institute of Technology - University, Philippines

Nina Marie Alegado, Cebu Doctors' University, Philippines

Harold John Omambac, Cebu Doctors' University, Philippines

Mary Michelle Alfara, Cebu Doctors' University, Philippines

Erich Matthew Isagan, Cebu Doctors' University, Philippines

Erlene Crown Lanaria, Cebu Doctors' University, Philippines

Statistics is very important at higher education levels. However, it is noticeable that students are lacking in interest in this specific field (Judi, Ashaari, Mohamad, & Wook, 2011). It is from this context that the study was conceptualized to determine the students' attitudes toward statistics as a predictor of the level of statistical literacy. There were six hundred thirty-nine (639) Filipino college students who participated in the study. The Attitudes Towards Statistics – 36 (SATS-36) by Schau (2003), and Statistical Literacy Assessment Scale (SLAS) by Reston (2005) were the measurements used in the study. In the analysis of the attitude towards statistics, students scored highest in the effort domain ($M = 4.56$, $SD = 1.12$) and lowest in the difficulty domain ($M = 3.22$, $SD = 0.81$). In addition, the majority of the students had low statistical literacy of 84.6% ($f=540$), while the minority of the students had moderate statistical literacy of 15.3% ($f = 98$). Meanwhile, the bivariate analysis yielded a weak correlation among the domains of attitude (Affect $r = .114$, Cognitive Competence $r = .111$, Value $r = .215$, Difficulty $r = -.071$, Interest $r = .159$, Effort $r = .139$). Furthermore, only 7% of the variation in statistical literacy can be predicted by the model, whereas the remaining 93% was unexplained variation. Multiple regression analysis showed that the following domains of attitudes toward statistics such as affect ($\beta = .434$, $p = .043$), value ($\beta = .683$, $p = .002$), and difficulty ($\beta = .746$, $p = .001$) predict statistical literacy. It is concluded that the attitude toward statistics domains such as affect, value, and difficulty predicted the statistical literacy among the students. The findings of the study give implications for the teaching-learning activities of the Statistics courses.

08:00-09:40 | Room E

Monday Online Presentation Session 1

Plurilingualism/Culture & Language

Session Chair: Eugenija Valiene

08:00-08:25

70922 | *Developmental Changes in the Expressive Vocabulary of a 3-year-old Trilingual Child*
Olena Dzherikh, University of Münster, Germany

The need for communication between representatives of different nationalities has led to the fact that many people acquire several languages nowadays. Relatively little research has been conducted on the lexical development in trilingual children who acquire Slavic and Germanic languages in early childhood. Previous research on vocabulary acquisition suggests that trilingual children show similar lexical skills both to their bilingual peers in two languages and to monolingual children in the majority one (Mieskowska, 2017). The purpose of the present study is to explore the vocabulary development in a Russian-English-Ukrainian trilingual child, who was exposed to Russian and English from birth and Ukrainian since 1;02 and investigate how vocabularies of trilingual and bilingual children correlate. Speech samples were collected for 24 weeks from a trilingual child and two Russian-English and English-Spanish bilingual toddlers from 2;11 till 3;04. The language performance was explored on the productive vocabulary in the trilingual child and compared with the expressive vocabulary sizes of his bilingual peers. The results show that the trilingual child has smaller separate vocabulary sizes in English and Russian than his bilingual peers as a result of the time distribution among three languages. However, when the total vocabulary is compared, the trilingual toddler's lexicon is larger than that of the bilingual children.

08:25-08:50

70273 | *Between the Aspiration to Cultivate and Wish to Enjoy: Reading Literature in a Lithuanian School*
Eugenija Valienė, Vytautas Magnus University, Lithuania
Gintarė Vaitonytė, Vytautas Magnus University, Lithuania

The purpose of this study is to analyze the literary priorities of Lithuanian gymnasts (grade II gymnasium), taking into account public discourse. Public discourse in a particular case is perceived as the context of the choice to read (literary) texts, which is influenced by the General Education Program and contains lists of elective literature compiled by compulsory and literary scholars, as well as the literary lists recommended (often by teachers' practitioners). Most often, gymnasts express their unwillingness to read compulsory school literature and avoid it, but choose to read popular literature - this is the problem of this study. For this reason: 1. defines the context of reading literature in general education schools in Lithuania; 2. describes the situation of the subjects in the field of Lithuanian literature; 3. highlights the tensions of the (un)readable choices fueled by various factors. The reading priorities of schoolchildren are actualized from the point of view of literary sociology (power relations, aesthetic taste, concept of literature, etc., based on P. Bourdieu, etc.), using some aspects of the theories of communication (media) (M. McLuhan, F. Fiske) and popular culture (J. Baudrillard, J. Fiske).

08:50-09:15

72146 | *Intercultural Communication as One of the Key Issues of Second Language Acquisition in the 21st Century*
Katarina Smolkova, University of Zilina, Slovakia

Universities aim to prepare students to become global citizens that are successful members of competitive labour markets. Intercultural awareness is one of the key skills of the 21st century. Communication between cultures is a great challenge of language teaching. The culture of the target language is an inevitable part of successful foreign language competency. The present study entitled Intercultural communication as one of the key issues of second language acquisition in the 21st century aims to determine to what extent are students of higher education able to recognise means of expression in two languages from different language families. The object of the investigation was the interpretation of ten culturally loaded phrases commonly used in business meetings. The study results collected from more than three hundred participants show the inability to fully recognise the sociolinguistic aspects of the given communication extracts. The effectiveness of the communication process depends on the feedback received, by which the sender verifies the understanding and effect of his message and monitors the reaction of the receiver. The interlocutors understood the linguistic aspect of communication. On the other hand, they did not fully recognise the cultural load of the phrases. Empirical data confirm the importance of intercultural awareness. It also emphasises the sociocultural importance of intercultural communication in the modern world.

09:15-09:40

71511 | *The "Reading Subject" of Second Language Writing: A Raciolinguistic Perspective on Linguistic Injustice*
Sitong Wang, McGill University, Canada

The "listening subject" theory proposed that members of racialized minority communities, despite empirical evidence of their normative linguistic practices, continue to be positioned as linguistically deficient because of their ethnic backgrounds and other non-discursive elements (Inoue, 2003; Flores & Rosa, 2015). Extrapolating this argument to second language writing, I argue that even if second language writers show appropriate mastery of the "acceptable" or "appropriate" writing conventions, a degree of resistance to second language writing will remain because the "reading subject" fixes imagined accents to second language writers' voices. The privileged idealized monolingualism stigmatizes linguistic practices and limits the capacity of language users who belong to racialized and socioeconomically marginalized communities. From this perspective, I would theorize "the reading subject" as an ideological position, arguing that the perception of "accented" writing inhabits a racial position that imposes second language writers to linguistic injustice. In this presentation, I strive to open a dimension for learning about the discursive and non-discursive contexts of second language users' engagement with writing. This presentation is hoped to propose what we can do to make writing education unracialized and embrace individual voices in ways that move beyond the supremacy of the white gaze.

09:55-11:10 | Room E

Monday Online Presentation Session 2

Approaches

Session Chair: Thi Tra My Ly

09:55-10:20

70199 | *Developing University Students' English Academic Literacies Through Detailed Reading Pedagogy: A Case Study of a Japanese National University*
Tingjia Wang, Hiroshima University, Japan

To assist students' English academic writing, Japanese universities have provided a wide range of academic supports, including credit courses, 1-on-1 consultations, partnered proofreading services, and workshops and seminars (Delgado, 2016). These academic supports, however, exclusively focus on the improvement of students' writing literacies and ignore the strong inter-relation between the critical reading and the mindful writing literacies in a researcher. To address the current unbalanced focus in academic supports, this research aims to develop a detailed reading pedagogy to demonstrate the significant inter-relation between the academic reading and writing literacies and to assist L2 teachers' and learners' self-/assessment of academic reading literacies. Drawing on the Reading-to-Learn (R2L) approach (Rose, 2005), this presentation will first revisit the R2L approach in the L1 context, with a focus on the detailed reading stage, and then introduce the adapted detailed reading pedagogy. This presentation will illustrate three L2 undergraduates' learning outcomes to demonstrate the applicability of the detailed reading pedagogy in L2 Higher Education. Drawing on the Stratification schema in Systemic Functional Linguistics (Martin, 1992), this presentation will further develop a stratified evaluation toolkit for teachers and learners to self-/assess the academic reading literacies developed through the detailed reading pedagogy. This presentation will use the three undergraduates' learning outcomes to illustrate the stratified evaluation toolkit. Both the detailed reading pedagogy and the stratified evaluation toolkit will significantly inform the curriculum development of English academic literacies in L2 Higher Education and provide valuable insights to the curriculum design and assessment in L1 Higher Education.

10:20-10:45

72471 | *Practical Implementation of Wellbeing and Life-Coaching Approaches in the Foreign Language Teaching Classroom*
Yauheniya Nazarava, Merito University, Poland
Garry McDaniel, Merito University, Poland

This presentation focuses on integrating wellbeing and life-coaching techniques within the foreign language teaching framework: "...where the teacher will weave threads of coaching techniques, questions and tools into the fabric of the [foreign language] teaching practices" (Kovacs, 2022). As noted in Global Skills Position Papers: Creating empowered 21st century learners (Oxford University Press, 2021), the demand for language educators to prepare learners for success and wellbeing in professional settings is skyrocketing. Traditional foreign language teaching has focused on helping students acquire the skills to speak a language. In today's world, language educators need to assist students to acquire language and personal leadership skills. Integrating coaching skills into language teaching is an effective method for achieving this outcome. My presentation will introduce participants to the theoretical foundation and types of the language coaching approach (Kovacs, 2022; Barber, 2014), the theory of coaching (McDaniel, 2017, 2023), and effective wellbeing and life-coaching tools and techniques which can be implemented in the language classroom without stripping the content coverage off the precious time. These tools and techniques not only foster students' agency and "ownership" of the learning process but also, they help organize the classroom engagement, even in large groups.

10:45-11:10

70347 | *EFL Students' Perceptions on the Use of Poster Presentations in Their Phonetics and Phonology Course*
Ly Thi Tra My, Can Tho University, Vietnam

Concerned by the fact that a large number of EFL students were often bored with the Phonetics and Phonology course and hence lacked sufficient understanding on the content, resulting in a low performance during the course, this study employed poster presentations as a tool to help students revise the knowledge learned in the course and hence strengthened their understanding of key concepts in the course. It then sought for students' perceptions on the effects of the teaching strategies. The mixed-method approach was used to collect data. Specifically, a questionnaire and interviews were delivered to 72 EFL students after they finished their Phonetics and Phonology course in their third year of studying at university. The findings indicated that asking students to make poster presentations first helped to create more interesting learning atmosphere in class, second provided opportunities for students to get insights into abstract concepts in the course and thus revise the learned knowledge and finally fostered students' soft skills i.e. group work, presentation and interpersonal relations. However, some problems e.g. effort and time consumption might also arise from the method. From the findings, it is suggested that doing poster presentations is a beneficial tool in abstract courses such as Phonetics and Phonology and therefore should be used more often.

11:25-12:15 | Room E

Monday Online Presentation Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Krisztina Szabó

11:25-11:50

72350 | *The Use of Grade-Level Readers in the Foundation Phase*

Martha Khosa, University of Free State, South Africa

Grade-level readers in the form of Reading Anthologies (RA) are provided in South African Foundation Phase (FP) classrooms (Grades 1-3) for home language learners in order to promote their reading interest and make teaching reading easier. However, evidence shows that teachers lack an understanding of teaching reading in line with methodologies prescribed in the curriculum. This paper aims to examine the effectiveness of grade-level readers in impacting reading instruction and promoting reading in the FP classroom. A qualitative case study underpinned by Tomlinson's theory of differentiation was used to collect data in six quintile 1 and 2 (five categories of schools from the poorest to the least poor) primary schools. Grade 3 reading lessons (with grade-level readers used as the main resource during Group Guided Reading activities) were observed. Data from the lesson observations were analysed manually by using thematic analysis. Classroom observations revealed the teachers' lack of knowledge in teaching reading and their inability to cater for differences and diversity in the FP classroom. In view of these findings, it is recommended that teachers should be provided support through coaching from relevant stakeholders such as Non-Profit Organisations (NGOs), education district officials and academic experts in teaching reading so that they can be able to teach reading cognisant of the differences existing in their classrooms.

11:50-12:15

71641 | *The Effect of Explicit Comprehension Strategy Instruction on Reading Comprehension of Developing Readers at the Primary School Level in Trinidad*

Webster Joseph, Claxton Bay Senior Anglican Primary School, Trinidad and Tobago

Literacy has been a challenge to many students globally and locally (Progress in International Reading Literacy Study, 2016). The explicit teaching of comprehension strategies has proven to be effective in improving reading comprehension of students in other educational jurisdictions (Tiruneh, 2014). One hundred and sixty-eight students from two schools in one Education District in Trinidad participated. Four classes were randomly assigned to experimental and controlled groups. Experimental groups were taught using Explicit Comprehension Strategy Instruction (ECSI) while controlled groups were taught using Traditional Comprehension Instruction (TCI). An oral reading fluency (ORF) assessment was used to determine the reading proficiency of students. A pretest and posttest design was used with a six-week intervention. ANOVA, independent sample T-test and descriptive statistics were used to compare groups. After the intervention, semi-structured interviews were conducted with all class teachers to elicit their perceptions on implementing ECSI. Qualitative content analysis was used to determine themes. Although there were no significant differences between the experimental and controlled groups, further analyses revealed three significant factor interactions. ECSI improved comprehension score means of developing readers while those with TCI fell. More specifically, male developing readers responded more favourably to ECSI than their female counterparts. Several major themes emerged after qualitative analyses. The merging of the quantitative and qualitative data provided insight into the theoretical and instructional perspectives to guide the implementation of ECSI. The implications of this study can inform classroom instructional practices to engage developing readers and lower-proficiency learners in literacy learning.

12:30-13:45 | Room E

Monday Online Presentation Session 4

Educational Technologies

Session Chair: Andreea Cervatiuc

12:30-12:55

65522 | *Communicating COVID-19: Investigating the Relationship and Factors Affecting University Students' Beliefs and Arabic Language Practices with Technology Use*

Abdulmajeed Alghamdi, Umm Al-Qura University, Saudi Arabia

This study examines university students' beliefs and Arabic language practices with technology use during and after the period of COVID-19. The study was conducted at 12 university classrooms in the Arabic language. The data (n = 415) comprised students' responses to a five-point Likert scale and multiple-choice questions. A descriptive analysis, a t-test, an ANOVA and a Scheffe test were used to analyse the data. The results indicated inconsistencies between students' beliefs and Arabic language practices with technology use during and after the period of COVID-19. The factors, both university- and system-related, included lack of technological graduate attributes in the current accreditation requirements, heavy focus on summative assessment in higher education and lack of student-centred teaching strategies and teacher-led interaction seem to account for this inconsistency.

12:55-13:20

71808 | *Factors Influence Saudi Females Attitudes Towards the Use of e-Learning for Continuing Education*

Badrea Al Oraini, Independent Scholar, Saudi Arabia

Mai Al Shebil, Arab Open University, Saudi Arabia

This research aimed to investigate the relationship between self-determination and Saudi females attitudes towards e-learning as media to deliver continuing education, as well as the moderating effect of perceived ease of use and usefulness of e-learning platforms, and the mediating role of subjective norms in the relationship between self-determination and Saudi females attitudes towards e-learning. The study used a quantitative research design, with data collected via an online survey. The Saudi women in the sample are engaged in continuing education programs. This paper adopted the self-determination theory along with technology acceptance model to create the conceptual framework, and the conceptual framework was tested using structural equation modeling (SEM). The findings of the study have both practical and theoretical implications for encouraging Saudi females to continue their education, through e-learning platforms. Finding of the research emphasis the important of self-determination to motivate learner to engaged in the e-learning in general and in the continues learning in particular.

13:20-13:45

69733 | *Effective Online Graduate Courses for Language Teachers*

Andreea Cervatiuc, University of British Columbia, Canada

Drawing on relevant research (Filice, & Bardetti, 2018; Kiddle, & Dudeney, 2020) and the presenter's experience as program coordinator of an online graduate degree in language teaching, this presentation will analyze the themes that emerged from students' reflections in discussion forums. The data collection and analysis were based on constructivist grounded theory (Charmaz, 2014). The presentation will discuss the key characteristics of effective online graduate courses for language teachers: facilitating teaching presence, situated learning, strong social and cognitive presence, deep learning, and balance between theory and praxis. It will also address the main benefits of completing online graduate degrees in language teaching: participation in virtual communities of inquiry and in international networks of teachers and scholars, well-defined professional identity, development of research skills, and increased linguistic knowledge, teaching skills, and reflective abilities. Well-designed online graduate courses for language teachers, in which students are highly engaged, facilitate the exchange of professional resources, mutual support, and sustainable communities of practice, with strong cognitive bonds among students, which lead to long-term professional collaboration, even after they graduate.

14:00-15:15 | Room E

Monday Online Presentation Session 5

Professional Development

Session Chair: Valentina Canese

14:00-14:25

71828 | *Theory-Practice Gap in Teacher Education – A Sociocultural Perspective*
Soon Koh Poh, National Institute of Education, Singapore

For decades, researchers have provided explanations for the theory-practice gap in teacher education. One significant area of research in this area has been teacher cognition. This area seeks to understand the theory-practice gap by understanding what beginning teachers do in their classrooms and why they do it when they transitioned from teacher preparation to schools. Teacher cognition research, however, has been critiqued as mainly cognitive and individualist in orientation. Recently and increasingly, researchers using sociocultural lens have attempted to examine novice teachers' explanations for applying and not applying what they have learnt in their teacher preparation in their classrooms. This presentation shares an ethnographic qualitative case study which sought to reconstruct participants' cultural cognition, using discourse analysis, to understand the classroom practices of two English language teachers in Singapore secondary schools. The study followed these teachers who had completed their teacher preparation at the National Institute of Education into their first two years of teaching. Using a sociocultural lens, the study shows that the two teachers internalized the ideological discourses circulating in their social communities regarding what to teach and how to teach. These discourses provided them compelling reasons for not adopting what they had learnt in their teacher preparation. This study contributes to the theory-practice gap research by offering an explanation of teacher learning from a sociocultural perspective.

14:25-14:50

70073 | *Flexibility and Choice in Peer Observation of Teaching in the Language Classroom*
Aditi Jhaveri, Hong Kong University of Science and Technology, Hong Kong
Nora Hussin, Hong Kong University of Science & Technology, Hong Kong
Bernadette Wo, Hong Kong University of Science & Technology, Hong Kong

Peer observation in language teaching within higher education has been recognized as valuable for teacher professional development, yet teachers' attitudes towards observation practices remain mixed. Most criticisms of the practice are related to its top-down nature, teacher time constraints, and its rigid procedure. It has also been known to cause stress and anxiety. These drawbacks of peer observation of teaching (PoT) approaches have resulted in teachers perceiving a loss of agency in the process, and to their consequent sense of disempowerment. With the purpose of redressing these issues, the Center for Language Education at the Hong Kong University of Science and Technology, started introducing changes to its PoT model. A variety of observation formats were provided for teachers to choose from and the importance of dialogue with a peer, and reflexive praxis were emphasized. Through data collected from a survey, semi-structured interviews, and content analysis of written reflections, this study sought to examine teachers' views about this new approach. Results show that: a) participants found the opportunity to talk about teaching with a trusted peer of their choice particularly rewarding and b) they mostly did not avail of the different PoT formats despite indicating through the survey that they welcome these options. The latter could be due to teachers' unfamiliarity with new ways of conducting PoT or it could be reflective of the contradictions between what they think and what they do. This paper, therefore, raises key questions about flexibility and choice in PoT and discusses these issues in detail.

14:50-15:15

71970 | *An Open-Access Collaborative Textbook Experience: Teaching of English in Global Contexts – Language, Learners and Learning*
Valentina Canese, Universidad Nacional de Asunción, Paraguay
Susan Spezzini, University of Alabama at Birmingham, United States

University students in resource-challenged contexts often experience limited access to affordable quality textbooks (Hilton, 2020; Trotter, 2018). Such was the case for students in Paraguay studying to become EFL teachers. Their university library had an English collection, but it was small and outdated. To address student needs, administrators and faculty in the Languages Department conceptualized an online open-access textbook with chapters contributed by local and global ELT professionals. In collaboration with an ELT Fulbright Scholar, this year-long collaborative project resulted in a 55-chapter online textbook with 61 contributing authors in 9 countries. This ELT book contains nine divisions: World of English Language Teaching, Language Learners, Language Learning and Use, Context for Teaching and Learning, Content and Language Integration, Methods and Approaches, Teaching Strategies, Assessment, and Career Development and Enhancement. Its 55 chapters are targeted toward teacher preparation courses at Paraguayan universities. As an OER, this textbook can also be accessed for the preparation of preservice EFL teachers worldwide. With this effort, editors and authors hope to address the needs from their respective contexts through the possibilities afforded by an open-access online textbook aimed for preservice teacher preparation.

08:00-09:15 | Room F

Monday Online Presentation Session 1

Applied Linguistics Research

Session Chair: Danny Chung-Hong Leung

08:00-08:25

70327 | *Raising Awareness of Spoken Regional Variations in the Italian L2 Class in the US*
Tania Ferronato, University of South Florida, United States

Regional linguistic diversity in Italy has historically been – and continues to be – a fact of everyday life. However, the reality of this sociolinguistic diversity has not received adequate attention in Italian teaching practices, nor in the research on this topic. The present study aims to investigate if and how teachers of Italian L2 address (spoken) sociolinguistic variation in their classes, by examining some of the factors that may influence and motivate their practices and attitudes when teaching pronunciation. Primary data consist of individual semi-structured interviews with teachers of Italian as a foreign language in the US. The analysis of these data draws on the Second Language Teachers Cognition framework (Gordon, 2019) and together with a visual analysis conducted on a map-task, reveal that a significant amount of these interrelated variables influences teachers' actions in raising awareness of Italian regional variation. The notable influence of language attitudes on teaching behaviors also emerges. Pedagogical implications from this study apply not only to teachers and teachers' trainers, but also to L2 learners. Specifically, the findings of this study offer a tool for reflections, by encouraging instructors to include in-class discussions about Italian regional variation and thus, supporting the use of a communicative approach with authentic materials in the L2 classroom. Indeed, raising awareness of the multidialectal realities in Italy is essential to better prepare students to the real linguistic situations they will eventually face outside the classroom. Concurrently, teachers' trainers might include more dialogue on Italian regional variations when training Italian.

08:25-08:50

69950 | *Investigating the Effectiveness of Feedback Loop on Second Language Writing Accuracy Among Young Learners*
Tuana Lopez Ibarra, Yeditepe University, Turkey

Feedback and its effectiveness on L2 writing performance has been studied by many scholars, and the debate about its effects has been a controversial topic for over two decades (Cao, 2021). Apart from the inconclusive results, most studies on this topic have been conducted with postsecondary students (75%) and adult learners (86%), which highlights the need to pay more attention to young learners (Liu & Brown, 2015). Driven by this gap, this study aims to clarify whether the feedback loop has an impact on young learners' second language writing. 40 EFL Second grade students were divided into two groups: the experimental group and the comparison group. During the treatment period, the experimental group received a continuous feedback loop for 5 weeks, while the comparison group received feedback only once. At the end of the treatment period, the results of the Kruskal-Wallis test showed that the experimental group performed better than the comparison group on the post-test. ($H(1) = 17.094, p < .005$). The results are discussed at the end of the article with several pedagogical implications and applications for teachers and course designers.

08:50-09:15

70212 | *How Are Idioms 'Known' and 'Felt' in an L2: Psycholinguistic and Affective Norms of English Colour Idioms by L2 Learners*
Danny Chung-hong Leung, Hong Kong Metropolitan University, Hong Kong

Idioms are fixed expressions whose figurative meanings cannot be deduced from the meanings of the constitute words. Such figurative expressions abound in English and represent a major part of the everyday linguistic repertoire of its first language (L1) speakers. While English idioms can be easily produced and understood by L1 English speakers, second language (L2) learners of English are at a distinct disadvantage in learning and mastering idioms. There has been a growing interest in investigating idiom processing in relation to their psycholinguistic properties (i.e. what people 'know' about idioms) and affective variables (i.e. how people 'feel' idioms). Whereas psycholinguistic and affective properties of idioms have been extensively examined for L1 idiom comprehension, the ways in which such properties would play a role in L2 idiom processing remain largely undiscussed. By tapping into psycholinguistic and affective properties of idioms being co-determinants informing idiom processing and learnability, this presentation reports a project which fills the above-mentioned research gap by analysing normative ratings of and responses to five psycholinguistic properties (knowledge, familiarity, semantic transparency, literality and L1 equivalent) and two affective variables (valence and arousal) of 40 English colour idioms elicited from a group of Chinese L2 learners of English. Correlational relationships of the normative ratings between the psycholinguistic and affective properties were obtained and participants' responses to the idioms were analysed. This presentation discusses the major findings with a view to offering insights into L2 idiom processing in general and sources of difficulties in L2 idiom learning in particular.

09:55-11:10 | Room F

Monday Online Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jiayi Song

09:55-10:20

71917 | *The Role of Humility in the Implementation of the Student Voice for Social Justice Pedagogical Method*

Carla Briffett-Aktaş, Xi'an Jiaotong University, China

Ji Ying, The Education University of Hong Kong, Hong Kong

Koon Lin Wong, The Education University of Hong Kong, Hong Kong

Exploring pedagogies in higher education (HE) can ensure socially just education is at the forefront of lecturers' practice. In this paper, we argue for the importance of intellectual (IH) and cultural humility (CH) when implementing the student voice for social justice (SVSJ) pedagogical method. Based on Nancy Fraser's framework, comprised of (re)distribution, recognition, and representation, SVSJ creates space in course content development for student voice to be expressed and shared with others in the classroom. SVSJ is centred around students becoming co-creators of course content development through the exploration of knowledge that represents students' identity groups and communities. In SVSJ implementation, students have the power to influence their courses' content via active participation. Through this process, epistemologically just classrooms, based on IH and CH, where diverse ways of knowing, knowledge systems and cultural traditions are valued are created. In this context, based on our development and implementation of SVSJ, we argue that the notions of IH and CH of lecturers and students play a significant role in successful SVSJ implementation. Both humility types (intellectual and cultural) help to mediate interactions between lecturers and students when engaging with the course content and with students and their peers when collaborating in their small groups. Possessing and demonstrating notions of IH and CH in the classroom ensures that knowledge from the students is redistributed to their peers and the lecturer, each student is recognised as an important knowledge holder, and that space is made for representation within classroom spaces for student identity groups.

10:20-10:45

68312 | *Improving Awareness of Water Consumption Savings Among University Students*

Cristina Vilaplana-Prieto, University of Murcia, Spain

The Region of Murcia is located in southeastern Spain. It is an area with very low rainfall and where agriculture has traditionally used water from subway aquifers. However, these aquifers have been depleted and currently agriculture and the rest of society depends on the transfer of water from rivers in other regions. There have been many awareness campaigns to reduce water consumption. We believe that this is not enough. For this reason, an activity has been carried out with first year university students with the aim of raising awareness of the true cost of water. The students adopted different roles: farmer, businessman of an agri-food industry, restaurant owner, pensioner, small family, large family and ecosystem of the Segura river. The ultimate goal is that the water coming from the aqueduct is enough for everyone and can also benefit the ecosystem of the Segura river. Different phases were planned: in the first, each student chose the amount of water to use (without knowing the total amount available or its cost). In the second, the past consumption and the amount available for this year were made known. In the third, the students knew the cost of water that corresponded to each one. The data on past consumption and the price of water were looked up by the students on the Internet. The results show that in the first two phases no water reached the ecosystem. Only in the third phase did water reach the ecosystem and there was even water left

10:45-11:10

72273 | *The Effect of Group Poster Competition on Student Motivation in a Rural Primary School in Southwest China*

Jiayi Song, Tiandong County Zuodeng Yao Village Longqiong Primary School, China

Motivation has always played an essential role in determining students' academic performance. The intent on boosting student motivation has led to different pedagogies. This study focuses on how group poster competition may affect students' levels of motivation in primary school English classes. The targeted population consists of 27 sixth grade students in a rural elementary school in the southwest mountainous region of China. The group poster competition will take place for six consecutive weeks from May 2023 to June 2023. The subjects will be divided into 9 groups. Each group will draw a poster weekly and present their hand-painted posters to the class to review the learning points in it. All students will rate the presentations based on a rubric. The winning group will receive creative, hand-written certificates of merit and reward at the end of the semester. Before implementing the project, I will present the average scores and passing rate in the students' last final exam in a table. At the end, all students will take an exam that covers all materials by then. I will run a regression analysis to analyze the average scores and passing rate and carry out a significance test to examine the statistics. The result is expected to demonstrate how group poster competition affects student motivation to learn English in a rural primary school. The conclusion will be based on the subjects' test scores and qualitative data gathered from random student interviews throughout the intervention and a final motivation survey.

11:25-12:15 | Room F

Monday Online Presentation Session 3

Interdisciplinary Humanities

Session Chair: Huixin Wang

11:25-11:50

72730 | *Highlighting the Role of Visual Diaries in Education for Sustainable Development*
Martha Ioannidou, Aristotle University of Thessaloniki, Greece

Self-keeping a reflective visual diary using artworks, diffuse symbols, various visual media, and text is a universal practice that visually explores concepts, ideas, and thoughts to produce personal meaning. At the same time, it can also function as a powerful educational tool for assessing metacognitive awareness. This visual recording focuses on developing visual literacy skills (ACLR, 2011) to support meaning-making and deep understanding, implicitly and effortlessly enabling any improvement in artistic competence. In essence, by uniquely bridging visual arts education with sustainable development principles, visual diaries strive to shift the focus of the educational objective from teaching for knowledge to teaching for understanding. The paper aims to attempt a critical reading of the various ways in which visual diaries were used in the framework of the CARE transnational research project for the participants' reflective practice and professional development with references, through specific examples, to the opportunity for i) personal engagement in the art educational experience, meaning-making and understanding, ii) development of an authentic framework for navigating multicultural perspectives and creating a hub for exploring the potential impact of the individual on the community through the arts, and iii) adopting it as an invaluable tool for formative assessment.

11:50-12:15

72278 | *ChatGPT: VoICE or Vice?*
Lin Allen, University of Northern Colorado, United States

"At the heart of liberty is the right to define one's own concept of existence, of meaning, of the universe, and of the mystery of human life." United States Supreme Court Justice Anthony M. Kennedy June 29, 1992 What do ChatGPT, Star Trek, M3GAN, and the United States Supreme Court decision in *Dobbs v Jackson Women's Health Organization* share? Each delves into the mystery of human voice. By portraying scenes in which scientific research advances at an ever-increasing pace, they depict the implications of such knowledge, vital in areas that can redefine and stretch our ethical imagination. These four exemplars provide a time-sensitive look at the current designation of prevailing voice—of what—and when—it means to be human versus what—and when—it means to be property. The virtual talk will include (1). Theoretical and epistemological implications of ChatGPT for educators and (2). A classroom case study for demonstrating how this form of artificial intelligence can be converted from VICE to VoICE.

12:30-13:45 | Room F

Monday Online Presentation Session 4

Interdisciplinary Insights into Language Learning

Session Chair: Renee Davy

12:30-12:55

72715 | *Practical Application of Directed Motivational Currents (DMCs) in Second Language Teaching: Creating Motivating Digital Learning Environments for L2 Learners*
Huixin Wang, The University of Edinburgh, United Kingdom

Anyone who has been absorbed by a project to the extent that it occupied their mind day and night has probably experienced "Directed Motivational Currents" (DMCs). Proposed in 2016 by Dörnyei in the area of L2 motivation, DMC is a motivational "flow" that describes periods of high motivation over and above an individual's 'normal' levels while working towards a clear goal or vision. Due to the innovative nature of such a construct, many aspects related to DMCs have yet to be investigated. This study represents the first attempt to investigate the practical applicability of DMC theory in digital language teaching. I designed a multimodal online learning IELTS-speaking course consisting of 21 classes over three weeks, structured around an "All Eyes on the Final Product" project framework (Dörnyei et al., 2016). This framework has been successfully applied to create DMC experiences in other educational contexts (e.g., García-Pinar, 2020; Koné, 2020). During the three-week online learning process involving 10 students, multimodal research data was collected qualitatively by means of annotated motivational graphs, reflective blogs, and retrospective interviews. Findings suggest that the designed online learning course was highly successful in creating both individual and group DMC experiences, and significantly, it was also found that students indicated notable positive developments throughout the course, both in terms of their English speaking skills and motivation levels. The results provide strong empirical and practical evidence that facilitating DMC experiences among L2 learners can successfully achieve both motivational and educational aims in virtual environments.

12:55-13:20

69542 | *Towards Inclusive Language Education for Immigrant Children in Norwegian Schools: A Translanguaging-driven Perspective*
Marina Prilutskaya, Nord University, Norway

The purpose of this paper is to highlight an intrinsic albeit somewhat obscured connection between inclusive language education policy and practice in Norway and the recent scholarship on translanguaging. The latter has been conceptualized as a theoretical framework for understanding multilinguals and multilingualism and as a pedagogical theory and practice that caters for the needs of linguistically and culturally diverse students worldwide. Though the focus of the paper is on Norwegian schools, I also draw on translanguaging theory and research in a variety of educational contexts around the world, with the aim of examining the discourse on translanguaging as an inclusive pedagogy that valorises multilingual students' linguistic resources and practices in the classroom. The paper, explorative and interpretative in nature, adds to the growing body of research that provides the impetus for adopting the translanguaging-driven perspective on inclusive language education as a dynamic process of addressing and responding to immigrant students' diverse needs.

13:20-13:45

70825 | *Authentic Writing: Examining Opportunities Afforded to Student in the Foreign Language Curriculum*
Renee Davy, McGill University, Canada

Despite the longstanding traditions of promoting text authenticity in foreign language pedagogy, there remains a paucity in research surrounding authentic writing in the foreign language classrooms (Land, 2020). The purpose of this study is to examine the extent to which foreign language curricular documents used in the Jamaican context afford students opportunities to engage in authentic writing. Through this policy research approach, the study examines the objectives, content and suggested teaching and learning activities in two curricular documents used at the national and regional levels in Jamaica. The findings suggest that the notion of authentic writing has not been fully realized in these foreign language curricular documents. In particular, the findings reveal that the foreign language curricular documents offer limited opportunities for writing for authentic audiences beyond the classroom, they feature an overemphasis on essayist literacy, they offer limited opportunities for writing as social action and little emphasis is placed on writing as a process. The paper suggests that in order foreign language writing curriculum to support and contribute to young people's transformation into powerful social actors they must engage foreign language learners in authentic writing. The paper proposes that foreign language curriculum developers and policy makers should consider student informed curricula, where foreign languages learners are directly involved in the design and planning of the foreign language curriculum so that their voice can inform foreign language writing instruction and meet their authentic writing needs.

14:00-15:15 | Room F

Monday Online Presentation Session 5

Plurilingualism – Bilingualism

Session Chair: Delyth Jones

14:00-14:25

72184 | *An Exploration of the Relationship Between Multilingual Identity Construction and Translanguaging Writing Practices in Higher Education: A Pilot Study*

Qianyu Yang, The University of Edinburgh, United Kingdom

Translanguaging writing practices among multilingual learners appear to be less explored than translanguaging in verbal communication. Also, there seems to be scant literature on the relationship between translanguaging writing practices and multilingual identity construction. This pilot study aims to understand the multi-directional relations between translanguaging writing practices and multilingual identity construction and how these two may be related to academic writing. In this paper, I will discuss the various types of translanguaging writing practices and the relationship between translanguaging writing practices and multilingual identity construction. Besides, this research will touch on how multilingual students perceive their academic writing in relation to translanguaging writing practices and multilingual identity. This mixed-methods multiple case study adopted the 3E model: experience (learners' exposure to language interactions), evaluation (individual self-perceptions of languages, themselves as language learners), and emotion (affective factors associated with language learning). The participants were 10 multilingual postgraduate students studying in the UK. The pilot study had landscaping purposes and therefore data collection included: a survey, informal interviews, and evidence of translanguaging writing practices (e.g., screenshot and video recording of notes, coursework etc.). Data from pilot study were analyzed through critical discourse analysis. The results showed a clear understanding of (1) multilingual postgraduate students' multilingual identity construction. (2) how translanguaging writing practice and multilingual identity influence each other (3) students' perceptions of multilingual identity and translanguaging writing practices in relation to academic writing (4) a new theoretical framework for multilingual identity construction.

14:25-14:50

71509 | *"We need Chinese but we don't need that much Chinese": EFL Teachers' Perceptions of Plurilingual Approaches in Mainland China*

Yunjia Xie, McGill University, Canada

Plurilingual approaches in the second language (L2) classroom emphasize developing students' language competence, in which all the languages and cultures they know can play a role. Through language learning, students might also gain profound insight into the language and cultural diversity (Galante et al., 2020). This research focuses on the fact that there are few studies about plurilingual approaches in second language classrooms in mainland China at the secondary school level and seeks to investigate how Chinese EFL (English as a Foreign Language) teachers view them. The research questions are as follows: 1. To what extent do EFL teachers in public secondary schools in China use Mandarin (or other Chinese dialects) in the EFL class/ allow students to use Mandarin (or other Chinese dialects) in the EFL class? 2. To what extent do EFL teachers in public secondary schools in China see plurilingual approaches as effective teaching and learning methods? Through online surveys with 19 participants, semi-structured interviews with 4 participants, and class observations, this study discovered that EFL education at the secondary school level is on the track of adopting plurilingual approaches, despite EFL teachers still having difficulty figuring out how to best incorporate Mandarin (and/or other dialects) as well as Chinese culture.

14:50-15:15

72150 | *Why Do Secondary School Pupils in Wales Choose to Study a Modern Foreign Language?*

Delyth Jones, Aberystwyth University, United Kingdom

This paper reports on research examining why pupils choose to study a Modern Foreign Language at examination level in Wales. The Modern Foreign Language (MFL) is the third language, at least, for pupils in secondary schools in Wales. Pupils who attend Welsh-medium schools are fluent in both Welsh and English with pupils who attend English-medium schools having varying competence in Welsh. Many of the latter pupils are learning two Languages Other Than English simultaneously, (the MFL and Welsh), (Dörnyei and Al-Hoorie, 2017, Fukui and Yashmina, 2021). 860 pupils in 10 secondary schools were given questionnaires to complete and asked to provide their reasons for choosing to study an MFL as one of their GCSE subjects. The reasons provided were mainly to do with extrinsic motivations, (Parrish and Lanvers, 2018). 18% of the pupils in these 10 schools had chosen to study an MFL for their GCSEs, ranging from 2% to 37% in different schools. However, 59% of them felt that an MFL would be useful for their future, despite the dominance of English, (Lanvers and Graham, 2022). The implications of adopting a plurilingual approach and teaching an international language in primary schools, in line with the new Curriculum for Wales, (2022), will be discussed in terms of increasing the number of pupils choosing to study MFLs at examination level. This could have implications for other bilingual contexts where a Language Other Than English is taught as an additional language, (Duff, 2017, Clayton, 2022).

08:00-09:40 | Room G

Monday Online Presentation Session 1

Resilience

Session Chair: June Tay

08:00-08:25

71567 | *Mitigating Social Engineering Attacks on the Elderly: Personalized Countermeasures for Enhanced Cyber Situational Awareness*

Jacob Vargis, Marymount University, United States

Diane Murphy, Marymount University, United States

The elderly population has experienced a significant financial and psychological impact from cyber abuse, particularly during and after COVID-19. This heightened vulnerability is due to the rapid shift of essential services, such as internet banking, telemedicine, and online shopping, to digital platforms, leaving many older adults unprepared and reluctant users of these technologies. To understand this phenomenon, we conducted an inductive analysis of literature reviews across multiple disciplines related to cyber abuse among older adults. Our findings revealed that social engineering attacks often exploit vulnerabilities associated with socio-behavioral traits unique to this demographic. Furthermore, we utilized reflexive thematic analysis to examine victims' accounts of cybercrime incidents, identifying patterns, relationships, and the influence of situational variables on their cyber situational awareness. This research informs the development of personalized countermeasures based on cyber phenomics to enhance cyber situational awareness and mitigate social engineering threats for the elderly population.

08:25-08:50

72310 | *Cost-Benefit Considerations of Post-Clinical Telerehabilitation of Stroke Patients*

Birgit Aigner-Walder, Carinthia University of Applied Sciences, Austria

Stephanie Putz, Carinthia University of Applied Sciences, Austria

Background: The REHA2030-project aimed to implement telerehabilitation for stroke patients to be able to train at home with a robotic therapy device and support from therapists via the internet, especially for people living in rural areas. The system was designed and installed on tablet computers for patients and therapists. Method: A cost-benefit consideration was part of the project as an economic analysis and based on the field test. After the literature research of relevant cost and benefit parameters for telerehabilitation, the main step was to analyze them based on a qualitative survey. The focus was on the perspectives of patients, therapists, relatives as well as the overall economic benefit. Findings: The main findings are: (1) Regarding the benefits, two out of three patients were very satisfied with their therapy; for therapists, the time needed for preparation was reduced; and for relatives, no transport services (and costs) were needed. (2) Cost savings amounted to 21.62 EUR per patient compared to conventional therapy. (3) Moreover, 9.9 minutes more training time was reached compared to conventional therapy, which can be traced back to the increased level of motivation of the patients. Discussion: It is critical to note, that the costs can vary due to different conditions, e.g. many people already have a tablet and so costs might be lower. Limiting the generalizability of the results is the small sample size (three patients and seven therapists), whereby the results have shown that this format encourages patients to exercise and underline results from other studies.

08:50-09:15

72382 | *Older Adults' Experiences of Well-Being During the COVID-19 Pandemic: A Qualitative Study*

Iuna Dones, University of Applied Sciences and Arts Western Switzerland, Switzerland

Ruxandra Oana Ciobanu, University of Applied Sciences and Arts Western Switzerland, Switzerland

During the pandemic, adults aged 65 and older were portrayed as a homogeneously vulnerable population due to the elevated health risks associated with contracting the COVID-19 disease. This portrayal, combined with travel restrictions, closures of economic sectors, country-wide lockdowns, and limited in-person social contact, had important implications for the well-being of older individuals. However, older adults are a heterogeneous population who relies on different resources to cope with stressful periods like the COVID-19 pandemic. Simultaneously, countries employed different measures to contain the virus. Research thus far has focused on the short-term consequences of the pandemic, but studies addressing the long-term consequences are scarce. We explore older adults' lived experiences nearly two years after the pandemic onset. Moreover, we focus on the bordering countries of Switzerland and Italy, who employed contrasting containment measures. This paper analyzes 1) How the pandemic impacted the experiences of well-being of older adults in these regions and 2) How older adults coped with the stressors brought about by the pandemic, in particular social distancing. The paper draws on 31 semi-structured interviews with 11 Swiss natives residing in Switzerland, 10 Italian migrants residing in Switzerland, and 10 Italian natives residing in Italy. Coping mechanisms of the three groups related to acceptance, hobbies, cognitive reframing, telephone use, vaccine use and social distancing. However, results show heterogeneous experiences of well-being, with Swiss natives sharing more positive narratives than the other two groups. Italian migrants and Italian natives expressed the long-term negative consequences of the pandemic on their well-being.

09:15-09:40

72620 | *Computer Vision Based Video Game to Enhance Agility for Elderly Individuals*

June Tay, Singapore University of Social Sciences, Singapore

Ivy Chia, Singapore University of Social Sciences, Singapore

Staying physically and mentally healthy is important for the elderly individuals. In this paper, we propose a PC video game that allows the user to exercise their hands by pushing a ball on the screen into a basket. The video game we designed uses a PC with a webcam and employs computer vision to track the elderly hand's motion of pushing a ball and it has a counter that keep track of the number of times the user pushes the ball into the basket. This type of game is suitable for elderly individuals with legs mobility issue and are home-bound. The users can sit down to play the game and that can help to improve the agility of the hands by making hand movements. This paper discusses the special specifications required by elderly individuals and that encompasses usability, accessibility, and engagement. A simple and easy to navigate interface is necessary. The font size and a high visual contrast page with recognisable objects should make it more accommodating for ageing eyesight. There should be clarity in the game audio. The game control options (such as mouse, keyboard) should be easy to use. The game content needs to be engaging and not too complicated for the elderly. For exercise game that requires spatial awareness keeps the agility in the elderly. By taking turns to play this game, the elderly individuals can better connect and socialise with their friends and family. Users can try to improve on their game scores and see if they can do perform better than others.

09:55-11:10 | Room G

Monday Online Presentation Session 2

Interdisciplinary Gerontology

Session Chair: Kathy Phoenix

09:55-10:20

72364 | *Predictors of Preferred Retirement Age Among Filipino Older Employees in the Academe*

Jamila Dee A. Baluscang, University of the Philippines Manila, Philippines

Mary Ann J. Ladia, University of the Philippines Manila, Philippines

Sixty-five is the mandatory retirement age for civilian employees in the Philippines. Early this year, the optional retirement age was reduced from 60 to 54 years. Determining the reasons for employees to remain longer in the workplace will guide policy makers in retaining older employees and promoting age inclusion. This study aims to determine the Filipino older employees who prefer early or late retirement based on identified predictors i.e., individual attributes, family-related considerations, work environment, and socioeconomic context. The 70 participants from the academe represent the faculty, research extension and professional staff, and administrative staff aged 50 years and above as of 30 June 2020. Cross-tabulation was employed between the preferred retirement age with the predictors. The Chi-square test of independence measured their association. The resulting p-value was tested at 5% level of significance. The Statistical Package for the Social Sciences software was used to analyze the online survey data. The older employees' mean preferred retirement age is 63.8 years (ranging from 57 to 71 years). Sixty-six percent prefer late retirement (or 65 years and above) while 34 percent prefer early retirement (or less than 65 years). Only university career development programs have significant effect ($p < .001$) on preferred retirement age. Late retirement is preferred when career development programs such as written and spoken communication training, research skills, and creative design training, to name a few. Investing in career development programs motivates older employees to retire later, making them age healthily as well.

10:20-10:45

70442 | *Identifying Frailty in Population-the Greek Case*

Maria Chounti, University of Piraeus, Greece

Theologos-Michail Chletsos, University of Piraeus, Greece

Purpose: Syndrome of frailty is a worldwide emerging condition which has been tried to be evaluated and identified over the last decades among populations. As it arises from a combination of genetic and environmental factors it may result great impact on the level of health. Elderly has greater risk of complications due to frailty syndrome as physical and mental illness may coexist. Early diagnosis and evaluation in elderly is crucial as early management and treatment has been associated with promotion of well-being overall. The purpose of the paper is to investigate the impact of socioeconomic variables on the frailty and the well-being in the case of Greece. Methodology: Questionnaire surveys were collected among Greek population to identify frailty syndrome, its determinants and their impact in the well-being of elderly outpatients. The econometric method used is the linear regression method and logit model. Findings: There were evaluated the factors which contribute to frailty, the level of fragility in the population, the impact on the well-being of elderly and the role of primary health care.

10:45-11:10

71881 | *The Social Work Role in Improving Transgender Elders' Access to Healthcare Services*

Kathy Phoenix, Our Lady of the Lake University, United States

Recent studies indicate that up to 70% of transgender individuals report having experienced discrimination by healthcare providers such as deficits in the healthcare providers' cultural and clinical knowledge of transgender healthcare needs, refusal of care, verbal harassment, and even physical abuse (Adams, 2016; Human Rights Campaign, 2016). Challenges and disparities are especially evident within the aging transgender sector where historical prejudices, combined with discriminatory treatment by healthcare professionals, impede transgender elders' confidence in seeking healthcare services resulting in increased social isolation and poor health outcomes. An estimated 1.4 to 2 million adults identify as transgender in the United States, with 217,000 of these adults being 65 years of age or older (Flores et al., 2016; Jablonski, Vance & Beattie, 2013). Given the anticipated boom of the 65 and older population, it can be anticipated that within the next 10 years well over 400,000 US transgender elders will need equitable and quality healthcare services (Jablonski, Vance & Beattie, 2013). The significance of this topic to the field of social work centers around the role of social workers within healthcare systems which includes screening and evaluation, discharge planning, and psycho-education for patients, families, and healthcare staff while advocating for quality care and equity of treatment for all individuals. Given the transitional nature of the healthcare industry, it is imperative that social workers ensure that best practices are operationalized and the services being provided are culturally competent and ethically responsive in meeting the unique needs of the transgender elder population.

11:25-12:15 | Room G

Monday Online Presentation Session 3

International Education

Session Chair: Murselin Tasan

11:25-11:50

72351 | *Succeed in School – Creating a Vision for Excellence in International Education*

Camey Andersen, Brigham Young University, United States

Kelley MacKay-Shane, Independent Scholar, United States

The United Nations cites "Quality Education" as one of its top 5 goals in 2022: "Education enables upward socioeconomic mobility and is a key to escaping poverty. Education helps reduce inequalities and reach gender equality and is crucial to fostering tolerance and more peaceful societies" ("Quality Education," 2022). The UN report also gives particular concern to education opportunities for youth in developing countries, including Africa. More effort can be made to help promote these key educational goals worldwide and especially for students in developing countries. The Succeed in School program (established in 2018) is a flexible collection of education support resources based on international curriculum standards that help youth (ages 12–18) develop skills to be successful and develop as academically confident and self-reliant students. The program is currently available in 12 countries and in 3 languages. Volunteer teachers use scripted lessons to strengthen students' proficiency in foundational and intermediate reading, writing, and mathematics skills. Students can also gain study and life skills (e.g. setting goals, planning a schedule, choosing a mentor) and learn how to prepare for critical national exams. The Succeed in School classroom fosters an environment of belonging where questions are encouraged, and students discover they can learn from their mistakes as they improve their skills and encourage each other in learning together. This presentation will share key ideas from this innovative global education initiative and share best practices that international educators can use to support students and education in countries and education programs around the world.

11:50-12:15

70120 | *Education and Human Flourishing through History and Politics*

Alvaro Balaguer, University of Navarra, Spain

Fiona Gatty, University of Oxford, United Kingdom

David Johnson, University of Oxford, United Kingdom

The aim of this presentation is to show the conclusions of the Templeton Research Project entitled "Education, Purpose and Human Flourishing in Uncertain Times: History and Politics", from the Department of Education at Oxford University. In general, the project examines the purposes of education in the face of current uncertainties and explores how education could support pathways to human flourishing in different contexts. Specifically, we analyze the impact of history and politics on the paths and understand the notions related to education for human flourishing in different countries of Europe, Asia, Africa, and America. For this, we use as a theoretical framework Bronfenbrenner's "ecological systems" model of micro-, meso-, exo-, macro-, and chronosystems. This provides us with a more cohesive understanding of the relationship between human flourishing and contexts of uncertainty, from which we find ways in which education can support flourishing. The chronosystem layer adds the element of time and implies a dynamic rather than a static relationship between the human being and the environment. We study challenging historical and political contexts in which human flourishing is conceptualized as a collective effort, collective struggle, and collective strength. Therefore, in some countries, human flourishing might involve facing and overcoming troubled pasts. As for that, we will detail the international differences shown by different development agencies and NGOs that have worked with disadvantaged populations. We conclude that surely, education, in a constantly changing world is dynamic, its purposes varied, and its form multifarious.

12:30-13:45 | Room G

Monday Online Presentation Session 4

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

Session Chair: Marie Fillion

12:30-12:55

70799 | *Building Social-Emotional Competencies and Resilience in Preservice Teacher Education: The Role of Yoga*

Murselin Tasan, Bahcesehir University, Turkey

Derin Atay, Bahcesehir University, Turkey

Enisa Mede, Bahcesehir University, Turkey

Karim Sadeghi, Altinbas University, Turkey

Yoga is a holistic practice that aims to cultivate a deep awareness of the body, mind, and spirit, ultimately leading to a sense of harmony and balance within oneself and with the world around us. The present study scrutinises the effects of a yoga programme on the social-emotional competencies and resilience of 124 student teachers at a university in Turkey and investigates the viewpoints of the participants about the integration yoga practices in their programmes. The control group involved 60 participants while the experimental group included 64 student teacher participants. A Hatha yoga programme was implemented in the experimental group for 6 consecutive weeks. Data were obtained via Social-Emotional Competencies Questionnaire (SEC-Q), Brief Resilience Scale (BRS) and online open-ended questions. Between-group analyses displayed that self-awareness, self-management and resilience scores increased significantly in the experimental group (but not in the control group) after the implementation process. Within-group differences showed meaningful improvements in all social-emotional competencies and resilience levels for the experimental group. Delayed post-tests indicated that experimental group participants were able to sustain their improved social and emotional competencies and resilience scores. Qualitative findings indicated that participants found the programme as a feasible medium for mind-body awareness, emotion and stress regulation, and quality of life. Overall, it is concluded that the integration of yoga into teacher education programs yields positive and sustainable effects by means of social-emotional competencies and resilience, and therefore should be regarded as an accommodating positive psychology tool in teacher education programs.

12:55-13:20

71486 | *Exploring Users' Sensory Experiences in Physical Learning Spaces: Politecnico di Milano School of Design as a Case Study*

Reejy Atef Abdelatty Mikhail, Politecnico di Milano, Italy

Anna Barbara, Politecnico di Milano, Italy

The paper aims to identify learning space users' sensory needs and preferences and determine which interior design elements and strategies best meet them to positively influence behavior and impact learning, educational performance, and individual and social well-being. A two-phase mixed-methods research (MMR) methodology is employed in the study. First, a thorough literature review was conducted to understand the sensory characteristics of learning spaces, particularly in higher education institutions (HEIs), and the common metrics for assessing the sensory performance of learning space users. This was followed by a field research methods phase encompassing surveys of 55 participants, including students and educators, at Politecnico di Milano (PoliMI) school of design regarding their sensory experiences in four different classrooms. In addition, direct observation was done in the same classrooms. The findings of this paper have revealed that sight is the most important sensory factor, followed by sound, smell, touch, and taste. Lighting, indoor air quality, and ventilation are the interior design elements with the greatest sensory importance, with the highest equal percentage of 58.2%. Acoustics and noise level are next, with 54.5% and 52.7%, respectively, followed by thermal comfort, colors, smells, shapes, and textures. Furthermore, a noisy learning space reduces focus and raises anxiety, while poor air quality and insufficient temperature can cause headaches. This highlights the necessity of improving the quality of learning space design and taking sensory preferences into account during the design process.

13:20-13:45

70779 | *The Interrelationship Between Sensorimotor Deficits and Maladaptive Behavior in the Classroom*

Marie Fillion, Frontiers of Hope, United States

Anthony Perry, Walden University, United States

Hedy Dexter, Walden University, United States

Mainstreaming special education students has created challenges for teachers, resulting in significant lesson time allocated to classroom disruptions related to maladaptive behavior. This correlational study examined the extent to which specific sensorimotor deficits predict maladaptive behavior among special education students (aged 8-12 years) based on archival data of teacher assessments in New Zealand. Piaget's cognitive and affective development theory was used as the theoretical foundation. Results from standard multiple regression demonstrated that higher levels of sensorimotor deficits (vision, touch, taste and smell, body awareness, balance and motion) predicted high levels of maladaptive behavior (internalizing, externalizing, and overall maladaptive behavior indices); similarly, higher deficits in taste and smell predicted low levels of adaptive behavior. These results may lead to positive social change by stressing the importance of early sensory assessment among young school children. In addition, the results may also be used to improve interventions or programs designed to reduce maladaptive behavior in the classroom, reducing teachers' time devoted to managing maladaptive behavior and improving special education students' mental health.

11:25-12:15 | Room G

Monday Online Presentation Session 5

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

Session Chair: Pumela Msweli

14:00-14:25

72096 | *Ukrainian Schoolchildren in Europe: Between Preserving National Identity and European Integration*
Ganna Chovpan, Christian Albrecht University, Germany

The paper considers the main problems associated with the education of Ukrainian children who were forcibly displaced in connection with the invasion of the Russian army into Ukraine. An anonymous survey was conducted among the parents of schoolchildren refugees. The main models of behavior of Ukrainian parents concerning their children's education, such as enrolment in local schools and continuing education remotely in Ukraine, are highlighted. We want to show how distance education makes its own special and separate contribution to the education strategy of schoolchildren parents. Different host countries have adopted different approaches to realizing children's right to education, including both compulsory admission to local schools and leaving it to parents' discretion. In those countries where parents are allowed to continue their children's education remotely in Ukrainian schools, state institutions need clear rules to control the quality of this education, monitor the psychological state of children and the assimilation of the curriculum, and develop mechanisms for integrating children into the host country's community. In countries where welcome classes are the most common model, segregation of children, the quality of their progress in learning the host country's language, and the actual loss of the school year can also be the biggest problems. Control, monitoring, and assistance to parents by all social institutions will allow maximum control over the quality of education for Ukrainian children. Children, for the most part, have the possibility of continuing their education in one form or another, but the situation requires constant monitoring and flexible decisions.

14:25-14:50

69932 | *Examining the Reproduction of Cultural Capital through Socioeconomic Segregation in Peruvian Secondary Schools: A Spatial Regression Analysis*
Ander Alonso-Pastor, Universidad Antonio Ruiz de Montoya, Peru

Peruvian secondary schools are marked by a high level of educational segregation, which greatly impacts the quality of education for students and their academic achievement. This study explores the relationship between cultural capital, socioeconomic segregation, and student outcomes in Peruvian secondary schools through a spatial autocorrelation analysis that includes the level of parental education as a key factor. Drawing on Pierre Bourdieu's theoretical framework, this study investigates the impact of cultural capital, in the form of parental education, on the reproduction of educational inequalities in Peruvian secondary schools. Utilizing data from the latest Student Census Evaluation (ECE), the study calculates the Moran Index and the Local Spatial Autocorrelation (LISA), and employs scatter plots and cluster maps to analyze patterns of segregation and the impact of parental education on student outcomes. The results of this study demonstrate the presence of positive spatial autocorrelation between regions with high levels of socioeconomic status, high level of parental education and high educational outcomes, as well as regions with low socioeconomic status, low level of parental education and low educational outcomes. This confirms the existence of segregation in Peruvian secondary schools and highlights the interplay between cultural capital and socioeconomic status in shaping student outcomes. The findings of this study provide a deeper understanding of the relationship between parental education, cultural capital, and socioeconomic segregation, and have important implications for the education of Peruvian high school students.

14:50-15:15

69603 | *Breaking the Spell of Institutional Isomorphism: Conceptualizing Engaged Scholarship in a Business School Setting*
Pumela. Msweli, University of South Africa, South Africa

Framed within institutional theory, this paper draws insights from a rural-urban linkage engaged scholarship project to describe a process for institutionalizing an engaged scholarship way of being in a business school environment. Using the 'spell breaking and spell casting metaphor' the paper interrogates how business schools may succumb to the spell of isomorphism as a result of highly institutionalized settings vested with influential stakeholders. The paper discusses institutional spells, some coercive, some mimetic and others normative that hinder agility and efficiency in institutionalizing engaged scholarship projects that transform society. With an understanding that engaged scholarship is a socially conscious transformative process of creating knowledge through complex interactions between multiple stakeholders, the paper starts off by defining a social space where rural-urban spaces have neither a physical form nor shape. This way of viewing these spaces is aligned to Wilber's integral theory, that recognizes that boundaries are limiting human constructs devoid of the reality that people, groups, and countries that are being separated are in fact inseparable. Business Schools in Africa may benefit from the findings and insights in this paper; and may use these to enhance their ability to contend with the spell and power of isomorphism. Recommendations to break such a spell are provided. These include building technical capabilities, cultivating critical reflexivity; and balancing multiple stakeholder allegiances that impact on the operations of business schools. The paper concludes that in highly bureaucratized institutional environments with high levels of performativity, breaking the isomorphism spell is almost impossible.



Virtual Presentations

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

ECE2023 Virtual Poster Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

72690 | *Simulation or Fake: Will Extended Reality Provide a more Vivid Learning Experience?*
Xiangyu Dong, University of Wales Trinity Saint David, United Kingdom

Extended reality (XR) is considered a potential new technology capable of creating a more immersive, realistic learning experience. EDUCAUSE Horizon Report: Teaching and Learning Edition, published by the US professional organisation, mentioned extended reality twice as one of six technologies and practices that will influence the future development of higher education from 2020 to 2022. However, the quality of current systems for the application of XR in education varies; the effectiveness of the application is still somewhat controversial and needs in-depth discussion due to the limitations of the application equipment and other reasons. This research aims to explore the effectiveness of extending reality in education, in particular, whether extended reality can provide a more realistic and immersive learning experience. This study adopts a combination of literature review and case study analysis. Through a comprehensive survey of relevant literature, it analyses the definition, characteristics and application scenarios of extended reality technology and combines actual cases of extended reality in training to explore the effects and applications of extended reality in education. The study indicates that extended reality can provide a more realistic and immersive learning experience, especially when the system is highly interactive or with a virtual learning environment, which can enhance the sense of realistic and experiential learning.

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

71594 | *Dyslexia and Graphocentrism: Neuroscience Contributions*
Milena Uzeda, Universidade Federal Rural Do Rio de Janeiro, Brazil

Although dyslexia is scientifically portrayed as a hereditary disorder, it is usually during formal schooling that it turns out to be a real issue, for understandable reasons. The sad part of this story is the usual lack of grounding of Brazilian institutions regarding this Learning Disorder, which unfortunately leads to these children's cruel labels and, as a consequence, progressive lack of interest in most school subjects. Unfortunately, reading and reading comprehension ability are still considered as normal and desirable intellectual conduct, even though this human task involves the activation of a network in neurotypical brains, particularly of the occipital lobe. Our theoretical framework relies on the fact that only 10 percent of over 4000 languages in the world have written form (Marcuschi, 2009; Lucchesi, 2015). This reassures that humans have a genetic ability to language acquisition but not to writing. According to Wolf (2007), reading is a cultural invasion and there is nothing nearly natural to that task. Interestingly, there are numerous scientific evidences showing that individuals with dyslexia are distinguished by a visionary and entrepreneurial ability (in addition to other notable skills) which stands out when compared to neurotypical individuals (cf. Mousinho and Martins, 2012; Holanda, Correa and Mousinho, 2020). Therefore, for some scholars, this Learning Disorder, which affects from 10 to 15 percent of the world's population, can be perceived as a gift (Davis, 2004). Thus, the present study aims to review the supremacy of writing (cf. Lucchesi, 2015) as a decisive assessment method.

Higher Education

72130 | *Empirical Examination of the Relationship Between Higher Education and Economic Growth in the United States*
Xianhua Luo, Delaware State University, United States

This study aims to investigate the relationship between higher education and economic growth in the United States, using data from 2015 to 2022 on higher education investment, education acquisition, and growth rate. The study employs regression analysis to analyze the fundamental determinants of growth theory for economic growth, which are human capital and knowledge capital of countries. The results show a statistically significant positive relationship between higher education and economic growth in the USA. The study suggests that increasing investment in higher education can lead to long-term economic growth. These findings have important implications for policymakers interested in promoting economic growth through investment in higher education, not only in the USA but also in other countries. The paper concludes by highlighting the need for further research to investigate the causal mechanisms that underlie the observed relationship between higher education and economic growth.

Learning Experiences, Student Learning & Learner Diversity

70320 | *Students' Experience Perception in Courses Taught in New Delivery Modes Compared to Traditional Modes*
Alejandra Yanez, Universidad de Monterrey UDEM, Mexico
Teresa Benavides, Universidad de Monterrey, Mexico
Zita Lopez, Universidad de Monterrey, Mexico

Even before COVID-19, one of the most important challenges that Higher Education faces today, is the need for innovative educational methodologies and flexibility. We could all agree that one of the objectives of Higher Education is to provide students with a variety of intellectual and practical skills that, at the same time, will help them develop competitive advantages such as adaptation and critical thinking. Among the strategic objectives of Universidad de Monterrey (UDEM) has been to provide flexibility and satisfaction to students in the delivery modes of the academic offer. UDEM implemented a methodology that combines face to face with synchronous and asynchronous as delivery modes. UDEM goal in this case was to implement new technologies and different teaching methodologies that will improve the students learning experience. In this study, the experience of students during courses implemented in new delivery mode was compared with students in courses with traditional delivery modes. Students chose openly either way freely. After everything students around the world lived in 2020 and 2021, one can think that the face to face (traditional) delivery mode would be the one chosen by students. The results obtained in this study reveal that both delivery modes satisfy students and favor their learning process. We will show how the combination of delivery modes provides flexibility, so the proposal is that universities can include them in their academic offer as a response to the current student's learning interests and needs.

ece.iafor.org/programme/ ECE2023 Virtual Poster Presentations

71810 | *Moderations of Growth Mindsets on the Enhancement of Critical-Thinking Dispositions*

Chien-Lin Wu, National Chengchi University, Taiwan
Yu-Chu Yeh, National Chengchi University, Taiwan
Yu-Shan Ting, National Chengchi University, Taiwan
Chih Min Wang, National Chengchi University, Taiwan

In the "Learning Compass 2030" proposed by the Organization for Economic Cooperation and Development (OECD), critical thinking is identified as a crucial skill for future development. Learning critical thinking involves developing a set of dispositions that are related to learning motivation. Moreover, individuals who possess growth mindsets in critical thinking believe that critical thinking can be improved through self-learning or in the support of an enriched environment; such mindsets can be influential to learning outcomes. This study, therefore, aimed to investigate whether college students' growth mindsets would interact with interventions designed to facilitate critical-thinking dispositions (CTD) and then influence improvements in CTD. This study employed an experimental design of the pretest-posttest control group, with 45 college students in the experimental group and 45 college students in the control group. The experimental group received a 7-week intervention that incorporated visible thinking strategies to encourage the development of CTD, while the control group did not receive such intervention. The Inventory of Critical-thinking Dispositions (ICD) and the Inventory of Critical-thinking Mindsets were employed to measure the participants' critical-thinking abilities and growth mindsets. Results of the mixed-design Analysis of Variance revealed that participants with higher levels of growth mindsets in the experimental group demonstrated significant improvements in critical-thinking dispositions, whereas those with lower levels of growth mindsets in the experimental group did not have such improvements. These findings suggest that growth mindsets play a moderating role during the learning of CTD.

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

72154 | *Mindful Learning Moderates Changes in Critical-Thinking Mindsets During Critical-Thinking Learning*

Sheng-Ling Chang, National Chengchi University, Taiwan
Yu-Chu Yeh, National Chengchi University, Taiwan
Chih Min Wang, National Chengchi University, Taiwan
Jui-Ling Chiang, National Chengchi University, Taiwan
Wu Chien Lin, National Chengchi University, Taiwan

A growth mindset of critical thinking is crucial for the learning of critical thinking. This study aimed to explore whether mindful learning can moderate the learning of critical thinking and, consequently, enhance the growth mindset of critical thinking by examining the interactions effect of college students' mindful learning disposition and visible thinking on their changes in a growth mindset. The study used a pretest-posttest control group design with 44 college students in the experimental group and 53 in the control group. The participants' mindful learning disposition in digital learning was measured using the Inventory of Mindfulness in Digital Learning (IMDL), while the Inventory of Critical-thinking Mindsets (ICM) was employed to assess the participants' growth mindset and fixed mindset of critical thinking. Both the experimental and control groups completed the pretest and posttest assessments of the IMDL and the ICM. The experimental group participated in a 7-week course incorporating visible thinking strategies into the learning processes, whereas the control group did not receive the intervention. A mixed-design ANOVA analysis showed that the experimental group participants with a higher level of mindful learning disposition had a significant improvement in their growth mindset of critical thinking, while no such improvement was observed in the control group. These findings suggest that the interaction between an individual's mindful learning disposition and visible thinking interventions can have a significant impact on enhancing college students' growth mindset of critical thinking.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

71814 | *Enhancing the Ability of Creative Problem-Solving Through an Intervention of Mindful Learning*

Chih Min Wang, National Chengchi University, Taiwan
Yu-Chu Yeh, National Chengchi University, Taiwan
Yu-Shan Ting, National Chengchi University, Taiwan
Sheng-Ling Chang, National Chengchi University, Taiwan

Cultivating the ability of creative problem-solving helps students solve complex problems in this rapidly changing society. Mindful learning which emphasizes awareness and attention to the present experiences of learning may facilitate the ability of creative problem-solving. This study, therefore, designed a mindful-learning intervention and investigated its impact on the enhancement of creative problem-solving ability. Ninety-four college students were recruited and randomly assigned to an experimental or a control group. The experimental group received a 15-minute mindful-learning intervention through a learning interface and instructions from researchers, whereas the control group conducted rearranging scrambled sentence tasks through a learning interface. The Inventory of Creative Problem-solving Ability (ICPA) which includes four processes of creative problem-solving was employed to measure participants' creative problem-solving ability. Repeated Measures Analysis of Variance demonstrated that the intervention effectively improved the experimental group's creative problem-solving ability, whereas the control group did not show such improvement. The findings of this study suggest that increasing attentional focus and awareness of the environment facilitates cognitive flexibility and the production of creative ideas for problem-solving. Additionally, the results suggest that combining face-to-face instruction and online intervention can be an efficient and effective way for mindful-learning intervention. To conclude, the findings of this study provide important implications for educators and further research.

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Professional Training, Development & Concerns in Education

70792 | *The World Café Method for the Development of Non-technical Midwifery Skills in Morocco: A Pilot Experience*

Asmaa Ghafili, University Hassan First, Morocco

Abdellah Gantare, University Hassan First, Morocco

Claire Lobet-Maris, University of Namur, Belgium

Maximilien Gourdin, Université Catholique de Louvain, Belgium

This research discusses the most critical soft (non-technical) skills development in midwifery education by using a collaborative methodology known as the World Café in the continuous education context at the Centre de Formation et de Simulation (FORSim) in Settat, Morocco. Non-technical skills complement technical skills to provide safe performance of technical activities and satisfaction of the parturient. To develop these skills by means of the World Café method, we asked nine midwives from two maternity hospitals in the Casablanca-Settat region to participate in the development of our Psychological, Organizational, Cognitive and Interactional (POCI) model. The study was conducted over a complete day, with three distinct phases: a self-assessment of the mastery level of the eight soft skills identified in the POCI model, four rounds of the World Café, and then a discussion and debriefing about the method. The World Café method permitted a dialogue about the possibilities for managing and approaching questions related to soft skills among midwives in a diversity of hospital contexts. According to the results, we observed that participants appreciated the non-stressful atmosphere of the World Café and were very proactive. The assessments and feedback from the midwives participating in this particular research study suggested that leaders can use the World Café approach to enhance soft skills and to improve midwives' interpersonal and soft skills as part of their continuing education.

72153 | *The Relationship Between Mindful Learning and Professional Development of Critical-Thinking Instruction Among Preservice Teachers*

Jui-Ling Chiang, National Chengchi University, Taiwan

Yu-Chu Yeh, National Chengchi University, Taiwan

Sheng-Ling Chang, National Chengchi University, Taiwan

Yu-Shan Ting, National Chengchi University, Taiwan

Chih Min Wang, National Chengchi University, Taiwan

In the 21st century, critical thinking skills are essential for learning and career development, as they involve analyzing, interpreting, evaluating, and reflecting for effective problem-solving. Therefore, it is crucial to cultivate preservice teachers' ability in critical-thinking instruction. To enhance mindful learning and professional development in critical-thinking instruction, this study designed a 7-week intervention for 50 preservice teachers, by which we investigated the relationship between mindful learning and the perceived professional knowledge and teaching efficacy in critical-thinking instruction after the intervention. The intervention focused on teaching strategies for critical thinking and mindful learning, and the participants were guided through four teaching modules: "Uncover Your Mind," "Mind Your Mind," "Sharpen Your Mind," and "Rebuild Your Mind." Various strategies, such as attention to the moment, a weekly reflection on life events, presentation of argumentation skills, and reflection on learning, were practiced. Three inventories were employed to measure the participants' professional knowledge of critical-thinking instruction, teaching efficacy of critical-thinking instruction, and mindful learning. Results of multiple linear regression analysis showed that professional knowledge partially mediated the impact of mindful learning on teaching efficacy. The Sobel test was used to examine the mediation effect, and the results were consistent with the original findings. The results of this study suggest that mindful learning plays a vital role in preservice teachers' development of professional knowledge and teaching efficacy. Therefore, future preservice programs should consider incorporating mindful learning to enhance professional development in critical-thinking instruction.

ECLL2023 Virtual Poster Presentations

Applied Linguistics Research

71193 | *The Portrayal of Child Characters in Vietnamese and English Children's Picture Books: A Multimodal Analysis*
Ha Nguyen Thi Dieu, University of Languages and International Studies, Vietnam

Children's literature plays an important role in conveying cultural norms, expectations, ideals, values and attitudes to young children (Cherland, 2006). Misperceptions about child characters can lead to long-term consequences such as a decreased sense of self-worth and a limited perception of abilities, aspirations and accepted roles and behaviors (Adams, Walker, and O'Connell, 2011; McCabe, Fairchild, Grauerholz, Pescosolido, and Tope, 2011; Santora, 2013). Due to the great role that comic books, in general, and children's images portrayed in comic books, in particular, play in the formation and development of children's personalities, this study uses the Appraisal Theory of Martin and White (2005) and Kress and Vanleeuwen's Grammar of visual design framework (2006) to study how English and Vietnamese picture books for children use words and images to create a coherent, communicative story, depicting the image of children in modern life. Research shows that words and images have a complementary effect in portraying children's characters in comics. And in general, children's characters are depicted pro-socially in both English and Vietnamese picture books for children. However, while the children's characters in English picture books are quite positively portrayed throughout the stories, those Vietnamese counterparts tend to make mistakes and misbehave at first, before being guided and helped to become better socially. The study also reveals that visually child characters are respected, through the horizontal and vertical angles depicted; Vietnamese child protagonists, though, are more likely to be looked down from the higher angle to show the power of judgment from the readers and adult characters in this genre of children's literature.

Culture and Language

70050 | *Critical Incidents as Small Interactional Stories and Their Functions in the Context of Cultural Belonging*
Lea Wölk, University of Erfurt, Germany

The poster presentation highlights a sub-area of my ongoing doctoral project, which is dedicated to the negotiation of cultural identities in conversations between German native speakers and Russian native speakers learning German as a foreign language. 30 hours of oral, face-to-face communication with different focal points (first contacts, conversations among friends, random conversations among flatmates, online meetings etc.) were audio-recorded, transcribed according to cGAT conventions, and interpreted using sequence analysis. Results indicate that participants have established linguistic and conversational routines for negotiating cultural belongings. It is illustrated how interactants reconstruct experiences by means of small interactionally constructed stories, mark them as critical, authenticate morally sensitive content, and how they exploit such stories to differentiate or "connect" with each other. The study is the first to describe critical incidents and their role in producing cultural belonging from an interactionalist perspective. It also indicates that the CIs can be described as a communicative genre.

Psychology of the Learner

71105 | *Metacognitive Processes of Collaborative Engagement with Peers in Project-Based Language Learning*
Yumi Chikamori Gomez, Seitoku University, Japan

In an EFL environment such as Japan, students can carry on with their everyday routines in their mother language of Japanese. Many students only get to learn or use English in the classroom. To give those students more authentic experiences in language use, some university courses are adopting hands-on learning approaches such as project-based language learning (PBLL). One of the biggest benefits of PBLL is the role of social interaction as students work together in a situated activity to construct shared understanding through sharing, using, and debating ideas with peers. While this learning approach can enhance students' language learning through joint collaborative efforts, it can cause a variety of challenges in the process as they try to engage with their peers through their L2. In this presentation, the presenter will report on the metacognitive processes of Japanese university students of intermediate to advanced proficiency in English in their attempts to engage in collaborative dialogue with their peers during a group project about current international affairs. The interview data collected from the students after the project were analyzed using the Modified Grounded Theory Approach (M-GTA). The audience will see how students tried to engage in collaborative dialogue with their peers despite linguistic as well as psychological difficulties. The insights from the analysis can help teachers who are or will be incorporating a similar pedagogy in their teaching context.

EGen2023 Virtual Poster Presentations

Entrepreneurship/Silver Economy

70337 | *Mobile Phone Usage Among Indonesian Elderly and Their Obstacles*

Arfik Setyaningsih, Medical Faculty of Gadjah Mada University, Indonesia

Probosuseno, Medical Faculty of Gadjah Mada University, Indonesia

I Dewa Pramantara, Medical Faculty of Gadjah Mada University, Indonesia

Eko Aribowo, Medical Faculty of Gadjah Mada University, Indonesia

Background: The increase in mobile phones usage among Indonesian elderly experienced the highest rate in the last 5 years. This percentage increased by 3.6% from 43.08% in 2019. Mobile phones bring benefits for elderly. We explored how mobile phone usage among Indonesian elderly and their obstacles. Methods: Descriptive research design, fifty elderly in Bantul Yogyakarta and Sragen Central Java, Indonesia. Age ≥ 60 years, did not have severe visual impairment, hearing loss and cognitive impairment. Results: The mean age was 68.92 ± 5.4 years. 52% were female and 48% were male. The majority were traders (48%), followed by retirees (40%). They were mostly senior high school graduates (48%). The most common reason was to communicate with family (80%). They use mobile phone mostly to access health information (50%), followed by preventing stress (38%). Preferred activities include telephone (46%), social media (30%), browsing the internet/youtube (18%) and video calls (6%). The most preferred social media was whatsapp (90%). They used almost every day (96%) and less than 30 minutes per session (54%). The obstacles was too complicated machines (48%), expensive prices (24%), unclear images (16%) and easily damaged (12%). They solved the problems by asking family members for help (44%), seeking information on their own (42%), and asking friends for help (14%). Conclusion: Mobile phones provide benefits for the elderly, especially for communicating with family and accessing health information. Support and training can help them overcome obstacles to using mobile phones.

Frailty

69965 | *Patterns of Prescription Drug Use Before and After Fall-related Injury in Under-resourced United States Nursing Homes*

Kathryn Sine, Alpert Medical School of Brown University; Brown School of Public Health, United States

Laiji Yang, Marcus Institute for Aging Research, Hebrew Senior Life, United States

Andrew Zullo, Brown University School of Public Health, United States

Sarah Berry, Marcus Institute for Aging Research, Hebrew Senior Life, United States

Introduction: Fall related injuries (FRIs) are sentinel events for older adults, and serve as an opportune time for medication review. The objective of this study was to identify whether there are disparities in prescribing patterns of medications in United States (US) NH residents following a hospitalized FRI according to the racial composition of the facility. Methods: This cohort study included all long-stay (≥ 100 days) NH residents, aged 65 years or older, enrolled in Medicare fee-for-service with a hospitalized FRI between 1/1/2016-12/31/2016. Benzodiazepine and non-benzodiazepine sedatives were grouped, and osteoporosis medications included oral bisphosphonates. Resident were categorized as new users, discontinuers, continued users, or non-users. Results were stratified by the percentage of Black residents in the facility. Chi-square tests compared medication changes. Results: The final cohort of 27,134 NH residents with a hospitalized FRI had a mean age was 83.9 years and 75.7% were women. Use of sedatives was common (6.0% new users, 14.7% discontinuers, 14.0% continued users). Discontinuation of sedatives after a FRI was more likely to occur in facilities with a high Black population (high vs low Black population: 15.4% versus 13.4%, p-value 0.0003). However, use of osteoporosis medications was low with no statistically significant variation in new users across facilities. Conclusions: Despite the known association with falls, sedatives remain commonly prescribed in NH residents before and after a FRI, whereas osteoporosis medications are less commonly prescribed. Our findings suggest that most US NHs could benefit from models of care that optimize medication prescribing in NH residents after FRIs.

72300 | *QIP: Are Junior Doctors Aware of Post-Falls Assessments?*

Yasmin Divecha, Barking, Havering and Redbridge NHS Trust, United Kingdom

Shuchi Kohli, Barking, Havering and Redbridge NHS Trust, United Kingdom

Jiang An Lim, Barking, Havering and Redbridge NHS Trust, United Kingdom

Kiranjit Somal, Barking, Havering and Redbridge NHS Trust, United Kingdom

Introduction: Falls cause serious problems for the ageing population, severely impacting quality-of-life and costing the NHS £2.3billion+ annually. Through our hospital-trust we noticed inconsistent assessment of patients' post-falls, causing variable patient care. Our quality improvement project(QIP) assessed current quality of post-falls assessments and implemented strategies for improvement. Aims: Evaluate junior doctors' knowledge of assessing patients post-falls. Educate on correct protocol and the multifactorial-falls assessment as per NICE guidelines. Methods: NICE Guidelines were reviewed to generate a questionnaire evaluating junior doctors' knowledge. Specifically, looking for completion of eight of the multifactorial-falls assessments. Staff were surveyed for barriers. Questionnaire was sent to 40 junior doctors in each cycle. After analysing responses, implementations were undertaken through PDSA-cycles and performance re-audited. Cycle 1: Teaching sessions educating junior doctors. Cycle 2: Posters created to raise awareness. Cycle 3(in progress): An easy-to-use post-falls proforma in patients' notes. Results: Initial questionnaire showed 82% of junior doctors were unsure what needed completion in a post-falls review. 63% unaware the Multifactorial-Falls Assessment existed, of the 37% aware only 9% performed the assessment. Post-intervention questionnaires showed increased knowledge of junior doctors after second cycle. Particularly, understanding need for GCS recording(73% to 100%), visual-assessment(27% to 56%), FRAX score(18% to 58%), gait-assessment(45% to 62%), lying-standing blood pressure(55% to 100%) and utilising NICE head injuries guidance(90% to 95%). Conclusion: Generally, falls assessments are not performed well. Significant positive outcomes resulted from this QIP by promoting junior doctors' knowledge. We hope introduction of a well-designed proforma in patients' notes will lead to further improvements.

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Lifespan Health Promotion

72656 | *Evaluating the Geriatric Nutritional Risk Index (GNRI) as a Predictor of Mortality in Hospitalized Patients with COVID-19*

Sana Mohseni, Division of General Internal Medicine, Department of Medicine, Toronto General Hospital, Canada

Sanambar Sadighi, Division of General Internal Medicine, Department of Medicine, Toronto General Hospital, Canada

Johane Allard, Department of Medicine, University of Toronto, Toronto, Canada

Amir Sabet, Division of General Internal Medicine, Department of Medicine, Toronto General Hospital, Canada

Mohammad Ali Shafiee, Division of General Internal Medicine, Department of Medicine, Toronto General Hospital, Canada

Introduction: Malnutrition can worsen clinical outcomes in older patients, underlying the importance of using a screening tool to detect patients at risk. We evaluated the association between Geriatric Nutritional Risk Index (GNRI) and mortality in elderly patients with COVID-19 infection. Methods: We evaluated 241 patients aged ≥ 65 y who were admitted with COVID-19 infection to the Toronto General Hospital, Ontario, Canada, between March 2019, and May 2022. Demographic data, BMI, laboratory results, and comorbidities were extracted, and GNRI was calculated as $1.489 \times \text{serum albumin} + 41.7 \times \text{present weight/ideal weight}$. Logistic regression was conducted to find the odds ratio of mortality for the GNRI groups. Chi-square test was applied to test the dependency between GNRI, mortality and BMI. Results: From the 241 evaluated patients, 145 (median 79.3; range or quartiles year) had complete longitudinal data collected. The patients were categorized into three groups: severe to moderate risk (GNRI 98, 84 patients). The underweight patients were more likely to fall into the GNRI 98 group. The odds of mortality was 3.4 (95% CI=1.33-8.92) higher in the GNRI 98 group. Conclusions: GNRI is associated with BMI and mortality in older patients with COVID-19 infection. In this patient population, it may be a useful screening tool to detect patients at risk for malnutrition and higher mortality. This may assist in providing appropriate

Transport, Mobility and Accessibility

71987 | *Temporal Trend in Incident and Prevalent Dementia and Associated Factors in Taiwanese Adults: A Nationwide Population-Based Study*

Chyi-Huey Bai, Taipei Medical University, Taiwan

Yen-Chun Fan, Taipei Medical University, Taiwan

The number of individuals with dementia has more than doubled due to the rapidly increasing age of the population. This study aims to understand the secular trends in incidence and prevalence of dementia, Alzheimer's disease, and vascular dementia in a Taiwanese population between 2002 and 2015. A population-based cross-sectional study was performed using the national health insurance research database between 2002 and 2015. Patients aged between 20 and 99 with dementia were identified. The multivariate Poisson regression was performed to explore the factors involved in predicting the incidence and prevalence of dementia and its subtypes. The age-standardized incidence of dementia, Alzheimer's disease, and vascular dementia showed a rising trend from 2002 to 2015, revealing a 11.8%, 43.7%, and 12.7% increase, respectively. The age-adjusted prevalence of dementia and its subtypes also revealed an increasing pattern, showing a 91.2%, 127.9%, and 80.9% increase, respectively. The incidence of dementia and its subtypes increased with calendar year (adjusted incidence rate ratio [aIRR] = 1.01, 1.02, and 1.02, respectively, all P < 0.001) and age (1.11, 1.12, and 1.11, respectively, all P < 0.001). The male had the lower incident rate in dementia (aIRR=0.86) and Alzheimer's disease (aIRR=0.76) but not vascular dementia (aIRR=1.07). It increased with age, particularly in those with hyperlipidemia, obesity, and alcoholism, with an approximately 3-fold aIRR. This study found that the incidence and prevalence of dementia increased with calendar year and age, as well as that females had a higher rate than males. The stronger age effect in incidents and prevalence of dementia was observed among those with hyperlipidemia, obesity, and alcoholism.

ECAH2023 Pre-Recorded Virtual Presentations

Aesthetics, Design

66025 | *Cantonese Paradigm—a Study on Design Aesthetics of Export Products in Canton From 18th to Early 19th Century*
Ding Min, Guangzhou Academy of Fine Art, China

Do you believe that some old things tell stories? When seeing something from the 18th or 19th century China, do you consider that it tells a China story that westerners knew at that time, actually took place in Canton? From 18th century to the end of 19th century, as the only foreign trade port in China, Canton got through the unprecedented impact from heterogeneous culture, and thus gained an opportunity to integrate Chinese and Western cultures. In response to the needs of western customers, Canton artisans designed and made a large number of daily products which are exported to overseas markets. So far, how did this large-scale handicraft production proceed? How do these export products affect the local way of life and cultural concepts? It's difficult to find the answers to these problems in our historical literature as local aesthetics were ignored by the academia as it was not deemed important enough. This paper adopts the method of iconology, and takes "Export Canton embroidery" as the research sample of folk life and production activities, and will reconstruct the production process of local products and the narrative mode of local culture. These endeavors will interpret the design aesthetics of "Canton paradigm". Production wisdom from the ancients and redefining Canton manufacturing not only provide intuitive references for the missing part of the written description of local history and design history but also inspire us to develop authentic and unique local cultural creativity.

Arts - Media Arts Practices: Television, Multimedia, Digital, Online and Other New Media

71618 | *The Charm of Reproduction: The Special Experience Brought to Visitors by "Flying Mythological Horses" in the Hong Kong Palace Museum*
Shengwei Chen, City University of Hong Kong, Hong Kong

The emergence of digital technology has had an immeasurable impact on society. Reproduction using VR, AR and other technologies as media also appear more frequently in museum exhibitions, which has also aroused many people's doubts about the "authenticity" of museums. In "The Work of Art in the Age of Mechanical Reproduction", Benjamin believes that reproduction lacks the authenticity, tradition and culture of the original, and its value is far less than that of the original. Therefore, this research mainly explores several questions: How do people view the relationship between reproduction and the original? What are the differences between audiences' perceptions and experiences of the original compared to their experiences of VR or AR-mediated reproduction? Can VR or AR-mediated reproduction enhance appreciation and understanding of the original? This study takes the "Flying Mythological Horses" installation in the Hong Kong Palace Museum as a case and collects data from 20 visitors based on observation and semi-structured interviews. Furthermore, this study found that most respondents agree that reproduction is the re-creation and re-interpretation of the original. Although reproduction does not replace the original, it does provide visitors with more opportunities for "dialogue." Finally, the experience based on the reproduction is more diversified, which is beneficial for visitors to understand the original from different angles and protects the museum's "authenticity."

Arts - Social, Political and Community Agendas in the Arts

72454 | *Collision and Symbiosis of Multiple Cultures in Post-Industrial Heritage Renewal: An Autoethnographic Account*
Xiaotang Cui, University of Wales Trinity Saint David, United Kingdom

This paper explores the potential of post-industrial heritage renewal as a catalyst for cultural exchange and inclusive development, based on the author's observations and reflections on visits to four different sites in different countries. Drawing on an autoethnographic approach, the paper examines the collision and symbiosis of multiple cultures in the Ruhr Museum of Industry in Germany, the Pompidou Museum in France, the Battersea Business Centre in the UK, and the 798 Art Centre in China. Through the reuse of former industrial spaces, these sites can provide a unique sense of place and cultural heritage that attracts tourists and investors alike. However, the redevelopment of these sites is not without its challenges, particularly in the context of multiple cultures colliding and symbiotically interacting. The paper identifies common themes across the four sites, including the adaptive reuse of industrial buildings, the incorporation of art and culture into heritage regeneration projects, and the engagement of local communities and stakeholders in the development process. However, the paper also highlights the unique challenges and opportunities presented by each site, based on their specific cultural, historical, and political contexts. In conclusion, through an autoethnographic account, this paper offers insights into the collision and symbiosis of multiple cultures in post-industrial heritage renewal, highlighting the potential of cultural exchange to promote inclusive development and greater understanding between communities. Contributing to a growing body of literature on the intersection of heritage, culture, and urban development.

Arts - Teaching and Learning the Arts

68916 | *Impacts of Art Appreciation Activities on Attentional Processes of Children Aged 7–10*
Pedro Mendonça, Université du Québec en Abitibi Témiscamingue, Canada

According to UNESCO (2006), an education that value aesthetic experience enhances life conditions of individuals, society and humanity progress. Research shows that visual literacy and art appreciation activities not only improve student's knowledge on art but also their critical thinking and empathic abilities. These effects are even most noticed in less advantaged students (Greene, Kisida et Bowen, 2013; Housen, 1992). Furthermore, among adults, studies show significant improvement of the visual attention after art appreciation activities are regularly held. Researches show improvement in concentration and observational abilities of participants transferable to other domains than the arts such as medicine, police work or general work performance (Herman, 2016; Naghshineh et al., 2008; Lazo et Smith, 2014). In elementary school, visual attention is essential in learning processes, not only in visual art but also in all school disciplines. It follows our interest in investigating the impact of longitudinal art appreciation activities on the attention quality of children in elementary school. When art appreciation is practiced regularly, could attentional processes of pupils (7 -10 years old) be enhanced? Our research is conducted with a group control experiment running over one full school year. We use an attention span tests designed for children (KiTAP – Kids Test for Attentional Performance, Knox et al., 2012) to collect data on attentional processes while applying VTS (Visual Thinking Strategies) protocol for art appreciation with children.

ECAH2023 Pre-Recorded Virtual Presentations

Arts - Visual Arts Practices

72384 | *A Study on the Cross-Border Integration of Watercolor and Printmaking Based on Visual Art Practice From an Oriental Philosophical Perspective*

Xiao Feng, University of Wales Trinity Saint David, United Kingdom

Watercolor and printmaking are two distinct categories of painting that differ greatly in terms of materials, forms of composition and visual language. Nonetheless, the possibility of integration between the two materials still exists. Edgar Degas (1834-1917), Edvard Munch (1863-1944) and Paul Klee (1879-1940) all incorporated watercolor into their printing works, which was also used in the 'half-print, half-paint' technique of traditional Chinese woodblock prints (Huo & Yu, 2009). But in the works of the above-mentioned artists and in the Chinese woodblock prints, watercolor is seen as a tool to add a sense of color, and its own characteristic watery, colorful nature is not shown. This research explores the feasibility of integrating watercolor and printmaking in contemporary art through artistic practice. Firstly, the essay compares the historical evolution of watercolors and Printmaking in the art historical context of being used together in the same work. Then, based on the concept of 'harmony' in Eastern philosophy - Taoism and Confucianism - this study concludes that the calligraphic brushwork is an important factor in the integration of watercolor and printmaking, after a three-part artistic practice of mixing, combining and integrating. This study shows that one of the ways in which watercolor and printmaking can be integrated into a two-dimensional visual art is through calligraphic brushwork while providing new visual effects for imaginative mixed-media watercolor and abstract mixed-media printmaking.

Culture and Language

69885 | *A Postcolonial Critique of Rajia Hassib's Novel a Pure Heart (2019)*

Rasha Osman Abdel Haliem, The Higher Technological Institute & AMIDEAST, Egypt

The paper presents a Postcolonial critique of Rajia Hassib's novel *A Pure Heart* (2019) by analyzing the text as a restatement of the Postcolonial discourse in the 21st century. The Postcolonial discourse has been traced in the text based on the chief canons of neocolonial theory as explained by Edward Said, Gayatri Chakravorty Spivak and Homi K Bhabha. Hassib, as a diaspora writer, seems to be reiterating the concepts of cultural hybridity and emphasizing the confines of diaspora literature due to its incapability to commiserate across the limitations of cultural and ethnic discrepancies. The possibilities of cultural co-existence are there but they are based on the idea of respect, willingness to understand, self-love and openness to others. Through a reflection on colonization and imperialism, Hassib's discourse tries to shatter the Western canonical misrepresentative discourses about Islam as manifested in the practices of extremists and Muslim Brotherhood. She reflects on different versions of Islam as shown by different characters. Hassib celebrates her culture but at the same time shows how a person tries to adapt to a new culture. Hassib tries to construct a third space of hybridity. However, the hybridity she represents is obscure as the main character is caught in perpetual exile. Hassib aims at cultural understanding and believes that it lessens the gap between civilizations and reconstructs a better world devoid of hatred and extremism. The novel develops a standpoint that reaffirms respect for otherness and fighting marginality.

Ethnicity, Difference, Identity

70103 | *"It Is Not As Cool as It Sounds": A Narrative Analysis of Pre-Service ESL Teacher's Identity*

Biaz Nabilla, Arizona State University, United States

The purpose of this narrative exploration is to examine the identity construction of international student working as pre-service ESL teacher in an English program in the US' research-integrated University. Theories on language teacher identity propose LTI is a complex and multifaceted concept encompasses the beliefs, value, attitude, and experiences that shape the sense of self in addition to the role as language educator. In addition, this study adapted the poststructuralist approach in which the identity is constructed through a combination of individual agency and social influences, consisting of various roles and subject positions. The data were collected throughout the beginning the spring 2023 semester from three stages of semi-structured interviews, class observation, and author's field notes to get the data triangulation, the result reveals the factors influencing the identity construction in her trajectory: language competence, educational background, and affirmative discourse at work. These factors led to her investment in her teaching strategies and participation in the community of practice where she engaged and included herself in. Overall, this study presents the way in which the ESL teacher identity is linked with notions of individual agency and public discourse in the community of practice.

History/Historiography

71707 | *Beach and Lagoon Pollution in Ghana: A Historical and Impactful Study of the Measures Against Environmental Pollution in Accra, 1950's-*

Wendy Yeboah, University of Montana, United States

This body of work looks at the historical antecedents of the Korle Gonno beach and lagoon from the inception of a place which was a clean and widely purchased tourist site, to one which began to experience a high level of pollution. This long essay also examines the effects that pollution has on the residents in terms of health, socio-economic and general living conditions of the people. Finally, it addresses the various restoration measures that have been put in place to curb pollution, and how impactful these measures have been. A qualitative and quantitative research approach was used, and for qualitative it relied on primary and secondary sources. Quantitative made use of charts and tables to interpret the information obtained from the field work. The analysis of the data revealed that pollution has been a big problem in Korle Gonno to date and the people still struggle to keep good sanitation conditions. This problem has caused the residents a lot of misery and they still struggle to keep good sanitary conditions. Restoration measures were put in place to solve this problem over a decade ago, hence this study seeks to find out how impactful the project has been. The study findings showed that there have been some positive impacts so far and it is the government body, and the residents hope that in the future, Korle Gonno beach and lagoon will totally rid itself of pollution and can be restored to its natural ecology.

ECAH2023 Pre-Recorded Virtual Presentations

72430 | *Celebration of the Ruler in Asian Art and His Influence Up to the Present Day*
Natálie Gottvaldová, Masaryk University, Czech Republic

Perceiving the ruler as a natural authority, as a sovereign with almost unlimited possibilities and power, is one aspect of the image of his own personality for society. Through art, his rule could spread further into the rest of the empire and often even beyond the borders of the empire itself. Art objects that depict the ruler and reinforce his dominant position in the country include sculptures, paintings, coins, drawings, and written sources. Throughout the history of the Asian continent, from ancient times to the present day, there have been several rulers who have become so significant that their own persona has taken a symbolic place in art and art objects and are associated with them. Such specific rulers include Emperor Jimmu in Japan, Qin Shi Huang of the Qin dynasty in China, Guangwu of the Han dynasty, Kanishka of the Kushan Empire, Shapur II of the Sassanian Empire, Tamerlane of the Timurid Empire, Ranjit Singh of the Sikh Empire, and Rama IX of Thailand. Based on historical sources, archaeological materials, and scholarly literature, the aim of my contribution will be to capture the figures of these rulers in art and analyze the direction in which the artworks were oriented. Was it for the purpose of propagating the king, expanding the influence of power, strengthening his cult for military actions, or leaving a legacy in art due to his great popularity among society?

72470 | *Forms of Punishment of Women Who Were Involved With the Enemy in WW2 – Greece and France: A Comparative Approach*
Georgia Eglezou, Panteion University, Greece

At the end of WW2 when the enemy forces left from the occupied countries, women who had been sexually involved with enemy soldiers faced a wave of attacks. They were punished in various ways for what were considered traitorous acts. Although in some cases punishment was officially sanctioned and women were put on trial for collaboration, in most cases the mob took the law into its own hands and punished women in various abusive and humiliating ways. However, even though research has been conducted by scholars in countries such as France on this topic, the same does not apply to Greece. In France a large amount of data such as photographs are available, but in Greece only brief references have been made in studies of the period to the punishment of these women. This ongoing research aims to explore this topic and fill this gap. In particular, the paper will explore the punitive regimes which were used against women accused of sexual involvement with the occupying forces in Greece. Then forms of punishment in France will be examined and compared with what happened in Greece. As, unlike France, there are limited sources regarding the punishment of women the research relies on a small number of newspaper articles and oral interviews which will be analysed for the study of this topic.

Language, Linguistics

68328 | *Audiovisual Translation Through NMT and Subtitling in the Netflix Series Summertime*
Giulia Magazzù, "Gabriele d'Annunzio" University of Chieti-Pescara, Italy

Over the past few years, the rise of Netflix, HBO, Amazon Prime Video and other streaming platforms has made it necessary to rethink entertainment media. Accessibility to their catalogues not only offers the audience the opportunity to choose among a variety of films, series, documentaries and other audiovisual resources but also to make use of subtitling and dubbing options (Oh & Noh 2021; Diaz Cintas 2008). Machine Translation (MT) is widely used in the translation industry because the texts tend to be repetitive, and studies have shown that it increases translators' productivity (Sanchez-Torron 2016) by post-editing the MT output. However, despite the fact that platforms like Netflix announced that they are using MTPE in their subtitling workflows three years ago, research on this topic is still scarce in creative fields, such as literary or audiovisual texts. This ongoing project aims to ascertain the quality of Google Translate and DeepL translations (i.e. open MT resources) when compared to the subtitling of TV series in the source language. On this account, the current study draws from the following research questions: RQ(1) How do English subtitling and translations from NMT differ from the source text in Italian? What types of errors can be found? and RQ(2) Does the integration of MT on the audiovisual translation workflow benefit translators? The corpus under study revolves around the Italian Netflix original series called Summertime, a modern love story set on the Adriatic coast that premiered in 2020.

69390 | *"Our Gipsy Blood": A Pragmatic Analysis of Minor Languages in Peaky Blinders*
Valentina Rossi, eCampus University of Novedrate, Italy

The present paper seeks to explore how, in the popular TV series Peaky Blinders (BBC, 2013-2022), minor languages are employed to deliver "face attacks". My analysis will be centred on the pragmatic function exerted by/towards the Shelby family members – the leading gangsters of Birmingham, where the plot unravels – when the so-called "broken Romanian" (Sherlock 2018) is spoken. My speech is divided into two parts: the former introduces the TV series, provides some information about the "gipsy" origins and features of the protagonists and illustrates the methodology, with special reference to Goffman's concept of "face", Politeness and Impoliteness Theory; the latter offers a pragmatic analysis of two excerpts in light of the im/polite usage of Romanian. More precisely, I intend to demonstrate that such an idiom is either exploited as a secretive language to perform positive impoliteness – consequently, creating distance and disassociation in the speaker(s)-hearer(s) relationship – or as the privileged means to strengthen bonds – thus, performing an example of positive politeness, where the speaker wants to be accepted by the hearer. Furthermore, in the final part of the paper, the focus of my speech will be centred on the audiovisual translation of the dialogues mentioned above: the official English product will be compared with the Italian dubbed version (both provided by Netflix) to demonstrate whether the minority language has been cherished or not.

ECAH2023 Pre-Recorded Virtual Presentations

69439 | *Phatic Communion: How It Works in Face-To-Face and Online Communications*
Benjawan Tiprachaban, Suratthani Rajabhat University, Thailand
Chittraporn Chutong, Suratthani Rajabhat University, Thailand

This is a paper that demonstrates how phatic communion works in both face-to-face and online communications. Communication is the act of transferring information from the speaker(s) to the hearer(s). Phatic communion is a type of communication that occurs in social interactions. In many communicative situations, speakers intend to convey information, but in some situations, it is not necessary that information needs to be conveyed. Interactants speak in many social interactions for a variety of reasons, including keeping others silent, maintaining a social relationship, and demonstrating friendliness, to mention a few. This is when phatic communion comes into play. Phatic referred to language used to create an atmosphere or maintain social contact rather than exchanging ideas and information. Nowadays, the internet has increasingly gained an important role in society; thus, communication does not only take place face-to-face, but online communication has become popular, especially among younger generations. A lot of online platforms, such as Facebook, Instagram, and Twitter, emerged to respond to the demand. Instead of only verbal language as in face-to-face communication, phatic communion expands its role into online interactions with this newly emerging communication method such as emoticons, stickers, and GIFs, to name a few. This article discussed what phatic communion is and how it works in both face-to-face and online communications. In addition, the article provides illustrative examples of phatic communion to aid the reader's comprehension. The methodology used in the study was observation in real-world settings and online platforms.

Literature/Literary Studies

72732 | *Reimagining the Opium Trade Era: Bureaucratic Modernity in Amitav Ghosh's Ibis Trilogy and Kunal Basu's The Opium Clerk*
Arnab Das, Indian Institute of Technology, Madras, India

The Sino-British opium trade of 19th century has long been a subject of discussion and analysis in academic and literary circles. Two notable literary works that explore this complex phenomenon include Amitav Ghosh's *Ibis Trilogy* and Kunal Basu's *The Opium Clerk*. Through their respective narratives, Ghosh and Basu provide a nuanced understanding of the opium trade and its imposition of bureaucratic modernity in Indian provinces under British control. Ghosh's *Ibis Trilogy* follows the intersection of the opium trade, the Indian Ocean slave trade, and British gunboat policy, presenting a vivid portrayal of the expanse and impact of British imperialism. Basu's *The Opium Clerk*, on the other hand, delves into the lives of the native colonial administrative staff, providing a poignant account of their experiences and the dilemmas they faced as they balanced their personal ethics with their professional duties. Through their works, Ghosh and Basu explore the interconnections between the opium trade, bureaucratic modernity, and colonialism, exploring the devastating impact on Indian society and its people. In this essay, I will analyse Ghosh's *Ibis Trilogy* and Basu's *The Opium Clerk* to understand the complex interplay of the opium trade and bureaucratic modernity, how they intersected and impacted colonial subjects. I will further examine the portrayal of the opium trade in these narratives, its relationship with British imperialism, and its broader implications of the imposition of modern bureaucratic structures on Indian provinces under its control.

68868 | *Rejuvenating English Literature with German Humour: De Quincey, Jean Paul, and Thomas Carlyle*
Shun-Liang Chao, National Chengchi University, Taiwan

In an article published in *London Magazine* in December 1821, De Quincey begins by stating that French literature is now in 'the most abject state of senile . . . imbecility' because of having isolated itself from any intercourse with foreign literature. To rejuvenate itself, English literature should implant into itself German literature after 1789, whose future excellence is guaranteed by 'the originality and masculine strength of thought which has moulded the German mind since Kant.' De Quincey particularly champions Jean Paul's works as 'the galaxy of the German literary firmament' and celebrates his use of warm humour to cultivate human nature and a nation state. This implantation, though, bears fruit not in De Quincey but in Thomas Carlyle. De Quincey brings Jean Paul to the attention of Carlyle, who is particularly attracted to Jean Paul's tender humour, 'the central fire that pervades and vivifies his whole being.' Carlyle admires Jean Paul so much as to write his *Sartor Resartus* (1833-34) à la Jean Paul. Critics such as Henry Traill and Peter Sabor have noted that the novel is indebted to Sterne's *Tristram Shandy*, but I seek to argue that Carlyle engrafts Jean Paul's attitude on *Sartor Resartus*. For one thing, style-wise, both Jean Paul and Prof Teufelsdröckh tend to arrange texts in a Romantic confusion, so playfully eccentric as to leave readers at once amused and dumfounded. For another, temperament-wise, both Jean Paul and Prof Teufelsdröckh are governed by tender humour.

69391 | *The Sleeping Beauty topos in The Monk and Dracula*
Paolo Pepe, eCampus University of Novedrate, Italy

A hundred years separate two of the most successful masterpieces of English Gothic Fiction: *The Monk* (1796) by Matthew Gregory Lewis and *Dracula* (1897) by Bram Stoker. The significance of this circumstance goes beyond mere chronological coincidence and is revealing of a closer connection between the two texts. Such a connection, made up of a network of allusions, echoes, anticipations and cross-references, derives from a specific set of narrative situations that *The Monk* presents and that *Dracula* redefines in order to reflect new and different axiologies. These situations focus on the motif of the *Sleeping Beauty* and its variations, a narrative topos whose morbid connotations both novels emphasize in a typically Gothic manner. The analysis of the ways in which Lewis and Stoker make up this motif sheds light on the dialectical relationship connecting the two texts. With specific reference to *Dracula*, it provides as well a new interpretative perspective based on a metaliterary reading of Stoker's novel, of the dark desires and evil pleasures it evokes one hundred years after Lewis's *The Monk*.

ECAH2023 Pre-Recorded Virtual Presentations

Media, Film Studies, Theatre, Communication

71601 | *Challenging the Social Order of a Patriarchy Through Social Media Activism: The Case of the Greek #MeToo Movement*
Tatiana Harkiolakis, The London School of Economics and Political Science, United Kingdom

Greece's traditionally patriarchal society was shaken by the emergence of the Greek #MeToo movement in 2021, which was enabled by the speed and networked power of social media. However, two and a half years since the movement's emergence on Greek social media and mainstream news media, its legacy and long-term impact on Greek society are still being questioned. Although much research has examined the global #MeToo movement as an instance of feminist social media activism with international dimensions, research on the Greek #MeToo movement is still emerging. This paper aims to fill this gap by examining the Greek #MeToo movement as a feminist social media activist movement that momentarily challenged the social order of Greek society by extending Thompson's (1995) theorizing on the mass media's potential to alter the social order and Papacharissi's (2011) concept of "private sphere" activism on social media. During the Greek #MeToo movement, social media allowed public figures and ordinary citizens to make disclosures of sexual harassment and assault and form networks of solidarity around heavily publicized cases of sexual violence, bypassing the mainstream Greek news media that has traditionally not taken a social justice stance on these cases. However, feminist social media activism also involves the risks of igniting misogynistic backlash and reinforcing already-existing societal polarization. Although social media activism may potentially push forward news discourses in society, a more systemic approach is needed to spur change in other institutions of society, such as law and education.

Science, Environment and the Humanities

72255 | *Post-COVID-19 Tourism Revitalization Activities in Japan*
Soji Lee, Tokai University, Japan

As of 2023, the number of people infected with COVID-19 has decreased, and economic and tourism activities are being revitalized on a global scale. In Japan, COVID-19-related immigration restrictions have been lifted, and more foreigners and leisure tourists are entering Japan to enjoy sightseeing. Post-COVID-19, Japan's representative tourist destinations are attracting attention due to their regional characteristics and activities that encourage visitors' coexistence with local community members. This contributes to restoring the pre-COVID-19 vibrancy of tourism. Before COVID-19, famous tourist destinations such as Kyoto experienced over-tourism, a phenomenon in which the number of tourists was so large as to threaten the development of sustainable tourism in the area. Indeed, excessive influx to tourist destinations can have adverse effects on the environment and culture. This study examined new post-COVID-19 tourism revitalization activities aimed at avoiding a recurrence of negative situations caused by over-tourism as well as the occurrence of new undesirable situations caused by recent social change. This study focused on positive post-COVID-19 factors and considered new tourism revitalization activities comprising co-creative activities involving tourists and residents. This study paid attention to tourism revitalization activities in Kyoto City. Our previous quantitative analysis results showed that co-creative activities involving tourists and residents generated positive emotions. This study analyzed social media content about tourists' and residents' experiential activities such as the Kyoto Marche and the Kyoto Handmade Experience. This study also examined how experience-based tourism activities, especially those social media users described using verbs, generate positive emotions.

Sexuality, Gender, Families

70398 | *Interracial Online Partner Shopping: Application of Bauman's Theory on Liquid Love*

Rosalie Palaroan, Wenzhou Kean University, China

Hang Li, Wenzhou Kean University, China

Han Lu, Wenzhou Kean University, China

Wu Jingyu, Wenzhou Kean University, China

Xu Yufan, Wenzhou Kean University, China

The study examines both homosexual and heterosexual married couples who are Asian - American and Asian - European who met through a dating site or app. This paper will also relook into the preferences of male and female on looking a lifetime partner online and offers insights whether online dating application has displaced traditional marriage market. The researchers employ qualitative approach using phenomenological method to understand deeply the experiences of the participants and use Zygmunt Bauman's Liquid Love theory as the research framework of analysis. The participants of the study are thirty same sex married couples and heterosexual couples. Results of the study found out that there is an increasing number of Asian women married to Western men through online dating due to the uniqueness of culture. It was also revealed that homosexual couples who met online are happier than those couples who met offline which are in disagreement with the other findings of the study. There are several factors that attract different genders on online marriage market nowadays. The results of this study are significant to students who take sociology and anthropology courses as well as to academics while delving into Zygmunt Bauman's theories. The research results can broaden students' horizons and present society with novel and academic insights in this field.

Arts - Social, Political and Community Agendas in the Arts

71132 | *Community-Centred Design for Social Innovation: Bottom-Up and Government Initiatives in Shanghai*

Aoni Zhang, The University of Lisbon, Portugal

António Gorgel Pinto, CIAUD, Research Center for Architecture, Urbanism and Design, Lisbon School of Architecture, Universidade de Lisboa, Portugal

Inês Veiga, CIAUD, Research Center for Architecture, Urbanism and Design, Lisbon School of Architecture, Universidade de Lisboa, Portugal

Insecurity has gripped our society. When we write these words, some countries may be experiencing war, hunger, and poverty. The causes of this extreme insecurity vary, but the major contributors include a lack of community cohesion, relevance, and cultural identity. In the absence of timely solutions to these problems, more social problems will arise. Therefore, this paper attempts to propose a new way from the social innovation perspective. The communication begins by exploring the concept of social innovation design, which is crucial to explain the challenges and transformations that design disciplines face in today's society, particularly in Shanghai, China, where the research is based. This is a qualitative methodology process. At the beginning of the study, the Delphi method was identified as an appropriate research methodology used as a tool for forecasting and validation. Some considerations about design ethnography are also presented to understand the methods used in the experimented participatory design process. This is followed by presenting three case studies in Chinese territory described and displayed in their participatory design process: the Xixi Garden and Shanghai Paradise in Shanghai and the community museum in Xiazhu Village, Zhuji City, Zhejiang Province. The objective is to understand the importance and role of social innovation design and participatory design processes of both government and bottom-up initiatives in Shanghai and Zhejiang Province. The main goal is to deepen the foundations for developing other research in social innovation and to promote the emergence of more projects in the future.

ECE2023 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

69717 | *The Significance of Lifelong Learning Against the Spread of Ignorance*

Dilek Aydın, Bartın University, Turkey

Hüseyin Kaygın, Bartın University, Turkey

Agnology indicates that ignorance does not only consist of unknown or inaccessible information, but also of stored or suppressed information. Examining the cases involving ignorance can answer the questions of why and how ignorance exists. In this study, it is aimed to explain the formation and expression of knowledge and the meaning of these expressions within the scope of agnology and the relationship between these concepts and lifelong learning. Based on this, it was aimed to identify the present themes by reviewing the current literature published on ignorance, the subject of agnology. Accordingly, document analysis, which is one of the qualitative research designs, was conducted through scientific studies, and local and international news sources, and themes of science, politics, health, and media were determined. These themes were addressed in the context of lifelong learning, and the potential positive role of skills such as learning to learn and information literacy in preventing the occurrence and spread of ignorance was discussed. Consequently, regarding the nature, accessibility and sustainability of information, these skills are considered to have an important role as a precaution in that they raise awareness of agnological phenomena and as a correction tool since they evaluate the existing agnological phenomena.

70243 | *Self-regulation Strategies for Distance Learning Study of Pre-service Teachers*

Beatriz Ortega-Ruipérez, Universidad Internacional de La Rioja, Spain

Ana Pereles López, Universidad Internacional de La Rioja, Spain

Miguel Lázaro, Universidad Internacional de La Rioja, Spain

María Fernanda del Real, Universidad Internacional de La Rioja, Spain

Distance learning can be a great challenge because students must apply more self-regulation strategies than in face-to-face teaching. The aim is to find out the current situation of 238 trainee teachers of a master's degree in educational technology in four aspects of self-regulation of their learning, related to their study habits: organisation of the task, search for information, inadequate regulation habits and organisation of the environment. The Spanish version of the Regulation Strategy Inventory-Self-Report (SRSI-SR) (Cleary, 2006), validated by Hernández and Camargo (2017), was used on a four-point Likert-type frequency scale. The results show a normal distribution in the four factors, so descriptive statistics have been obtained to know the weaknesses of the students. The greatest weaknesses were in self-regulated information seeking (mean: 2.68), followed by inadequate regulation habits (mean: 3.08), task organisation (mean: 3.18). The organisation of the environment turns out to be the factor that students self-regulate the most for their learning. We can conclude that the design of educational programmes aimed at improving self-regulation for study in trainee teachers should focus spatially on the search for information and the acquisition of adequate habits for regulation, and, less so, focus on the organisation of the task and the environment. Cleary, T.J. (2006). The development and validation of the self-regulation strategy inventory—self-report.

Assessment Theories & Methodologies

70468 | *Diagnostic Assessment as the Essential Tool to Identify Students' Early Pitfalls and Unravel their Potentials*

Svetlana Davidek, Defense Language Institute Foreign Language Center, United States

Sumbal Ayaz, Defense Language Institute Foreign Language Center, United States

Diagnostic assessment is an essential tool for evaluating the strengths and weaknesses of individuals, groups, or organizations. Diagnostic assessment helps identify areas where improvement is necessary and develop targeted interventions to improve learners' performance. As experienced educators and assessment specialists, we aim to share best practices and strategies for conducting effective diagnostic assessments and to explore the challenges and limitations of this type of evaluation. The presentation will include the following:

1. An overview of diagnostic assessment, including its definition and importance in foreign language learning.
 2. Reliable, valid, and meaningful strategies for efficient diagnostic assessment and methods for its implementation.
 3. The challenges and limitations of diagnostic assessment explore the ethical considerations and the potential for bias in capturing the full range of learners' knowledge, skills, and abilities.
 4. Case Studies of successful diagnostic assessment, highlighting the strategies and methods used to achieve effective outcomes.
- The attendees will gain a deeper understanding of the principles and practices of diagnostic assessment and learn strategies to design and implement effective diagnostic assessment in their institutional contexts.

72182 | *Assessment Horizons: Pre-Service Teacher Expectations on Future Education*

Nina Bergdahl, Halmstad University, Sweden

Jeanette Sjöberg, Halmstad University, Sweden

Pre-service teachers' socio-technical imaginaries are an important area of inquiry that warrants exploration. This paper examines the socio-technical imaginations of pre-service teachers in relation to future assessments in education. We contend that socio-technical imaginaries reflect values and priorities and play a significant role in fostering agency and ownership in meeting and managing the development of future practises, which contribute to the overall quality and equity of educational and professional systems. Pre-service teachers were instructed to write journal reflections and narratives (n=35) during a speculative future intervention as part of a teacher training programme. Individual verbalisation of ideas can stimulate collaborative inquiry and strengthen instructors' ownership over their future narratives. Such empowerment can prevent digital resignation, inform alternative courses of action, nuance risks and opportunities, and enhance comprehension of digital educational futures. Individual and group reflections were conducted as a result. The data was analysed using thematic analysis. The findings indicate both teacher scepticism and robust agency as digital innovations emerge in the learning landscape. This paper will be valuable for stakeholders aiming to promote responsible digitalisation, educators, and educational researchers interested in understanding and adapting to the evolving landscape of technology in education.

ECE2023 Pre-Recorded Virtual Presentations

Assessment Theories & Methodologies

72583 | *A Framework for Evaluating the Reliability of TIMSS Test Scores for Learners in South Africa Based on Generalizability Theory*

Musa Adekunle Ayanwale, University of Johannesburg, South Africa

Daniel O. Oyeniran, The University of Alabama, United States

Joseph Taiwo Akinboboye, Federal University of Lafia, Nigeria

In many countries, including South Africa, Trends in International Mathematics and Science Study (TIMSS) is widely used as an assessment tool to measure learners' mathematics and science achievement. It is worth noting, however, that the reliability of TIMSS test scores in South Africa has not been extensively examined in the literature. In this study, generalizability theory is used to evaluate the reliability of TIMSS test scores of South African learners. Specifically, the study aims to estimate the different types of errors associated with test scores, including tester effects, item effects, and occasion effects. The study used 11,891 fourth-grade learners' item responses to 35 mathematics items found in an IEA IDB Analyzer Merge module. For the analysis of the data, the lme4 package of the R language and environment for statistical computing, factor analysis, and the Tucker index of factor congruence were used. We measured the generalizability (g) coefficient, the phi coefficient, and construct validity to evaluate the psychometric properties of the data. According to the results, the g-coefficient was 0.85, and the Φ -coefficient was 0.73, indicating a high level of reliability. It has been shown that TIMSS test scores are not affected by different sources of error, such as tester effects and item effects. Results also show the items are credible, as evidenced by their construct validity of 0.92. The generalizability and reliability of the scores are therefore confirmed. In South Africa, the findings may help policymakers and educators make more informed decisions about using and interpreting TIMSS test scores.

Counselling, Guidance & Adjustment in Education

71260 | *It's Also My First Day in School: Communication Between Parents of First-Graders and Teachers*

Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel

Background: Parents can feel anxious and insecure when their children enter first grade and must learn to negotiate classroom life independently, to develop good social, emotional, language and physical skills. Good school adjustment can be linked with effective communication between teachers and parents, and to create optimal cooperation, teachers are required to develop effective communication skills during their daily work with parents. This qualitative study will explore how parents of first-grade students experience their communication with teachers. Method: Participants were 12 parents (8 women) of first grade students (age 5-7) in Israeli public secular schools. The parents underwent semi-structured in-depth non-directive interviews to gather information about their experience of communication with their child's teachers. The interviews were transcribed and analyzed, themes and categories were defined. Findings: Parents expressed various levels of concerns, mostly linked to whether this was their first child to enter school, and their perception of the child's ability to adjust. Parents expect teachers to be a professional source of support, but do not always feel that the teachers are fully aware of the great sensitivity of the stage they are in, as a family. Conclusions: First-grade teachers should be made more aware of the parents' experience in the transition to first grade, for example, through specially designed in-service programs. This will enable to better support and guide parents at this critical stage.

Curriculum Design & Development

68585 | *Using Blended Learning to Create Student-Led Conversation Courses*

Kim Durinick, Hansei University, South Korea

Amanda Sheffield, Hansei University, South Korea

English learners in L1 environments often lack opportunities to practice their speaking skills, therefore every second in the conversation-based classroom is a precious moment for them. To increase engagement and maximize student speaking time, we have incorporated blended learning into our curriculum to create a student-led classroom. Outside the classroom or on specially designated days, students learn self-study techniques to practice a wide variety of speaking skills such as fluency, intonation or asking follow-up questions. This allows students to spend the majority of their time in class divided into small groups discussing topics ranging from everyday English to controversial current events, with specific topics chosen by students based on their personal interests. This design has led to increased participation as students take charge of their own learning in the classroom, while targeted goal setting and independent skill building activities keep students motivated and progressing. In this workshop, we will briefly introduce our program, and teach some of the effective strategies and adaptable activities we employ to enable our students to grow from struggling through small talk to being able to confidently and competently discuss controversial issues.

71263 | *Curriculum Co-Creation – A New Collaborative Approach to Fe/He Employability Relevant Learning*

David Gordon, De Montfort University, United Kingdom

Peter Stokes, De Montfort University, United Kingdom

This research proposes a new collaborative approach to higher education (HE)-commercial curriculum development that engages Small-and-Medium-Sized Enterprises (SMEs) and students and enhances student learning and SME employability. The presentation builds on research into a project to design an enhanced, employability-relevant HE experience for commercially-orientated students, through a collaborative, co-created curriculum between an SME, and a business school/university. Organizations anticipate that commercial graduates will, for example, have leading-edge knowledge in this area. However, current undergraduate commercial curricula lack the teaching of technological, live, authentic tools and approaches and the granular understanding needed for many contemporary company practices. Importantly, as the trend for more graduates employment move towards SMEs, rather than corporate organizations, the usual structured corporate graduate programmes are absent and replaced with SME expectations of immediate knowledge and ability to create value. Given the gap between extant commercial curricula and SME contexts there is an opportunity to scope a collaborative co-creative process of understanding and co-construction. A co-constructed HE curriculum will produce students with a conceptually underpinned, pragmatic and instantly applicable value set. It will be attractive to prospective students, benefit student employability and marketing employers. Moreover, such an approach challenges much of the extant paradigm of curriculum development.

ECE2023 Pre-Recorded Virtual Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

70061 | *Challenges in Technology Integration for Online Teaching and Learning for English Sessional Academics*
Wendy Hiew, Universiti Malaysia Sabah, Malaysia

The new norm, post-COVID-19, is characterized by the worldwide espousal of the virtual classroom. While full-time university academics are typically provided with continuous training support for their technology integration in online teaching, this is not so for sessional academics, who are inadvertently deprived of such opportunities. This would subsequently threaten the quality of online lessons, which could potentially affect students' learning. The main aim of this study was to identify the problems sessional academics faced when conducting online lessons. In addition, it also sought to identify their training needs so that the necessary training support could be provided to them. Twenty-one sessional academics from the English language unit of a public university in Malaysia participated in this study while under the movement control order period. Qualitative data was collected through individual interviews designed to obtain feedback regarding their online teaching experience, problems with online teaching, and training needs. Findings revealed that despite their readiness for online teaching and learning, there were context-specific issues related to the lack of training that affected this group of academics' efficacies in conducting online language lessons.

70226 | *Music and Games in Education: Technological Experiences and Human Development*

Elsa Maria Morgado, Portuguese Catholic University, Portugal
Hugo Braga de Araújo Silva, Federal University of Rio de Janeiro, Brazil
Beatriz Licursi, Federal University of Rio de Janeiro, Brazil
Liliana Mendes, Coimbra Institute for Clinical and Biomedical Research, Portugal
Levi Leonido, Portuguese Catholic University, Portugal

Music and Games share a wide range of specific characteristics mediated by the technological component which, in a way, impose an incessant dialogue between the demands of education, music education and human development itself. The consonance and versatility of this approach interact directly with the teaching and learning processes, constituting itself as a potential integrator with respect to the organisation and contexts of the game, the technological resources, the experiences and the potential contribution to the integral development of the individual. Among the areas and topics linked by this context, it is possible to mention gamification, game-based learning, music education, psychology, studies on human cognition, educational technologies, the inclusive perspective in education and science attached to imputations (benefits or disadvantages of the game) in human development. This research integrates a series of works carried out regularly and continuously, in order to strengthen the state of the art and respective literature review, along with the contribution to reflection, discussion and analysis on the relationship and structural characteristics between music and games, regarding its presence and influence in the educational universe and human development in general.

71365 | *TIC-TAC and Digital Competences in Military Higher Education*

Mersi Mantilla, Universidad De Las Fuerzas Armadas, Ecuador
Verónica Defaz, Universidad De Las Fuerzas Armadas, Ecuador
Mónica Flores, Universidad De Las Fuerzas Armadas, Ecuador
Norma Vargas, Universidad De Las Fuerzas Armadas, Ecuador

In the digital age, education with excellence must be supported by teachers with advanced levels in digital competencies, therefore, the research identifies the competency areas and their available levels by the different actors in military higher education, applying the scientific method and its progress is descriptive; through a survey to 124 people among Management staff, Administrative staff, Teachers and Military Instructors of the Escuela de Formación de Soldados del Ejército "Vencedores del Cenepa". According to the most relevant results, basic and medium levels in security competence are evidenced in 52, 42% of respondents, considering that the career of Higher Technology in Military Sciences belongs to the department of Security and Defense of the University of the Armed Forces - ESPE, which is responsible for the training of soldiers in the field of security and defense, reason why it is essential to improve the digital skills on its personnel through specialized training processes. It is concluded that the effects of the application of TIC-TAC dynamize the classes, facilitate the teaching-learning process, contributing to have a training in didactics and methodological innovation of military and civilian teachers, improving skills and abilities.

71524 | *Exploring the Dynamics of Ice Hockey Strategies Using YOLOv8 and Gephi in Sports Education*

Boyang Zhang, Tampere Universities, Finland

In modern sports education, computer vision techniques have become increasingly important for analyzing team strategies and tactics in fixed-field team sports. This research presents a combination approach using object detection, multi-object tracking, and social network analysis (SNA) to investigate the dynamics of ice hockey strategies. Specifically, we utilize YOLOv8 object detection algorithm to detect players and ByteTrack to track their movements. The passing information between players is then used to construct a network representation of the team's strategy. By using weighted-edges and modularity network community detection, this research demonstrates the team roles of each player in communities analysis and captures the impact of team strategies. The goal of this research is to promote teamwork, strategic analysis, and the development of innovative knowledge of sports rules and strategies in sports education.

ECE2023 Pre-Recorded Virtual Presentations

72359 | *Analyzing the Effect of Technology-Based Interventions on Improving Listening Skills of EFL College Students*

Nai-Ying Chang, Hsiu-Ping University of Science and Technology, Taiwan

Hao-Yuan Cheng, National Taichung University of Science and Technology, Taiwan

With the rapid development of technology, English language learning has expanded beyond traditional methods to include multimedia resources available on the internet. Among these resources, podcasts and YouTube have gained popularity for their potential advantages in English language learning. Podcasts provide learners with an opportunity to engage their auditory senses and expose themselves to authentic language content. On the other hand, YouTube not only offers digital entertainment but also serves as a platform for accessing real-life examples of English language usage. This study aims to explore learners' perspectives on the differences between using YouTube and podcasts to enhance their English listening competence. Participants in this study consist of Taiwanese college students enrolled in an English Listening course. The study incorporates both quantitative and qualitative data collection methods. A pretest is administered at the beginning of the study to assess participants' initial listening skills, followed by a posttest at the end to measure improvements. Additionally, qualitative interviews are conducted to capture participants' responses and insights regarding their experiences using YouTube and podcasts for English listening practice. Preliminary findings indicate that participants perceive both advantages and disadvantages associated with the use of podcasts and YouTube for English language learning. By investigating the relationship between technology-based interventions and English listening comprehension improvement, this study aims to shed light on the effectiveness of such approaches.

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

70360 | *Research on the Awareness of Affective Needs and the Design of Observation Checklist of Classroom Behavior for Gifted Students*

Hsiao-Ping Yu, National Taiwan Normal University, Taiwan

This study tried to understand gifted students' emotional needs and develop the observation checklist of classroom behavior for gifted students to improve the effectiveness of gifted educators' counseling strategy and build a comprehensive preventive counseling mechanism for gifted students through class observations, interviews, and Delphi technique by gifted teachers with practical experience. We observed and interviewed 3 gifted educators to understand the common behavioral characterization and teacher coaching strategies for the gifted students. Then, we organized a total of 56 behaviors/characteristics and verbal responses in five parts, includes positive behaviors, negative behaviors, as well as perfectionism, low achievement and interpersonal problems of gifted students. Then, through three cycles of Delphi Technique questionnaire surveys conducted by 15 experienced teachers for gifted students, and designed the observation checklist to be the observation indicators of the gifted students' emotional needs for gifted educators. In these items, we choose the principle that the mean must be above 4.0, the standard deviation (SD) must be less than 1.0, the interquartile difference must be less than 1.0, and the absolute value of the difference between the mode and the mean must be less than 1.0. It had a total of 30 items in observation checklist, including 8 items of positive behavior, 6 items of negative behavior, 4 items of perfectionism, 6 items of low achievement, and 6 items of interpersonal problems of gifted students. Finally, we held a focus group to discuss how to strengthen class management and teaching effectiveness for gifted students.

72290 | *Breaking Free from the Medical Model in Special Education: A Roadmap to Social Model – Latvian Experience*

Andra Rektina, University of Latvia, Latvia

Disability models are crucial in understanding and addressing disability related issues and supporting people with special needs. The medical model, which views disability as a medical condition that can be treated or solved, is the oldest and most widely used disability model in most European countries, including Latvia. Health is considered the norm or ideal to strive for. The Latvian special education system still partly operates with a medical model approach, although significant steps have been taken towards a social model approach, which views disability as a social deficiency created by society. The author of this research conducted a historical literature review of the Latvian pedagogical-medical commissions, which decide whether a special education program is needed for a child, to classify their approach and identify necessary first actions for a shift to the social model approach. This article can be significant for other countries that are currently transitioning towards a more inclusive education system as it provides valuable insights for policy makers in other countries and helps raise awareness about the benefits of the social model of pedagogy.

72389 | *Development of a Holistic Sexuality Education Model for Children with Special Needs*

Sau Cheong Loh, Universiti Malaya, Malaysia

Yan En Koh, Dika College, Malaysia

Jee Ching Pang, SEGi University, Malaysia

Azmawaty Mohamad Nor, Universiti Malaya, Malaysia

Yan Li Siaw, Universiti Malaya, Malaysia

Inadequate sexuality education provision caused by negative connotations surrounding sexual health perpetuated major social issues that affect the community of persons with disabilities. To address this issue, a study was conducted to explore stakeholders' perspectives towards developing a holistic sexuality education model for Malaysian children with special needs. The study adopted a multiple case study design through interviews and observations, involving 33 parents, educators, professionals, service providers, and policy-makers respectively from three regions in Malaysia. Based on the results, a holistic sexuality education model consists of five components was developed namely, a) Input, referring to knowledge, attitude and skills to be imparted from contexts to SEN children; b) Contexts and Determinant Factors, referring to places and stakeholders that SEN children learn from, with the requirement of continuation across contexts and depending on culture and stakeholders' existing knowledge, attitude and skills; c) SEN Child, referring to readiness of the child such as mental and chronological age, diagnosis and needs, strengths and interests; d) Content and Delivery, referring to themes and respective topics that has to be progressive and taught concurrently, delivery methods which include instructional strategies and materials; and, e) Output, which are demonstration of learning outcomes such as self-awareness, self-management and self-expression and protection by SEN children. The holistic sexuality education model can be fully utilised as a framework to guide further module planning, decision-making and implementation of sexuality education for children with special needs from the grass-root and the top-down level.

ECE2023 Pre-Recorded Virtual Presentations

71829 | *Love as a Critical Act of Resistance: Teaching Refugee Children in Disquieting Times*
Leila Kajee, University of Johannesburg, South Africa

Educational organisations must address the needs of refugees and migrants and mitigate the concerns and prejudices of local communities, yet little is known about how teachers are addressing these challenges. Since its democracy in 1994, the influx of refugees into South Africa has increased rapidly. African refugees in South Africa have become the new other, and are most likely occupy the lowest rungs of the new order, facing issues of exclusion and marginalisation. When people arrive in a new country, the pressure to adapt is foremost. For children, this means going to school. Refugee children are a specific vulnerable group in the South African society. In terms of the South African Constitution, refugee children are equally entitled to the right to basic nutrition, shelter, basic health care services, and social services in section 28(1)(c) and basic education in section 29(1)(a). Given this context, teachers face uphill challenges in coping with the diversity introduced by the introduction of refugee children. Yet, any discussion about educating refugee children must include an examination of the teachers charged with their care and schooling. Are teachers prepared to respond appropriately to the needs of refugees? In this paper I propose a humanising pedagogy, love as a critical act of resistance, hope and resilience as concepts to address core challenges encountered by teachers in the country and submit for consideration implications for teaching refugee children. The framework is relevant, not only to the South African context, but worldwide.

69526 | *Accessibility of Inclusive Education in Indonesia: A Trajectory From Classroom Practice to Policy Recommendation*
Athifah Utami, Universidad de Cordoba, Spain
Afifah Muharikah, Griffith University, Australia
Siti Fadlilah, Kao Yuan University, Taiwan
Naufal Rizkulloh, Mangalore University, India
Rania Chairunnisa Qisti, Universiti Putra Malaysia, Malaysia

Based on statistical data for Special Education (2020), there are total 2,270 Special Schools (SLB) at various levels of education units throughout Indonesia. With details of 593 schools owned by the government and 1,677 schools owned by the private sector. The number of SLB mentioned above is compared with the number of predictions based on prevalence (more than 10 million children) and data recorded by the Ministry of Education and Culture (1.6 million), indicating limited access to education and many children with disabilities are not enrolled in school. This study employs descriptive analysis and uses online surveys for teachers wanted to participate in this study (convenience sampling). The instrument used is a survey with the following components: perception, pedagogy, and facilities, with sub-components concerning the 'teacher-student', 'student-student', and 'student-content' aspects. There are a total of 35 (thirty-five) statement items as measured by a Likert scale. It was recorded that 229 teachers participated in the online survey which was conducted from December 2020 to February 2021. The survey results show that only 50% to a maximum of 70% of the ideal conditions of inclusive schools have been fulfilled. Cooperation and communication with parents is an aspect that has been carried out a lot and of course, this still needs to be expanded toward active participation. The hope is that in the future, the education budget can also begin to be directed to meet facilities and infrastructure, and services towards a sustainable Inclusive School.

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

70816 | *The Situation of Young People in Textile Shops: A Case Study of Jaffna Town, Sri Lanka*
Niththijanantham Baskaran, University of Jaffna, Sri Lanka

The young generations are the pillar of the community in a nation for many reasons. Youth education is an influential factor in inducing community development in the country. However, school dropout in developing countries is still high rate for various reasons. In some countries like Sri Lanka, which provides free education until university, some students do not continue to their high school or tertiary level educations even if they have eligibility requirements. This study explores the factors limiting higher education for young people and their challenges after school dropouts, especially those who stopped their education at the ordinary level and continued working in Jaffna town's textile shops. The study was conducted within Jaffna town, and the data was collected by getting information from female and male young people working in textile shops in the area. A total of 84 respondents, an equal number of males and females aged between 16 and 25, were selected through random sampling from the young in the textile shops. From the surveys, the study found various insights on the discontinuity of education among the youth. They faced different problems from various levels: family, socio-economic conditions, and cultural backgrounds. They revealed that they work with stress due to the multitasked assigned to them while working in the textile shops. Further, they stated that they are embarrassed when they face their classmate who continues (continued) higher education. Furthermore, they accepted that their friends who continued to the next level of study have a better life than them. Therefore, this study helps identify the approaches and policies to address the intention to follow higher education among young people rather than working in these textile shops or any low-skill jobs.

72390 | *Analysis of External Influence on Implementing Innovative Technologies in High Education Institution of Developing Countries*
Yasir Bashir Kankia, University of Hertfordshire, United Kingdom
Xianhui Che, Queen Mary University London, United Kingdom
Wei Ji, University of Hertfordshire, United Kingdom
Barry Ip, University of Hertfordshire, United Kingdom

The advent of Covid-19 pandemic in 2020 impacted all facets of life: business, education, industrialization, among others. Conventional face-to-face teaching was replaced using online teaching facilities across many institutions around the globe. In turn, technology-enhanced teaching is influenced by numerous and varied factors such as individual characteristics, users' perception of technology, and external factors, as summarized by Yasir (2023). These external factors serve as the central subject of analysis in this study. External factors usually comprise of four variables: First is Organizational Characteristics, which refer to the extent to which organisations supports the adoption of a technology. Second is External Pressure, which relates to the degree of pressure or influence from external parties such as competitors, peers, or management. Third is Technical Support, that entails the perception of any assistance received from organisations or colleagues in which the technology is being deployed. Fourth is the Social Influence of how a technology can affect a community. To examine these components, a survey was conducted with 384 staff and students across two higher-education institutions in Nigeria. The use of stratified sampling method was applied in gathering information from a broad classification of universities. Correlation and multiple regression analysis were conducted to understand the relationship and impact between external factors for implementing innovative technologies and its adoption in higher-education institutions in Nigeria. The outcome of this study confirmed that three components: Technical Support, Social Influence, and External Pressure are statistically significant as external factors for implementing innovative technologies in higher-education institutions in Nigeria.

ECE2023 Pre-Recorded Virtual Presentations

72446 | *How Can Vocational College Courses Enhance the Released Prisoners' Employability? A Mixed Empirical Study in China*
Jie Shen, Zhejiang Institute of Economics and Trade, China
Yue Qiu, Shanghai University of International Business and Economics, China

The background of this study is that numerous studies have shown that unemployment among released prisoners is an important factor leading to their recurrence. Vocational training for inmates can effectively enhance their employability and reduce the recurrence rate. In this context, vocational colleges need to explore ways of training cooperation with prisons to improve the employability of prison detainees. This study designed a "qual → QUAN → qual" methodology and collected empirical data in a Chinese mainland prison. Prisoners (N=451) from three sessions of the Employment Guidance courses participated in the study. Two research questions are addressed (1) Can vocational college courses effectively improve the employment ability of released prisoners? (2) How effective are vocational skills, employment guidance and psychological adjustment as three major categories of courses provided by vocational colleges? The data includes (1)interviews with selected prisoners (2)interviews with selected prison guards (3)questionnaires from prisoners (4)interactions with prisoners in employment guidance courses. Analysis of the data revealed that (1)vocational college courses can effectively improve the employment ability of released prisoners (2)vocational college courses are far from enough among detainees and vocational skills are the most needed courses (3)employment guidance and psychological adjustment courses show important significance in the releasing prisoners' employability. This study discusses an in-depth analysis of the employment guidance needs of detainees. Meanwhile, it puts forward the countermeasures and suggestions that can be implemented by higher vocational colleges and provides a reference for the relevant laws and policies.

Educational Policy, Leadership, Management & Administration

69853 | *School Turnaround in Centralized Systems of Education: A Case Study of Bahrain Public Schools*
Hala Al Khalifa, Bahrain Teachers College, Bahrain

Recent international literature offers convincing evidence that enhanced school autonomy, accountability and school led improvement strategies can be effective, especially when promoting equity across schools (Deppeler & Ainscow, 2016; Ehren & Perryman, 2018). This approach calls for educational practitioners to be given a certain level of autonomy in order to assess their own contexts and enact school-led improvement plans, however for school leaders in more centralized systems of education this can be difficult to achieve (Constantinou & Ainscow, 2020). It is important to note that school structures should not be simply conceptualized as either 'centralized' or 'decentralized' because school organizational structures often combine elements of both modes of governance (Boyd & Crowson, 2002). For even within a school system perceived and often characterized as centralist, examples can be found where school leaders achieve agency and take action to promote school transformation and turnaround. School-based action research, with an emphasis on inquiry, collaboration and networks can increase a school's capacity to improve despite the barriers created by centralized policy making (Burns & Köster, 2016). This study utilizes a qualitative multiple case study approach to gain a better understanding of how school leaders were able to improve their schools from within a centralized system of education in Bahrain public schools.

71830 | *AI Maturity Assessment Level for Educational Leadership*
Samiya Al-Hinaai, Sultan Qaboos University, Oman
Khalfan AL-Hijji, Sultan Qaboos University, Oman
Faten Hamad, Sultan Qaboos University, Oman

Artificial Intelligence (AI) is a growing interest as a research topic. Adapting to AI technologies has become essential for educational institutions, specifically educational leaderships in order to embrace AI trends in enhancing educational leadership practices. This study comes in response to the increase discussion of implementing AI in education, which has created the need for AI Maturity Model in education to help educational institutions assess their progress in AI adaptation. The study aims to assess AI Maturity level, at college of Arts and Social Sciences in Sultan Qaboos University, Oman, as a case study. The qualitative approach will be used to collect the data via semi-structured interviews with the college's heads and decision makers. The findings of this study is expected to add theoretical contribution as findings and recommendations will be of importance for future research. Practically, this study may help academic institutions assess their current AI maturity level to plan for their future AI adaptation and development or even start their AI journey.

71901 | *Equitable and Socioemotional Approach on School Discipline Through Feminine-Oriented Leadership: A Case Study*
Difa Mahya Zahara, Indonesian International Islamic University, Indonesia

The role of educational leaders' identities in education has been extensively discussed, especially when it comes to female leaders' identities. Scholars are particularly interested in terms of their gender intersecting with their leadership identity considering them as minorities in educational leadership with complex lived experiences. This research examines the experiences of an Indonesian Islamic school's only female leader, Elvira (pseudonym), who holds the position of school director. Based on the model of sex-role identity and leadership style, this individual case study demonstrates how gender influences the formation of the leadership identity of female leaders. This research identified a number of key events in Elvira's life that have shaped her present leadership identity. Findings show that Elvira's case demonstrates a tendency toward a feminine leadership style in "doing leadership." which is explained by her key life experiences (i.g. economy, education, marriage, work, and religion) that reveal a rather gender-essentialist view on the idea of becoming a woman. Nonetheless, this particular gender and leadership construction appears to allow her to lead in the challenging context of her school, which is dominated by students of lower socioeconomic backgrounds—via a more socioemotional and equitable approach to dealing with school discipline issues. This research demonstrates the significance of the feminine leadership style as a facilitator for schools that promote equity for disadvantaged students.

ECE2023 Pre-Recorded Virtual Presentations

72304 | *Exploring Enrollment and Business Model Correlates with International School Profitability*
Kenneth Tuttle Wilhelm, Riviera University, France

This study investigates the relationship between a school's enrollment percentage, business model, and profitability within identified competitive groups of international schools in two metropolitan cities. The competitive groups were identified based on tuition levels, geographic proximity, curriculum offerings, and the ratio of expat teachers to local teachers, and were checked for matching the expectations of The Rule of Three, which suggests that three generalist competitors in a market, drive competition and establish market equilibrium. The groups consisted of a mix of non-profit and for-profit international schools managed by school management corporations, private land owner operators, or property developer-owned management companies and facilities. The hypotheses tested were that a school's enrollment as a percentage of total capacity is a predictor of the school's profitability or loss position, and that a school's business model is also an indicator of likely profitability. Non-parametric analyses were conducted, and the results provide evidence to support both hypotheses. The study found that a school's enrollment percentage discriminates between profitable and unprofitable schools, and that the owner-operator model was most strongly associated with profitability. These findings have significant value for school leaders and managers who need to assess their competitive environment, engage in strategic planning, and implement change management initiatives. By understanding the factors that influence profitability in the international school sector and knowing the impact of The Rule of Three, school leaders and investors can make informed decisions to improve financial performance and better compete in their respective markets.

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

70865 | *Regular Past Inflection and Pluralisation Morphemes in Children With Autism Spectrum Disorders*
Victoria Etim, University of Calabar, Nigeria

The study on the regular past inflections and pluralization morphemes in children with autism spectrum disorders was a survey of 20 children between the ages of 5 – 12 years at Our Lady of Guadalupe (OLG) Health Foundation and Autism Centre, Port Harcourt, Rivers State, Nigeria. The study investigated to document the level of severity of the morphological deficits of the clients. A judgement sampling technique was used to select autistic children with moderate autism with speech who can still be remediated. The instruments for the collection of data were the Validated Word Structure (WS) assessment comprising 10 pictures and 10 sentences completion tasks as well as reliability test re-test of mean length of utterance (MLU) as examined by experts to be $r = .94$, indicating a high level of internal consistency. The children were made to read a passage containing 100 utterances which were recorded and eventually transcribed for analysis using Systematic Analysis of Language Transcript (SALT) software. Those who were not able to read were asked to repeat after the researcher. The word-based theory was adopted to aid the analysis. From the findings, it was confirmed that the degree of errors, the mean length of utterance in word and morphemes for the production of past tense and plural morphemes were 57.95%, 64.29%, 74.70%, 69.23%, 61.54%, 70.24%, 74.42%, 77.53%, 76.47%, 78.82%, 79.07%, 76.47%, 78.65%, 76.09%, 74.73%, 83.91%, 78.57%, 75.28%, 75.00%, 78.57%. From the breakdown of the analysis, it indicates that the MLUw and MLUm was below 5.0. it recommended further studies.

70870 | *Lensing the Impact of English as a Lingua Franca*
Dwaipayan Roy, National Institute of Technology, Mizoram, India
Shuchi Kaparwan, NIT Mizoram, India

We are living in the first quarter of the 21st century, which has made tremendous progress in transforming the lives of human civilization in every sphere of life from science and technology to medicine, space, and communication, to name a few. However, the century will be remembered in history for the setbacks to civilization in view of the pandemic in COVID 2019. Shut down of world followed by Russia-Ukraine war heightened tension in different parts of the globe. In the above background, we tried to understand the role of the English language as a "Lingua Franca" across the globe. The development of social media, courtesy of the internet and smart phones, wiped out the geo-physical boundaries and ushered in a new era, transforming the world into a global village. This research points out that English is the only language that plays the critical role of bringing people from multi-linguistic backgrounds under one roof, which is necessitated to overcome the present turmoil and misgiving the world is facing today. Apart from that, this critical piece highlights the fact that there is no alternative to the English language to communicate globally and that it is used in several fields such as science, technology, business, education, tourism, and travel.

70427 | *The Relationship of Affective Variables and Oral Proficiency at the Tertiary Level*
Faten Slimani Aloui, University of Toulouse III – Paul Sabatier, France

A lot of research has been conducted to investigate the role of socio-affective variables in learning the target language. This study, conducted in the French EFL context, explores the social psychology of English as a foreign language. It aims at uncovering the linkage between anxiety, risk-taking and self-esteem, and detecting their relationship as related to oral proficiency. It also investigates the variables' linkage in terms of SEX and level of training (LT). The subjects are sample groups of 120. A questionnaire is employed. Personal narratives and semi-structured interviews are used to give a better understanding of the learning atmosphere in an attempt to reduce the detrimental impact of the mentioned variables. T-test, descriptive tests, and the alpha internal consistency coefficient are used. The results show that the variables tend to be highly context-dependent. Besides, facilitating anxiety along with high levels of risk-taking and self-esteem helps learners improve in English. The qualitative approach reveals that the teacher has a pivotal role in improving students' levels and enhancing learning English through alleviating his/her students' negative thoughts concerning their own capacities and fostering their readiness to speak. The findings demonstrate that SEX and LT variables clearly proved to be significant in this study.

ECE2023 Pre-Recorded Virtual Presentations

Higher Education

70425 | *Enhancing the Alignment of 4IR Industry Skill Sets of Finance Graduates with the Principles of Distributed Cognition for Teamwork*

Nadia Rhodes, University of Johannesburg, South Africa

Ray J Rhodes, University of Johannesburg, South Africa

The purpose of this paper is to report on the confluence of student-centered learning based on the principles of Distributed Cognition for Teamwork (DiCoT) and alignment with industry needs in a 4IR environment. There is an ever increasing need to produce industry ready graduates with the skill sets needed for 4IR. Emerging technologies, such as AI, are casting doubt into the roles that human workers will play in the future. Comparative analysis is the basis for AI to perform many simulations in a given set of parameters with specific goals. However, critical analysis, for which there is no basis in programming, involves the determination of sufficiency or effectiveness of results. The development of critical thinking skills in a student-centered learning environment is believed to be enhanced within the principles of DiCoT. Constructed case studies, that the students complete in teams using the principles of DiCoT, with the dual purpose of the application of knowledge in finance and developing the skill sets of critical thinking, coordinating with others, emotional intelligence, and cognitive flexibility have been implemented at a South African University. The findings from interviews, being the first iterative cycle of DBR, with suppliers of accounting software programs and their associated business partners, alumni, recruitment agencies, a software engineer, and an interface accounting software designer, will be presented. In conclusion, the confluence of enhancing knowledge-building and the additional skill sets needed in teamwork in a student-centered learning environment appears to enhance the alignment to industry 4.0 needs for finance graduates.

70683 | *The Application of the Bilingual Online Dictionary Brazilian Sign Language/Portuguese in a Brazilian Higher Education Institution*

Lael Rodrigues, Universidade Federal de Viçosa, Brazil

Ana Luisa Borba Gediél, Universidade Federal de Viçosa, Brazil

This work supports the issue of accessibility for Deaf students in Higher Education, developed by the Inovar+ project with support from CEAD (Coordination of Open and Distance Education). Its objective is to understand, from the perspective of Brazilian Sign Language/Portuguese Translators and Interpreters (TILSP), the use of the Bilingual Libras/Portuguese Dictionary as a pedagogical tool in the communication process in the classroom, in a Higher Education Institution (HEI) in the Zona da Mata Mineira region. To glimpse the possibilities of support provided by the Dictionary in this context and data collection, we applied workshops with this audience, taking into account the qualitative approach of the research in two campuses of the same institution. Thus, the workshops with TILSP focused on presenting the Dictionary as a translation tool, using it as an instrument to consult the signs of the areas of knowledge of the disciplines taught. Thus, throughout the interaction process with the workshops, we perceived the obstacles and potentialities of the ICT (Information and Communication Technology) in question. As results, we verified TILSP pointed out positively the viability of the tool as support in the process of acquiring Libras as second language for hearing individuals. Therefore, we hope that after data collection and necessary improvements, the tool will be used in the classroom as support in the teaching and learning process of Deaf students in Higher Education, aiming to minimize obstacles that hinder this process.

70925 | *The Effects of the Flipping Classroom and Peer Instructional Models on Learning Mathematics*

Muhammed Syam, United Arab Emirates University, United Arab Emirates

Reem Quzli, United Arab Emirates University, United Arab Emirates

Asmaa Abohatem, United Arab Emirates University, United Arab Emirates

Maysam Zain, United Arab Emirates University, United Arab Emirates

Aamna AlSadi, United Arab Emirates University, United Arab Emirates

This study examines the impact of the flipped classroom and peer instruction teaching models on students' mathematics performance. More than one hundred students participate in four-month study and they are dividing into three groups. A control group is taught according to the traditional model. The first experimental group is taught according to the flipped classroom model. A second experimental group is taught using both a flipped classroom and a peer-instructional model. A quasi-experimental design is implemented and three research tools are designed and used. These tools are YouTube channel, tests, and survey. We expect the results of this study to show that the performance of students in flipped classroom and a peer-instructional model class outperformed those in other two sections. This approach hopes to provide students with long-term learning as they are at the center of the learning process. In addition, this approach gives us the opportunity to know the math skills that each student needs. We hope to generalize this teaching model to other science majors. This educational model effectively contributes to quality education.

71117 | *School Differences in Whether and Where Students Apply to University*

Lucy Prior, University of Bristol, United Kingdom

George Leckie, University of Bristol, United Kingdom

Going to university is a key route to enhancing life opportunities for young people and for promoting social mobility. Despite the action of multiple widening participation programs, substantial sociodemographic inequalities in participation to higher education persist. Many factors determine whether a student attends university, however, the potential role of schools in exacerbating or mitigating participation inequalities is understudied in quantitative research. We explore these issues by investigating school differences in whether and to which types of universities students apply to study. This is achieved via analysing student-level linked DfE-Ofqual-UCAS administrative data for A-Level students in England. We find substantial heterogeneity in the probability of making applications across schools, particularly regarding applications to prestigious Russell Group institutions. Crucially, meaningful school differences persist even after adjustment for school differences in student prior achievement and student sociodemographic characteristics. For instance, there is a 10 percentage-point difference in overall application rates between schools at the 25th and 75th percentile in our fully adjusted models. These findings suggest that unmodelled school-level policies, practices, and context may all be influencing students' decision making, and we draw attention to the potential benefit of examining school effects in identifying unusual schools to serve as case studies for further investigation to understand different application support systems. We conclude that policymakers and university admissions teams would benefit from monitoring differences in application rates across schools and potentially using this information when devising and targeting interventions to widen participation and act on higher education inequalities.

ECE2023 Pre-Recorded Virtual Presentations

71639 | *Improvements in the Effectiveness and Quality of Learning Through the Peer Review Strategy: A Case Study in the UPV/EHU*
Koldobika Meso Ayerdi, University of the Basque Country, Spain
Jesus Angel Perez Dasilva, University of the Basque Country, Spain
Terese Mendiguren Galdospin, University of the Basque Country, Spain
María Ganzabal Learreta, University of the Basque Country, Spain

In formal education, assessment is the most widespread way of ensuring that students have learned the content of subjects. In most cases, such assessment is carried out on the basis of an examination. However, there are authors who criticise assessment seen in this way, since student participation is passive and prevents consideration of other elements involved in the student learning process that are also relevant. In recent years and following the implementation of the EHEA, a change in teaching methodology has been promoted which places emphasis on the student and the way in which he/she learns in an active way. The implementation of this process is associated with the reformulation of assessment strategies. The aim is to overcome the idea that the teacher is solely responsible for this didactic moment. At the same time, the aim is to develop skills and competences necessary for students during their learning process beyond the knowledge acquisition phase, extending to the moment of assessment. Self-assessment, co-assessment or peer assessment are strategies that introduce a new perspective that gives a leading role to the student and emerge as an alternative to traditional summative assessment, also favouring co-responsibility in the learning process. This paper analyses the implementation of the peer assessment strategy at the UPV/EHU, in the subject 'Cyberjournalistic Writing'. The results obtained from a student survey show the excellent reception of this teaching strategy as it is considered a formative assessment, which leads to improvements in the effectiveness and quality of learning.

72016 | *Examining Undergraduate Students' Attitudes Towards Plagiarism in Mongolia*
Zoljargal Dembereldorj, National University of Mongolia, Mongolia
Amarzaya Amartuvshin, National University of Mongolia, Mongolia

In light of the internet, technological advancement, and artificial intelligence, plagiarism has become one of the major issues for students and the academic community to be concerned. Plagiarism is an ethical misconduct in which one uses others' ideas, words, and intellectual productions without acknowledging the authors or one's contribution. Previous studies have documented contributing factors to plagiarism, such as age, gender, level of education, the field of study, major, level of English language proficiency, and the tendency among students in different cultural contexts. Scholars asserted that studies on plagiarism lack in a non-Western context, in which we seek to fill this gap in the context of Mongolia. In this empirical study, we examine undergraduate students' attitudes towards plagiarism in Mongolia by employing the plagiarism attitude scale. We used Rasch mathematical modeling for our analysis. The data was collected via an online platform with a total sample size $N=327$ consisting from $N=120$ male, $N=205$ female, and $N=2$ unidentified gender responses. Rasch analysis showed high item reliability .99 and person reliability 0.84 with moderate unidimensionality for scale measurement. Moreover, an analysis of differential item functioning (DIF) yielded some differences between gender and some items (moderate and large), and gender with other items (slight to moderate). The differences across the field of study, and the general education background by location, and year of study were found to have no difference in their attitudes toward plagiarism.

72705 | *Should Disciplines Define Learning Spaces?*
Luis Pavan, Federal University of Santa Catarina, Brazil
Camila Mangrich, Federal University of Santa Catarina, Brazil
Jose Kos, Federal University of Santa Catarina, Brazil

Brazil has a robust system of public higher education institutions whose funding always depends on the importance that governments give to universities. The organizational methods and premises implemented in Latin America and particularly in Brazilian universities in the 1960s still have critical consequences on the campus. The spatiality and location in the city result from a comprehensive university reform that took place during the military rule. While the multidisciplinary departments defined the division of the campus, mainly through their disciplinary fragmentations, there was an intentional distancing from the neighborhood. However, the importance of interdisciplinarity in university spatial organization is present throughout the campus social infrastructures. These institutions' networks have a large and crucial role for Brazilian society, providing public health assistance, language courses, sports activities, and other services. We argue that social infrastructure connections can enhance the importance of disciplinary exchanges to strengthen the relationship between the university, society, and ecology. In this work, we use a Brazilian campus to explore how its social infrastructures can support in overcoming disciplinary segregation. By reassessing territorial organization, public universities can strengthen fundamental services for social cohesion, care, and city functioning, as the so-called hard and social infrastructures are parallel in terms of their importance. This study contributes to expanding the concept of social infrastructure and its role in transdisciplinary fields, framing the campus dynamics in a context marked by climate change, social segregation and the lack of public services.

70261 | *Alternative Assessment Strategies Necessary in HE Post chatGPT*
John Woods, University of Essex, United Kingdom

With the advent of intelligent Bots such as chat GPT from OpenAI, the ability to generate detailed, unique and technically correct manuscripts is becoming commonplace. The bot-generated manuscript has passed the Turing challenge as it is indistinguishable from a human-generated version, true for both the sciences and the arts. Given that a submitted manuscript is convincing but could have been written by the student, a machine or a combination of the two an essay-based submission can no longer be graded on Face value. Invigilated Examination mitigates concerns for academic integrity but can be unpopular with students who often prefer coursework. However, some exam elements are generally required to meet learning outcomes and the rigors of accreditation bodies. Sensible combinations of examination along with coursework backed up by in-person verification and validation are required. The methodologies adopted should not be burdensome for staff or students and form a seamless part of the teaching exercise. This work looks at the alternative assessment strategies necessary in HE to continue to guarantee academic integrity whilst simultaneously ensuring student satisfaction.

ECE2023 Pre-Recorded Virtual Presentations

70511 | *Hope in Times of Trouble: An Academic Development Perspective of Learning and Teaching During a Crisis*

Subretha Pather, University of the Western Cape, South Africa

Xena Cupido, Cape Peninsula University Technology, South Africa

Higher education experienced unprecedented disruption with the arrival of COVID-19. While the pandemic has dissipated to some extent, the lessons learned helps to consider responses to disruptive events in the future. This paper explores the reflections of two academic developers' experiences from two diverse institutions, as they supported teaching staff with the transition to remote teaching and learning during the COVID-19 pandemic. Through shared displacement, isolation and reflections on our own learning processes, we identified a pattern that emerged in the way we engaged with teaching staff to assist with the rapid transition to online learning and teaching. Using Schön's reflective model, we consider our actions during this disruptive time as well as the lessons gained. Within the South African context, the pandemic highlighted the remnants of our unequal past, as we tried to ensure that access and success remained centred at our institutions. While the challenges of rapidly transitioning learning online created a barrier, through our actions, we were able to identify the three zones that we transitioned through. In this article we share the three transitional zones of action, which we refer to as the Three T-zones of trauma, transition and transformation. Each accompanied by phases of learning, unlearning and relearning. We argue that the crises created the opportunity to innovate; to transform and consider new ways of being and doing. We reflect on our role as academic developers and the urgency to be flexible and prepared for continued disruptions and uncertainty in the learning and teaching environment.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

69732 | *Exploring Student Interest in Global Health as a Component of Medical English Education*

HoangNam Tran, Tokushima University, Japan

Yukie Matsuura, Tokushima University, Japan

This work looks at student interest in the concept of global health as a component of medical English education. With the rise of global pandemics and the increasing interconnectedness of the world, understanding global health has become more critical. In Japan, various aspects of global health such as public health, epidemiology, social medicine, and cross-cultural awareness are taught in different medical subjects. However, Global Health as a standalone course does not seem to be part of the medical education curriculum. The results of a Global Health lecture conducted in English for medical students at a Japanese university show that students were eager to learn more about the topic, including topics like non-communicable diseases, global health burden, social factors affecting health, and health equity, as well as how to work in international settings. This suggests the need for a Global Health course taught in English for medical students in Japan to produce well-rounded, globally competent healthcare professionals.

71742 | *Educational Management and Quality of Life: Diagnosis of an Educational Unit of Ambato*

Rommel Velastegui, Universidad Técnica de Ambato, Ecuador

Segundo Víctor Hernández, Universidad Técnica de Ambato, Ecuador

Marcela Garces, Universidad Técnica de Ambato, Ecuador

Carlos Hernández, Universidad Técnica de Ambato, Ecuador

The paper addresses a critical and collaborative vision of educational management (EM) and quality of life (QoL). The measurement of the levels of the study variables was for EM (the questionnaire proposed by the Ministry of Education of Ecuador composed of 3 dimensions, 4 sub-dimensions and 55 questions) and for QoL (the QoL - GOHISALO test composed of 7 dimensions and 74 questions). Twenty-five teachers from an educational institution in the city of Ambato, Ecuador were evaluated. Obtaining "Outstanding" results (76%) due to the fulfillment of quality standards to develop their work in favorable scenarios. On the other hand, the level of Quality of Work Life (QWL) is between High (44%) and Medium (20%) and Low (34%), indicating that it not only covers work environments but also personal aspects that cover in detail the study dimensions of the two data collection instruments.

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

70610 | *Meeting Information Needs of Information Conscious Society in the Fourth Industrial Revolution Era: Analysis of Prospects, Challenges and Implications*

Oyemike Victor Benson, Federal Polytechnic Nekede Owerri, Nigeria

Emmanuel Oduagwu, Federal Polytechnic Nekede Owerri, Nigeria

Charles Obichere, Federal Polytechnic Nekede Owerri, Nigeria

The study aimed at examining the prospects, challenges and implication of the fourth industrial revolution in the provision of information services within the context of information-conscious society. The desk research approach and brainstorming with colleagues and stakeholders in information sector was adopted as strategy for generating data upon which inferences were drawn. The challenges associated with meeting the information needs of information conscious society in the 4th industrial revolution were identified, which: low level of partnership drive between librarians and other stakeholders in the information industry, non-readiness of librarians to accept change, indifferent attitude of heads of libraries towards revolutionary changes, pattern of training in library schools, low level of ICT/Digital compliance among librarians, non-existence /lack of well ICT/Digital Information Policy in most libraries. The implications for library and information professionals in developing countries include but not limited to retraining of LIPs in new digital skills, equipping libraries with ultra-modern library facilities, re-orientation of young librarians, restructuring of curriculum used in library schools. Embracing change is the key to staying relevant in the 4th industrial revolution and librarians must take pragmatic steps towards repositioning of libraries in preparation for the 4th industrial revolution era.

ECE2023 Pre-Recorded Virtual Presentations

Language Development & Literacy

71126 | *Verbal-Visual Components in English Presentation Training with Audience Engagement*
Wen-Chun Chen, National Chung Cheng University, Taiwan

Presenting complex ideas in English is an essential skill both academically and professionally, and non-native speakers often face higher cognitive load than their counterpart. However, presentations are not only about public speaking; they require participation and engagement from the audience to be successful. To improve their English presentation skills, 23 college students in Taiwan underwent comprehensive training that combined verbal and visual communication strategies to increase interactivity with their audience. The training also taught them to use technology tools effectively to enhance their presentations. The study analyzed data from entry-exit surveys and presentation footages. The results indicated that the students' awareness of the qualities required for a successful English presentation increased significantly. Their confidence and application of participative strategies became more prominent. The students' creativity, aesthetics, consciousness of audience, and imagery-expression also improved holistically as their verbal communication skills improved. The effectiveness of the multimodal training approach, which incorporated innovative techniques in teaching English presentation skills to college-level learners, was confirmed by the results. The students were able to familiarize themselves with different technology tools and learn to choose the appropriate tool based on presentation content and objectives. The study demonstrated the necessity of including verbal-visual communication and communication strategies in English presentation training. Overall, the study highlights the importance of combining verbal and visual communication strategies to improve English presentation skills and using multimedia tools to engage audience.

72147 | *The Impact of the Home Literacy Environment on the Development of Written Narrative Skills in Chinese Children Aged 8–11 Years*

Yuchen Song, Xi'an Jiaotong-Liverpool University, China

Being the hot topic of applied linguistics, narrative skills have been widely studied over the past decades given their great significance to children's language and cognitive development. In spite of the numerous studies on narratives, very little is known about the impact of the home literacy environment on children's narrative development. To this end, this study aims to examine the effect of home literacy environment on the development of written narrative skills. 54 Chinese children aged 8–11 years were randomly selected as the participants. The following results were obtained: (1) Children's narrative skills increased with age; (2) significant positive correlations existed between home literacy environment and children's written narrative skills, and informal literacy activities were found to be a robust predictor of Children's written narrative development. The above findings revealed the important effect of home literacy environment on the early development of children's language competence.

72271 | *The Communication Role of Chinese Male and Female Educators in Their Interactions With Preschool Children During Free Play*

Jiangbo Hu, Zhejiang Normal University, China

Kai Li, Zhejiang Normal University, China

The communication role of adults in child-addressed talk is critical for shaping children's language learning experiences. This study examined differences in communication role between male and female educators in their spontaneous interactions with preschool children during free play, as well as children's responses to their educators' initiations. According to systemic functional linguistic theory (SFL), communication role comprises four interpersonal functions: offer, command, statement, and question. Children's responses to these functions can be either positive or negative. The data was collected with video recording on three male and three female university-qualified educators' interactions with children during one hour of free play in the same preschool. Educators' language and children's responses were transcribed verbatim and then broken down into clauses. A total of 3,892 clauses were initiated by the educators, and these clauses were coded according to the four interpersonal functions of SFL. Children's responses to educators' initiations were also coded that was either positive or negative. This study found significant differences in certain aspects of communication role between male and female educators. Male educators used more offer and question, while female educators expressed more commands. However, the frequency of statement was similar between the genders. Children responded more negatively to male educators' commands than they did to female educators. This study revealed both similarities and differences in the daily interactions of male and female educators. The implications to children's language learning opportunities created by male and female educators were discussed.

Learning Experiences, Student Learning & Learner Diversity

70467 | *The Multifaceted Face of Creativity: Experiences of Music Educators and Performers in the Educational Process*
Vaiva Jucevičiūtė-Bartkevičienė, Vytautas Magnus University, Lithuania

Creativity has become a particularly significant component of any modern educational process. When scientists and researchers analyze creativity in the context of the education of future music educators and performers, we encounter many models, opinions, and concepts. This becomes a challenge to improve the creativity of learners effectively and rapidly. Purpose of the research – to reveal the most typical perception of the concept of creativity of future music educators and performers. Research questions: what concepts about creativity are used by future music educators and performers; what vision of a creative music educator/performer have they created for themselves; what kind of perception of creativity is revealed when they verbalize their experiences from their educational process? Methodology of the research. To answer the research questions, the research was comprised of two stages: 1) the review of literature and documents; 2) qualitative research, which was conducted in 2020–2023. Future music educators and performers (37 informants) studying at university participated in the interviews. Interviews were conducted online (Zoom) and in person (recorded with an audio recorder). The data were analyzed by applying content analysis. Main findings. The research showed that future music educators and performers have quite different understandings of the concept of creativity, but their experiences in educational processes of creativity were similar. The most similar was their interpretation of their vision of what a creative educator and performer should be.

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71941 | *Nexus Between Research and Teaching: Fostering Students' Expectations of Research-Informed Teaching Approaches*
Lina Calucag, University of Technology Bahrain, Bahrain

This study contributes to the pedagogical literature in drawing on findings from students' survey exploring perceptions of research-informed teaching, to examine how links between research and teaching can be suitably strengthened. The study employed a descriptive research design limited to the undergraduate students taking thesis/capstone courses in the tertiary levels as respondents of the study. The findings noted that the students' responses from different disciplines: engineering, science, education, business related and computer on the nexus between research and teaching is remarkable in fostering student expectations of research-informed teaching approaches. Students' expectations on research-led, research-oriented, research-based and research-tutored are enablers in linking research and teaching. It is recommended that experimental studies should be conducted using the four different research-informed teaching approaches in the classroom namely: research-led, research-oriented, research-based and research-tutored.

72023 | *Virtual Assistants as a Tool for Motivation and Autonomous Learning*
Miguel Lázaro Alcalde, Universidad Internacional de La Rioja, Spain

Teachers have many resources at their disposal to improve the teaching process. Technology, if properly integrated, not only improves teaching, but also motivates students (Flores-Vivar & García-Peñalvo, 2023). The aim of this study is to identify whether the use of voice-enabled virtual assistants such as Alexa, Google Assistant or Siri improves the teaching-learning process. The participants in this study were 267 4th grade primary school pupils. Of these, 67 were part of a control group. As support for the information search and doubt resolution phase, the students in the study group (200) had different voice assistants at their disposal compared to the control group, which only had the textbook at their disposal. After carrying out the dynamics, it was observed that there were no significant differences between the marks obtained by the study group and the control group. About the use of the voice assistant, 87.3% of students chose to use it as their first option when searching for specific information and 91.4% chose it as their first option to resolve their doubts. In terms of response capacity, of the total of 2172 questions asked to the voice assistants, only 62.3% were answered satisfactorily. It can be concluded that voice assistants are a resource that motivates students and develops their autonomy. Despite this, these resources have limitations in terms of interaction and knowledge, which prevents them from being relevant in improving the teaching-learning process.

72034 | *Teaching History and Social Sciences in Multicultural Classrooms in Chile*
Rodrigo Cid, University of Barcelona, Spain

This work is part of the recently defended doctoral thesis. Its objective was to analyze the educational practices of History, Geography and Social Sciences teachers in multicultural classrooms in Chile, in order to contribute to the improvement of student inclusion. This research was carried out in public schools in Santiago de Chile, characterized by having a great cultural diversity among their students, and its participants were the teachers of History, Geography and Social Sciences of said centers. The methodology was a qualitative approach, through a case study, using in-depth interviews and non-participant observations. The results show that despite the fact that teachers generate educational strategies that are close to some principles of the intercultural approach to teaching, many of their practices fail to reach it, and even their practices are carried out in the opposite way to what it should be from an intercultural approach, detecting training needs for multicultural contexts. This coincides with what different authors have reconsidered in recent years in their studies, that teacher training must be carried out from an intercultural approach to generate best teaching practices, and they also recommend strengthening the curricular development skills of schools, to allow contextualizing and adjusting study programs, so that they accommodate the requirements of each of the educational communities. In this way, future accompaniment and continuous training programs should be generated to help improve teaching practices.

72137 | *Graphic Design for Instructional Media*
Chutarat Laomanacharoen, Assumption University, Thailand

This study analyses the current instructional media design for primary education in Thailand within the framework of cognitive load theory and graphic design theory. The aim is to understand how graphic design principles can contribute to quality learning based on the interrelationship among intrinsic, extraneous, and germane cognitive load and their roles in the functioning of working memory and long-term memory. The study highlights the notion of gamification as a major variable that set the stage for student's perception hence making it harder to get messages across. The study concludes that customised media logic and graphic design principles can be used to lessen the cognitive load in order to allow for subject matters to flow more smoothly and induce natural learning experience.

72654 | *Enhance Your Student's Perceived Learning, Attention and Motivation With Immersive Activities and Metaverse-based Learning*
Rocio Elizabeth Cortez Marquez, Tec de Monterrey, Mexico
Jorge Alberto Mosqueda Benavides, Tec de Monterrey, Mexico

The metaverse and virtual reality are emerging technologies with tremendous potential to transform education. By leveraging these technologies, educators can create engaging and interactive learning experiences that allow students to explore and experiment in a safe, controlled environment. Virtual reality can provide students with a sense of presence and help them better understand complex concepts through visual and interactive learning. The metaverse can enable collaborative and social learning, where students can work together and share knowledge across different locations. We made a series of statistical comparisons between a control group (where the course was imparted with traditional online learning methodologies) and an experimental group (where immersive and metaverse-based learning was implemented within the activities of the course). The results showed that while both groups performed almost equally well in the amount of learning and agility to answer questions related to the course content (measured by comparing their grades and time-weighted scores) of some activities, the experimental group generally agreed that their perception of learning, attention & motivation was deepened, enhanced and improved by the use of virtual and immersive tools and activities within the course. In summary, the metaverse and virtual reality have the potential to revolutionize education, and improve students' perceived attention, motivation, and the amount of learning gained during the course providing students with new ways, opportunities, and skills for future learning and growth.

ECE2023 Pre-Recorded Virtual Presentations

69703 | *Alternative Classroom Design's Relation to Student Satisfaction, Learning Engagement and Perceived Teaching Effectiveness in a Malaysian University Setting*

Cai Lian Tam, Monash University Malaysia, Malaysia
Catherine Lin Yen Yew, Monash University Malaysia, Malaysia

This study collected feedback from students and lecturers regarding "traditional" and "creative" (i.e. non-traditional) classroom designs. A sample of 140 current undergraduate and graduate students (male = 40, female = 100) and four lecturers (male = 1, female = 3) were surveyed regarding their learning experiences and impressions in "traditional" compared to "creative" classroom settings. Participants rated their level of satisfaction with the classroom setting, their level of learning engagement, and perception of teachers' competence in both types of classrooms. Students reported greater satisfaction with creative classrooms as well as greater learning engagement. Lecturers did not have a statistically clear preference between the two settings. Similarly, lecturers did not feel the classroom setting affected their teaching effectiveness while students reported greater teacher effectiveness within the creative classroom setting. It is suggested that more comfortable, student-centered classroom environments, while not necessarily preferred by teachers, may help students feel more involved and engaged in the learning process.

71195 | *Enhancing Inclusion and Critical Thinking With Station Rotation Model: A Research Proposal*

Vasiliki Anagnostopoulou, Universidad de Salamanca, Spain
Ana García-Valcárcel Muñoz-Repiso, Universidad de Salamanca, Spain
Sonia Casillas Martín, Universidad de Salamanca, Spain

New pedagogies are quickly entering the educational landscape as educators scramble to provide students with the 21st century skills. Station Rotation Model, a type of Blended Learning is a student-centred method that creates more engaging, productive, and goal-oriented learning environments by leveraging technology. At the same time, teachers need more than one framework to meet the needs of diverse students and turn their classrooms into flexible learning environments by following a Universal Design for Learning. This is a research proposal with the purpose to explore the implementation of the Station Rotation Model in a Primary School Classroom in Greece. Such a model will be designed based on other models found in literature and on the ADDIE method for the designing of a blended learning approach. Moreover, the model will follow the Greek curriculum, whilst in order to provide an inclusive and differentiated instruction, the guidelines of Universal Design for Learning will be taken into consideration at the time of creation and implementation of the activities/ stations. With action research, the investigator and practitioner will document and reflect on the use of such a model on a differentiated instruction and its effect on students' engagement, active participation and academic achievement. Last, the development of students' critical thinking skills will be explored as it is a crucial part of the transferable skills. The expected results point to the fact that the implemented Station Rotation Model will create an inclusive environment and have positive effects on students' engagement, academic achievement and critical thinking.

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

69447 | *Student Personality and Emotional Intelligence: Canton Ambato Case Study*

Santiago Velastegui, Universidad Técnica de Ambato, Ecuador
Magaly Margarita Narváez-Rios, Universidad de las Fuerzas Armadas - ESPE, Ecuador
Diana Velastegui, Universidad Técnica de Ambato, Ecuador
Lourdes Viviana Moreira Rosales, Universidad de las Fuerzas Armadas - ESPE, Ecuador

The aim of this study was to evaluate the personality of students in the eighth, ninth and tenth years of the Private Educational Units of the Ambato-Ecuador canton, using the Eysenck Personality Test. Initially, we worked with a population of 287 students between 13 and 15 years of age of both sexes, the aspects evaluated by the questionnaire are the dimensions of the children's personality, these differential structures shape their relationships with learning situations and their adaptations to the social environment; however, the analysis of criterion "L" - Truthfulness, included in the questionnaire, led to the exclusion of 231 (80.48%) students from the research, originating the presentation of results based on 56 (19.52%) students. The dimensions evaluated were: (i) E= introversion - extroversion; (ii) N= stability - instability; and (iii) L = truthfulness (lie scale) where it was identified that most students are in an ambiverted range, characteristic of age, being able to be considered as flexible people who can be introverted and extroverted depending on social conditions, being this an incident aspect in the formation of emotional intelligence.

71003 | *Parenting Styles and Adolescents' Motivation for Physical Activity: The Mediating Role of Parental Physical Activity Related Practices*

Yosi Yaffe, Tel-Hai College, Israel
Orr Levental, Tel-Hai College, Israel

Physical activity (PA) contains many benefits for adolescents' physical and mental health, and for building healthy living routines and habits for the future. Motivation, especially intrinsic motivation, constitutes an important factor for PA amongst children and adolescents. In the current study, we tested the association between maternal and paternal parenting styles and adolescents' PA motivation, while testing the mediating role of parental PA practices in this context. The sample included 143 boys and 165 girls, who completed an online battery of questionnaires through which they reported their own PA motivation and their parents' parenting styles and PA-related practices. Boys reported significantly higher PA motivation than girls. The path model applied separately for both parents, yielding an acceptable model fit for mothers and a good model fit for fathers (even when considering the model's multigroup analysis by child's gender). It indicated that authoritative parenting was indirectly associated with adolescents' PA self-motivation through parental PA-related practices as mediators (i.e., parental modelling, encouragement, and monitoring), while paternal authoritarian parenting had a similar, though smaller, positive effect on boys' PA motivation. Finally, the indirect association between paternal authoritative parenting and adolescents' PA motivation through PA-related practices was stronger for girls than for boys, suggesting that an authoritative fatherhood climate is more influential on girls' PA motivation.

ECE2023 Pre-Recorded Virtual Presentations

72085 | *The Experiences of Building Resilience Among Nursing Undergraduates in Macao: A Qualitative Study*

Xin Wang, Macao Polytechnic University, China

Ming Liu, Macao Polytechnic University, China

Introduction: Nursing students face many pressures during the undergraduate study. Resilience building is recognized as a valuable coping strategy for nursing students to effectively manage stress in their studies and daily lives. The aim of this study is to understand how nursing students perceive and experience the struggles or stresses during their undergraduate studies and to identify factors that help them build resilience. **Methods:** A qualitative design utilizing one-to-one interview was adopted. A judgment sampling method was employed to select interviewees. Fourteen year-2 to year-4 undergraduate nursing students from one of public universities in Macao participated in the study. Data was collected from March to April 2022. The thematic analysis method was used to perform the data analysis and identify emergent themes. **Results:** Students reported that the main stressors they encountered during the undergraduate stage were academic performance and relationships. Three themes emerged from the data analysis: (1) challenges from academics; (2) challenges from relationships; (3) building resilience over time. Eight sub-themes were identified: unsatisfactory academic performance, language issues, uncertainty, loneliness as a freshman, exclusion, external support, and positive coping strategies. **Conclusion:** Macao nursing students experienced various stresses during the undergraduate stage; besides academic performance, relationship with others was the second top stressor. Though, the students can gradually build resilience, it is necessary to offer the special training to undergraduate nursing students. for positive coping and resilience-building strategies.

72221 | *An Instructional Model of Learner's Behavioural Intentions Towards Socio-Cognitive Conflicts in Virtual Constructivist Learning Environment*

Jean-Yves Le Corre, Xi'an Jiaotong-Liverpool University, China

Constructivist-based teaching methods have emerged as leading instructional strategies in response to the uncertainty and complexity of the workplace, while often being seen as 'creating a new learning experience'. Instructional methods of constructivist learning in a digital learning environment aim to establish cognitive presence, select contents and structure learning activities in order to maximize learner's cognitive development. In that respect, socio-cognitive conflicts are increasingly seen as important mechanisms to cognitive development/learning in collaborative learning. However, several experts have raised concerns over the effectiveness of socio-cognitive conflicts on learner's cognitive development, highlighting the need for innovative methods of instructional design that can help regulate group cognition and facilitate productive communication among learners in group-work. The purpose of our study is to propose a model that can describe and categorise learners' behavioural intentions in response to socio-cognitive conflicts when learners interact in different groups along the process of knowledge construction of organisational performance measures. The model is conceptually derived from the two dimensions of communicative and instrumental rationality towards social action and the accounting logical function of ends and means. The study features a case application of the model in a management accounting course where students are required to prepare for a set of performance indicators for a business organisation. The model will be useful for instructors willing to investigate learner's behaviours in constructivist learning environments or develop innovative instructional design methods of internal scripts.

72458 | *The Influence of Growth Mindset and Grit on Self-Efficacy Among Chinese Undergraduates*

Feiqian Yang, Independent Scholar, China

Kaiyao Ke, University of Illinois at Urbana-Champaign, United States

In recent studies, growth mindset and grit have been widely adopted as two common indicators of undergraduates' self-efficacy. However, the majority of studies are conducted among western samples. Moreover, the extent to which growth mindset and grit would impact self-efficacy has not been systematically studied. The study first explores the influence of the two indicators in China. This study also examines the two dimensions of grit - consistency of interest and the perseverance of effort - and compares their influences to self-efficacy. 150 questionnaires were collected from undergraduate students across China, measuring their responses on Learning Questionnaire Manual, GRIT-S and 8-item Growth Mindset Scale. Multiple linear regression models were used to study their relationships while controlling GPA as an important covariate. The study concludes that while grit is an effective indicator of self-efficacy, only its effort preservation dimension contributes to the statistical significance. Another noteworthy finding is that compared to growth mindset, grit (with its effort dimension alone) is a stronger predictor of undergraduate students' self-efficacy.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

69976 | *Structuring Interactive Stories: A Framework for Considering Storytelling in Art and Design*

Wenchang Lin, University of Wales Trinity Saint David, United Kingdom

Since identifying the challenges of enhancing students' creativity as the main research question, I aim to apply trans-disciplinary thinking by bringing some insights from physics into art and design practices. In the practices of art and design, the creativity is the most vital ingredient as its appearance is unpredictable just like quantum leaps (Koyama and Niwase, 2017, p.3). Referring to the String Theory, the eleven dimensions of space-time might show similar patterns with information exchanges of interactions. The physicist "sets out to break nature down into its component parts while the artist synthesizes different features of reality" (Shlain, 1991, p.16). This deconstruction-reconstruction process is the core of structuring interactive stories, which might inform innovations for the art and design. In order to find opportunities that might encourage creativity in art education, I am looking for a way to analyze or untangle interactions and build up a framework for considering storytelling in art and design. Therefore, I compare the "quantum entanglement" to the "information loop of interaction" as analogy between the physics and phenomena of art. By identify the eleven dimensions of interaction, a theoretical framework called Interaction Hyperspace is proposed, which might create interactive stories and providing possibilities on innovated solutions. To testify the theory of the framework regarding Storytelling as Interaction, an interactive application is developed for art students and practitioners as a creative practical tool. The research is also engaged with professional practices, including academic teachings and interactive narrative design as case studies.

ECE2023 Pre-Recorded Virtual Presentations

Primary & Secondary Education

70063 | *Compassionate Acts: Implementing Forum Theatre as a Tool to Create a Compassionate Peer Structure for Bereaved Students in Schools*

Alex Cahill, University of Plymouth, United Kingdom

Child Bereavement Network estimates 127 children are bereaved of a parent every day. Compassion Arts, in partnership with St Luke's Hospice, aims to change the nature in schools around death and dying by 1) training young people to understand bereavement, dying, and anticipatory grief and 2) talking about death and bereavement in an open and honest forum through the method of forum theatre workshops. Between 2018-19 and 2021-22, Compassion Arts trained approximately 450 students in the Southwest through the Compassionate Buddies pilot program. The aim of this program was to create compassionate peer structures around bereaved students in an educational setting. Initial feedback states that the forum theatre training provided to secondary school students has increased students' awareness about bereavement by 86% with a further 65% saying they now feel confident talking to a bereaved peer (Cahill 2023). Approximately 90% of the teachers from these schools indicated the need for this education to be included in public policy (Cahill 2023) – an area we hope to address in the project's next phase. This conference paper aims to disseminate the initial findings of that pilot project and analyse the efficacy of using forum theatre as a tool for creating a Compassionate School.

72373 | *Variations in Student Problem Solving Skills Among Mongolian Students Depending on Socio-Economic Status*

Amartuvshin Amarzaya, National University of Mongolia, Mongolia

Davaanyam Tumenbayar, National University of Mongolia, Mongolia

Sandag Gendenjamts, Education Evaluation Center of Mongolia, Mongolia

The quality of education provided to its citizens, especially children and young people, has always been one of the main factors determining the social and economic development of the country. On the other hand, the issue of equity and quality of education provided to its citizen is crucial specially for developing and under developed countries. Determining the quality of general education has always been the focus of the Mongolian government's attention, and since 2013, the Ministry of Education has been organizing national-level assessments for grades 5, 9, and 12 every year. In the assessment of 2022, it involved a sample of 23,000 students in grades 6th, 10th, and 12. In this study, we present the results of the analysis of the Education Quality Assessment organized in October 2022. A Rasch analysis results indicated a good reliability and validity, where item reliabilities were between 0.99-1.00 and mean squares of INFIT and OUTFIT score are between 0.99 and 1.15. Our research results stated that there are significant variations in problem solving skills of children in urban and rural areas. Variations in student performance were also observed depending on other characteristics, including the type of school ownership (private or state) and the regions and provinces where the student lives. We hypothesize that the reason for such variations is the poor socioeconomic development level of the country and the quarantine of the Covid pandemics.

71659 | *Student Interest in STEM in Qatar: Aspirations, Barriers and Future Prospects*

Abdellatif Sellami, Qatar University, Qatar

Embedded in the local cultural and political context, this study sought to explore the individual, social and cultural influences affecting students' interest in pursuing Science, Technology, Engineering, and Mathematics (STEM) studies and eventual careers in Qatar. Guided by the Theory of Systems Thinking, this study was implemented with a view to investigating the factors likely to shape student STEM educational and career interest. Data for this research was gathered from semi-structured interviews and education policy documents and national reports. Using a purposive sampling technique, interviews were conducted with 32 grade 12 students recruited from 4 public (government-funded) middle schools (8 students at each school). Policy documents and reports provided supplementary triangulated data that added rigor to this study. Results derived from the study reveal that while STEM is identified as a priority in Qatar's education policy agenda, a real concern for educators, policymakers, and employers is the acute leaky pipeline in STEM fields of study and careers in the country. Findings also indicated that despite significant investments made to promote students' interest in STEM degrees or professions, the outcomes are meager. Individual, contextual, institutional, and socio-cultural barriers continue to thwart the country's aspirations to build national capacity, especially regarding the development of students' STEM-related skills. The results derived from this study have important implications for STEM-related fields of study and career.

Professional Training, Development & Concerns in Education

69865 | *Quality Early Childhood Education Enhancement Through Practitioners' Qualification and Training in South Africa*

Adebunmi Yetunde Aina, University of Pretoria, South Africa

Keshni Bipath, University of Pretoria, South Africa

Pam Zulu, University of Pretoria, South Africa

The United Nations Sustainable Development Goal four was on the provision of quality education for all. The meaning of quality education has been controversial among authors. However, studies on early childhood education conclude that to have quality education for young children two indicators must be available – structural and process indicators. This study aimed at exploring how early childhood education centres' practitioners' qualifications and training promote quality education for young children. Six participants (Six ECD practitioners) were selected from the three Early childhood development centres in Kwazulu-Natal Province, South Africa. An interpretive, qualitative research approach was chosen. Face-to-face semi-structured interviews were used to gather data, which was then analysed thematically. The findings indicate that the practitioners are aware of the importance of having gained the knowledge and skills to teach young children through the earning of qualifications and how it would improve the quality of teaching. The findings also show the challenges that hinder practitioners from acquiring ECE qualifications and training. Therefore, it is recommended that higher learning institutions develop a practical programme to enhance practitioners' educational experiences, with funding from the government and international scholarship. The Education District Officials should support the practitioners by making sure that they have access to more pertinent workshops and resources.

ECE2023 Pre-Recorded Virtual Presentations

72407 | *Navigating the COVID-19 Crisis: Policies and Strategies for Maintaining Relevance of VET in Germany and Australia*
Syed Mahathir Bin Syed Azman Shah, Universiti Teknologi Malaysia, Malaysia
Mohd Naz'ri Bin Mahrin, Universiti Teknologi Malaysia, Malaysia
Affero Bin Ismail, Univerisiti Tun Hussein Onn, Malaysia

The present paper delves into the concept of relevance in vocational education and training (VET), particularly in the context of Germany's and Australia's policies aimed at responding to the labour market needs and requirements during the COVID-19 crisis. By analysing publicly accessible documents from the COVID-19 period, this study identifies the factors that contribute to the relevance of VET programs. The findings indicate that both governments have shown an increased interest in policies and strategies related to continuing VET programs, as compared to initial VET programs, due to the changing social and economic conditions during the pandemic. The study suggests that a comprehensive approach, including frameworks for both initial and continuing VET, is required to maintain the relevance of VET programs. This study highlights the need for governments to exert control over the steering of VET programs, aimed at maximizing their social and economic benefits. The results of this research contribute to the understanding of the factors that drive relevance in VET and provide guidance for policymakers and practitioners in developing and implementing effective VET programs.

70876 | *Observation Grid for Guiding Modalities. A Tool for the Training of Trainers in Post-simulation Debriefing*
Valérie Duvivier, Université de Mons, Belgium
Fanny Merchez, Université de Mons, Belgium
Sandrine Lothaire, Université de Mons, Belgium
Marc Demeuse, Université de Mons, Belgium

In spite of its fundamental character (Neill & Wotton, 2011; Policard, 2015), the measurement of trainers' mastery in the context of debriefing activity has been the subject of little research (Wazonis, 2015; Bastiani, 2017). Some authors propose evaluation grids (e.g. Kautz et al., 2005; Koutantj & Sevdalis, 2007). However, the latter do not allow to determine a) the precise manifestations of the trainers' activity and b) to what extent the trainers' professional guiding gestures are implemented, c) whether they are carried out "at the right time" and d) which are the effects. This is the reason why we have developed a specific tool designed to observe and to formatively evaluate the activity of trainers in a training context. Taking the form of a guidance grid, called GG-12, the aim of this tool is to report on the practices made by debriefing trainers before and during training. The GG-12 is based on an in-depth review of the French and the English literature through 10 databases (Google Scholar, ERUDIT, CAIRN, Pascal & Francis, OpenEdition, PubMed, Science Direct, Scopus, SSP and SUDOC). Its design is closely linked to the concepts of transfer (Merieu, 1994) and reflective practitioner (Derobertmasure, 2012), which have guided the development of an a priori effective model of the guiding trainers' activity during debriefing (the Pyra-Debrief). More concretely, the GG-12 includes 12 guidance modalities (Policard, 2018), which are declined into interventions based on 5 types of behavioural signals (Poggi, 2003; Farouk et al., 2007; Dehon & Derobertmasure, 2011). This tool functions as a coding instrument, and the results obtained are then presented to the trainers in the form of a report, following the approach of Baco et al. (2021). By providing a specific training and observation tool for post-simulation debriefing trainers, we are helping to fill a gap in the scientific literature and to improve trainers' practices.

72422 | *Novice Teachers' Reflections Regarding Curriculum Material Use in the Community of Practice Program*
Zerrin Toker, TED University, Turkey

Teachers are instructional designers and lifelong learners. The collaborative inquiry of design teams and their reflective practices are important in the professional development of mathematics teachers. While designing instructional processes, facilitating professional learning elements such as collaboration and reflection is essential (Toker, 2021). These reflections can provide insights for professional development of teachers and the reform of community of practice program. In this paper, the focus is on the investigation of the reflective practices of a team of novice mathematics teachers who enrolled in a community of practice program formed to learn how to design effective inquiry-based mathematics instruction. Teacher Development Experiment (Simon, 2000) methodology has been adopted as the main method in this qualitative case study. The participants of the entire study are 15 teachers who are who has less than 5 years of experience in the profession. The data of the entire study are made up of the lesson plans prepared by teacher groups and zoom video recordings regarding the explanation of lesson planing process. The results in this presentation will specifically focus on teachers reflections on the curriculum material used for the instructional design. Specifically, the reflections of mathematics teachers regarding curriculum material use, rationale behind their selection, adoption or improvisation of curriculum materials, and realization of those reflections on lesson plans. In the presentation the process will be presented and exemplified based on one group of teachers' groupwork process. The results are worthwhile since they give information related to teachers' pedagogical design capacity (Brown, 2009) within the context of community of practice as well as to enhance the development of the program.

72506 | *Perspectives of Online Professional Learning: Instructors' Design and Teachers' Experiences*
Shu-Shing Lee, Nanyang Technological University, Singapore
Lee Yong Tay, Nanyang Technological University, Singapore
Andrew Pereira, Nanyang Technological University, Singapore
Kalaivani Ramachandran, Nanyang Technological University, Singapore
Caroline Ho, English Language Institute of Singapore, Singapore

The pandemic forces instructors and teachers to shift mindsets and embrace online professional learning (OPL). OPL refers to internet-based learning or professional growth processes that educators engage in. OPL can be formal or informal; delivered in synchronous, asynchronous, and blended forms. Instructors cannot replicate face-to-face experiences in an online context. Instructors must consider online affordances and redesign experiences by considering how OPL complements existing practices. The online environment enables customisation of OPL that considers teachers' needs and creates experiences that supports teachers' knowledge creation, application and reflection. There is greater flexibility, convenience, and accessibility. However, OPL may lead teachers to take individualised perspectives as they learn at their own pace without reflecting with colleagues. The study aims to understand and inform OPL by studying instructors' implementations and how teachers perceive these experiences and their preferences. The study is situated in Singapore's formal OPL experiences; professional learning courses and programmes. A qualitative, case study research methodology is adopted. Data collection comprised interviews with fifteen instructors and twenty-six teachers, researcher observations of eleven OPL programmes, and collection of course documents and artefacts for contextual information. Thematic analyses of interviews describe instructors' and teachers' perspectives of OPL, particularly, design considerations, enablers, and challenges. Findings surfaced instructors' OPL considerations and implementations; how instructors managed and integrated technology based on teachers' needs, and learning goals. Findings made explicit teachers' perspectives of what they considered as supporting PL in online contexts and challenges encountered. Findings are invaluable in informing future research and designs of OPL.

ECE2023 Pre-Recorded Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

70131 | *Evidence-Based Reflective Practice to Help Engineering At-Risk Students in Supplementary Lesson Context*
Ying-wei Leong, Singapore Polytechnic, Singapore

This paper documents the author's application of reflective practice, to enhance quality teaching in a supplementary lesson context, at Singapore Polytechnic (SP). Conceive-Design-Implement-Operate educational framework standards were implemented in teaching and learning techniques as well as faculty teaching competence, via evidence-based reflective practice (EBRP). To help engineering at-risk students to pass their module and avoid repeating/expulsion, the author utilized an EBRP checklist that he customized to suit engineering schools. The ten core principles of learning embedded in the EBRP checklist enhanced the at-risk students' learning experience of their module, via the author's supplementary lessons. Coupled with its evidence-based approach, the EBRP checklist is a concise and structured template to quantify quality teaching. For data collection and analysis, an original "crosshairs" methodology was employed. A "vertical line" was formed by two EBRP data points (qualitative), while a "horizontal line" was formed by two assessment data points (quantitative). These lines intersect to form the crosshairs, offering a widespread and balanced coverage for data collection and analysis. The EBRP checklist used together with the crosshairs methodology yielded significant positive assessment results. Eventually, majority of the engineering at-risk students (above 80% for three semesters, based on post-intervention results) benefited from the consequential enhanced quality teaching to pass their module, avoid repeating/expulsion and hence progress to their next academic phase of the SP education system.

71123 | *An Initial Attempt of A.I. in the ESL/EFL Writing Classroom: Lessons Learnt*
Sing Tsun Derek Wong, Ju Ching Chu Secondary School, Hong Kong

Recently, artificial intelligence (A.I.) and its use in the language classroom is a topic that has sparked widespread discussion across the globe recently. Amongst these A.I. models, one particular software is called Jenni AI, which supports writers in creating pieces of writing step-by-step. In this paper, the teacher-researcher reports on his experience in using Jenni AI to improve writing, with a focus on teaching structure and coherence, in a Grade 11 (Form 5) ESL/EFL classroom in a secondary school in Hong Kong. After completing an individual writing task, students were tasked to make use of the software to write the same piece again without extra guidance or feedback from the teacher. The students were then asked to compare and contrast the two sets based on language and structure, and to come up with recommendations to improve their writing in the future. Observations from an initial attempt reveal students' curiosity towards new technology, which possibly initiated a motivation to improve their own writing using the functions of the software. Repeated uses show awareness towards structure, improved confidence levels in writing and more self-motivated English learning in general. However, this also raises questions on catering for diversity, over-reliance of technology and whether or not such technology is actually necessary.

71125 | *Restructuring Interdisciplinary Teaching Materials: Crossing Over From Non-STEM to STEM*
Wen-Chun Chen, National Chung Cheng University, Taiwan
Kai-Ting Chen, National Chung-Cheng University, Taiwan

This study presents seven types of visual modifications to customize teaching materials for an interdisciplinary course called "The Role of Hydrogen Energy for Net Zero Emission and Practice." An instructional designer with a non-STEM background worked with a team of instructors to redesign their lecture slides, with the goals of appealing to students from a variety of majors and reducing the divide between STEM and non-STEM disciplines. However, integrating different domains presented seven obstacles, which were addressed using Mayer's Multimedia Learning principles (2021). Four non-STEM students reviewed the initial version and provided feedback, which guided the instructional designer in making modifications. The resulting lecture slides were analyzed using a multimodal qualitative approach, identifying common problems such as lack of objectives, incongruity, and information implicitness. After discussing the findings with the reviewers and instructors, it was determined that information implicitness often arose due to assumed foundational knowledge in basic STEM disciplines. Pedagogic suggestions were made and illustrated to lower cognitive load and prevent disciplinary clashes. In conclusion, customizing teaching materials for interdisciplinary courses and bridging the gap between STEM and non-STEM disciplines is essential for effective education. This study provides insights into how visual modifications and pedagogic approaches can improve knowledge retention and appeal to a wider range of students.

71706 | *Protecting Children: Reflective Practice for Future Educators*
Silvia Zanazzi, Università degli Studi di Ferrara, Italy

In Italy, Bachelor's degree courses in Educational Sciences prepare future educators who can work within public, private and third sector organizations in the planning, implementation and evaluation of educational interventions. A curricular internship of 250 hours is foreseen, preceded by a 50-hour training course on critical situations in educational contexts. During their internship, students participate in supervision meetings in small groups, moderated by a professor. To prepare for the meetings, each of them is asked to write a critical incident based on their field experience. The analysis of critical incidents is a training strategy that helps people to clarify their assumptions and to understand, through comparison with different perspectives, the value assumptions that guide their own and others' behaviors. During the meetings, the critical incidents are analyzed by the group starting from three key questions: what is the problem being narrated? Who should take charge of this problem? What could/should be done? In the interns' narratives collected over the years there are some episodes of child maltreatment in school and educational services. It is essential for a future educator to be able to reflect on the distorted educational conceptions which, on the one hand, generate these phenomena and, on the other, prevent them from being eradicated. The paper, starting from the analysis of critical incidents reported by interns, focuses on the reflective practices necessary for future educators to build awareness of what maltreatment is and how to prevent, identify and manage it in educational contexts.

ECE2023 Pre-Recorded Virtual Presentations

72086 | *Escape Room and Trivial as Tools to Reduce Anxiety Before Exams*
Ana Pereles López, Universidad Internacional de La Rioja, Spain

One of the biggest causes of anxiety for students at any level in the academic field is taking tests. This study aims to reduce the levels of anxiety expressed by students in class. In this sense, an attempt is made to generate confidence in the knowledge acquired through review sessions, in which online games specifically designed for the subject are used. Accurately, two game resources have been developed: an Escape Room: the nemax labyrinth and a Trivial with practical cases focused on how to solve situations in reality and in the exam. Of the 49 university students who attended the session, all were very satisfied with both resources. When asked which would have helped them the most, the Trivial obtained a higher percentage of favorable votes (58%) compared to the Escape Room. 85% confirm that the use of these tools reduced the level of anxiety before taking the exam, and 93% affirm that they feel more convinced of the knowledge acquired. It is concluded that the Trivial, by proposing a format more similar to the exam questions and answers, as it is designed in this case, favors the reduction of stress and increases the knowledge of the subject. These results show how the use of different resources in the classroom can help to reduce the level of anxiety before taking exams and the importance of proposing dynamic tools to promote learning.

69771 | *Challenges of Implementing Social Justice in University Classroom*
Tayyibah Roohi, University of Education, Lahore, Pakistan

The purpose of this study was to explore the challenges that university teachers face while implementing social justice in their classrooms. It also examined teachers' conceptions regarding social justice teaching. Implementation of social justice in stereotypical classrooms is a task that needs examination at both the micro and macro scales. This study pursued to find out the answer to the question: what are the challenges of university teachers while implementing social justice in their classrooms? This study investigated the perspectives of 18 university teachers from nine public sector universities in Punjab. A qualitative technique was used that included semi-structured interviews and a thematic analysis process. According to the findings, university teachers encounter numerous challenges like raising voices against institutional policies, lack of professionalism, lack of social justice knowledge, stereotypical classroom, grade-oriented mind set, and lack of uniformity in education. In the light of these findings, the study entails that university teachers need to be trained according to global demands and defined methodology embedded with their motivation to teach for social justice. The written curriculum must be linked with the social justice agenda. Teachers must play a part in improving the classroom environment for effective learning by putting social justice values into practice.

Educational Research, Development & Publishing

71947 | *The Effect of Parental Attitude Depending on the Developmental Stages of Children*
Mustafa Tekke, Duzce University, Turkey

Parental attitudes have been the focus of attention of researchers for many years. It seems important that parents' attitudes change in parallel with the age and development of their children. Current studies and theories on understanding this show broad consistency in this direction. This study discusses the effect of dynamic parenting attitude depending on the developmental stages of children. While doing this, current parental attitudes, evaluation of scientific studies and developmental stages were thoroughly investigated by thematic synthesis method. Apart from the static understanding, the model that emerged as a result of the study is dynamically meaningful and three main parenting attitudes have been developed; counseling, friendship and libertarian. To ensure these attitudes functional, researcher collected data by interview over children (0-6, 7-12, 13 + years old) and their parents. In this sense, the counseling attitude is accepted as informing, advising, and focusing on the needs, goals, and preferences of child; friendly attitude also includes more togetherness, conversation, sharing and support; and libertarian attitude, on the other hand, it seems critical to feel as an individual, to get support, to consult their ideas and to ask for help that will require them to take responsibility. The dynamic parenting attitude including counseling, friendship and libertarian makes it important for educators to show a more meaningful approach to the development of the individual. However, since it is a qualitative study with this new attitude, it would be valuable to study these attitudes with different research methods such as quantitative and experimental study.

Higher Education

69486 | *Pre-service Teachers' Learning Experiences with Educational Technologies in South Africa*
Olika Moila, Walter Sisulu University, South Africa

Online teaching and learning has become a fundamental platform for teaching and learning in higher education institutions, more so, since globally an extensive academic disruption was experienced during the coronavirus pandemic 2019 (COVID-19) lockdown. This study describes pre-service teachers' perceptions on online teaching and learning platforms at one University in South Africa. The purpose of this paper is to report on the challenges detected in their perceptions. The paper engages a quantitative approach, through 10 statements on a Likert scale to draw the perceptions of 220 randomly selected pre-service teachers on their online learning experiences. MS Excel 2019's simplicity of use, diversity in data analysis applications, and affordability while still being powerful, it was the preferred technique to analyse and visualize the obtained data. Its pivot tables were used to compile and evaluate the data from questionnaire. The findings indicated that most pre-service teachers strongly agreed that a substantial number of challenges such as the lack of access to relevant digital resources, equipment and skills were still prevalent in their learning environments. The preservice teachers' perceptions abetted the researchers to conclude that although online teaching and learning practices are in place, the stakeholders still need to ensure equal access to all relevant digital resources for teaching and learning on this platform to be highly effective.

ECLL2023 Pre-Recorded Virtual Presentations

Applied Linguistics Research

72166 | *Foreign Language Anxiety and Study Abroad: Chinese Students' Voices of Experiencing Foreign Language Anxiety During Their Study in Australia*

Hangyu Zhang, The University of Melbourne, Australia
Hazel Tan, Monash University, Australia

Foreign language anxiety (FLA) has been investigated as a significant factor in language performance and achievement. Increasing studies have focused on relevant factors of FLA relating to learning environments, and the study abroad context is one of them. In Australia, Chinese students consist of the biggest group of international students. Given that language learning is an integral part of Chinese students' experiences in Australia, it is also significant to explore their FLA during their studies in Australia and shed light on the broader research scope of investigating FLA within the study abroad context. This study explores Chinese students' experiences of FLA during their study in Australia and investigates the influential factors by addressing learners' own voices. This case study draws meaning from the qualitative data collected by interviewing four Chinese tertiary students studying in Australia and adopts thematic analysis. Findings suggest that Chinese EFL students experience FLA mainly for academic English demands, learning situations and contexts with greater interactivity, and internal sources including insufficient language competence, fear of negative evaluation, communication apprehension, personal characteristics, and lack of confidence. Lastly, several suggestions for mitigating the negative effects of FLA emerged from the data.

Approaches

72035 | *A Corpus-Based Study of the Disciplinary Variations in Lexical Bundles of Maritime English*

Yuto Mizushima, Marine Technical College, Japan

"Maritime English" is an umbrella term for the language used by seafarers—both at sea and in port—and by individuals working in the shipping and shipbuilding industry (Bocanegra-Valle, 2013). In globalizing maritime contexts, Maritime English as a lingua franca has been essential for multilingual seafarers to ensure safety in ship navigation. Maritime English is known for a variety of sub-fields—such as English for Navigation and maritime communications, or English for marine engineering—according to the specific purposes they perform within the maritime community (Ibid.). However, few studies have addressed the formulaic sequences of these disciplines (e.g., Borucinsky & Pritchard, 2022), even though these pre-fabricated linguistic units are important elements for the mastery of L2 learning (e.g. Wray, 2002). The present study aims to investigate disciplinary variations in Maritime English by comparing "lexical bundles" (Biber et al, 1999), meaning the recurrent and uninterrupted word combinations, in corpora representing each maritime sub-genre. This study created specialized corpora for each sub-genre, including maritime insurance, maritime law, and maritime safety. Four-word bundles in each corpus were extracted automatically, based on their frequency and dispersion, using corpus software. These bundles were then compared formally, structurally, and functionally, to identify how the maritime sub-genres vary phraseologically. The results of our quantitative and qualitative analyses show that although these disciplines are strongly related in the maritime industry, lexical bundles in each sub-genre present a wide range of variations. Pedagogical implications for Maritime English education stemming from these findings are discussed in detail.

72560 | *Innovative English Language Teaching (ELT) at a Korean Science and Engineering University*

Eun Gyong Kim, Korea Advanced Institute of Science and Technology, South Korea

This study examines Integrating Content and Language in Higher Education (ICLHE), a dual-focused educational approach that aims to facilitate both content and language learning, at an elite science and engineering university in Korea (Coyle et al., 2010; Wilkinson & Walsh, 2015). ICLHE or Content and Language Integrating Learning (CLIL) in higher education is a popular integrative pedagogical approach in European institutions, but it is not widely practiced among Korean universities (Kim et al., 2021). The science and engineering university has implemented ICLHE in its undergraduate and graduate courses. The undergraduate ICLHE courses are offered for newly admitted students in five subjects of biology, chemistry, math, physics, and programming, whereas the graduate ICLHE consists of discipline-specific scientific writing courses (Greere & Räsänen, 2008; LANQUA, 2010). For research methods, content analysis of course materials, such as syllabi, lesson materials, and test materials, was conducted in order to find out what the ICLHE courses actually entail. Questionnaire surveys and interviews were performed to examine students' and professors' opinions on and levels of satisfaction with the courses. Overall, the courses have run successfully, with students and the instructors showing high levels of satisfaction. The study discusses the strengths and weaknesses of the courses and makes suggestions for their improvement. It concludes with applicable ICLHE models for English as a foreign (EFL) science and engineering universities.

72134 | *Current Trends in ESP Research in China: A Bibliometric Analysis of Chinese Journal of ESP*

Kun Dou, Universiti Malaya, Malaysia
Huzaina Abdul Halim, Universiti Malaya, Malaysia

In recent years, academia and education departments in China have highly valued English for Specific Purposes (ESP). This paper reviewed all articles published in Chinese Journal of ESP from 2013 to 2022 and selected 309 out of 362 articles as samples to generate knowledge maps using CiteSpace. Based on the bibliometric analysis, this paper aims to identify and discuss topical themes, research frontiers, and trends of ESP research in China over the past decade. The results reveal several noteworthy trends in the field of ESP, including 1) Academic English has received wide and constant attention from Chinese ESP researchers over the past decade, and research on analyzing college English from the perspective of ESP increases; 2) The distribution of ESP research across different disciplines is imbalanced. The most frequently studied areas are Business English, Medical English, and Legal English, with only a few articles on other disciplines; 3) In terms of research methods, needs analysis occupies a dominant position, but there is a growing trend in using genre analysis, empirical study, and comparative study in ESP research.

ECLL2023 Pre-Recorded Virtual Presentations

Assessment

71185 | *The Utility of DASS-21 as a Research Method for Second Language Acquisition Studies for Vulnerable Learners*
Jeannette Jeffrey, University of Iceland, Iceland

Due to the pandemic, shifts toward blended learning or digital classrooms have caused great distress not only for students but especially for students of immigrant background and queer students. This mixed-methodology pilot study examined the relationship between mental distress and language acquisition in vulnerable students. Participants were either students of immigrant or queer background or both (N=4, mean age of 29 years old (± 4.7 years)) who have been taking Icelandic as a Second Language. To provide critical insights into the prevalence of stress, anxiety, and depression and to pinpoint the distress in the landscape of language acquisition among students of vulnerable backgrounds, the Depression, Anxiety, and Stress Scale (DASS-21) (Lovibond & Lovibond, 1995) and semi-structured interviews were used. Two competing theories with two mediation models were tested for use in the main study. Model A examined whether language acquisition mediates the relationship between stressors experienced by students as immigrants or queers and mental distress in a language class. Model B examined whether mental distress mediates the relationship between stressors experienced by language learners due to their background and language acquisition. Model B fits the data well through mediation analysis (Chi-square test, Sobel's first-order test, percentile bootstrap) and through the semi-structured interviews conducted. The results from the pilot study indicated a considerably high prevalence of mental distress in both groups of vulnerable students, regardless of their level of proficiency. This pilot study provides a baseline dataset for further comprehensive study and provides solutions for future disruptions.

71589 | *GPT and Its Implications for Assessment in University Language Courses*
Adam Forrester, The Hong Kong Polytechnic University, Hong Kong

This presentation considers the impacts that GPT is having on the assessment of non-native English speakers at a language centre in a university in Hong Kong. This presentation starts with a brief summary of how computer assisted language learning (CALL) has developed over the last few decades to bring us to this point in mid-2023 where we have a chatbot that can have human-like conversations with the user. It will then review some of the presenter's interactions with chatGPT including writing answers to common assessment questions at university. These interactions demonstrate that GPT can produce plausible answers which could be used by students as a submission for their assessments. This raises many questions. The presentation will then examine the initial actions that the language centre took to try to combat the use of ChatGPT, and then discuss the further measures that are being considered to integrate GPT technologies into the learning, teaching and assessment of students. While there is unease among some teachers about the integration of this technology into language subjects, there is a growing feeling that GPT tools cannot be 'put back into the box' and that rather than trying to hide them, students should be helped to use them appropriately and effectively.

72434 | *MorphoPlay – A Test of Morphological Processing for Developing Children*

Carina Pinto, Polytechnic of Leiria, Portugal
Alina Villalva, University of Lisbon, Portugal
Cândida G. Silva, Polytechnic of Leiria, Portugal
Eduarda Abrantes, Polytechnic of Leiria, Portugal
Etelvina Lima, Polytechnic of Leiria, Portugal
Rafael Minussi, UNIFESP, Brazil

Morphological Knowledge is a cognitive process that enables speakers to recognize words as composed of smaller units of meaning. This process facilitates segmentation of words into these constituents, identification of relationships between words, and understanding of their grammatical functions. Morphological awareness enhances individuals' ability to manipulate and reflect on these morphological constituents. Accurate assessment of morphological awareness is crucial in identifying children with reading difficulties (Enderby et al., 2021; Levesque et al., 2021). The primary objective of this project is to create a test that assesses morphological knowledge based on controlled items. The test will measure processing time and the percentage of correct answers and comprises four phases: Firstly, building an experimental corpus of words that considers two derivational suffixes. This corpus will be controlled in terms of compositionality, number of syllables and characters, and frequency of occurrence. We will present the results of this phase and the game design. Secondly, testing the corpus through a word association test on a sample of typically developing European Portuguese native-speaking children in 2nd, 3rd, and 4th grades. Thirdly, applying a lexical decision test that will evaluate the reaction time to selected stimuli. This test will be applied to typically developing children (with identical inclusion criteria to the previous phase) and native European Portuguese-speaking children with previously diagnosed language disorders. Finally, developing a game in mobile format to make the evaluation process more engaging and less artificial. This will ensure automatic monitoring of results, with access to scores and detailed error reports.

Culture and Language

69106 | *Terms of Endearment in Georgian: Research Approach in Ethnography of Communication*
Marine Levizde, American University of the Middle East, Kuwait

This paper investigates the application of the research approach in the study of terms of endearment within the scope of the ethnography of communication. The analysis is based on English and Georgian languages. The present work attempts to evaluate the efficiency of specific research methods from the point of research productivity in the study of terms of endearment. Qualitative research is conducted by applying various research methods, such as introspection, conversation analysis, observation, ethnosemantics, etc. On the other hand, corpora data are analyzed for quantitative research. This creates opportunities to conduct cross-sectional and longitudinal studies to observe the semantic, morphological, and pragmatic changes the terms of endearment have undergone until the present day. The findings are interpreted from the perspective of ethnography of communication, whereas the practice approach is evaluated in terms of efficacy and objectivity.

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71051 | *From Linguistic Expressions to Intercultural Communication: The Significance of Pragmatics in EFL Teaching and Learning*
Chiung-Yao Wang, National Central University, Taiwan
Leechin Heng, National Yunlin University of Science and Technology, Taiwan

Variability of norms across languages and cultures poses a challenge to second language (L2) speakers in engaging in meaningful intercultural communication. This study discusses the incorporation of pragmatics in an English as a Foreign Language (EFL) Freshman course at the tertiary level, and in particular, through teacher reflections and TAs' observations. When immersion in the target language and culture is limited, explicit teaching and conscious learning may facilitate acquisition of linguistic and pragmatic features so as to promote successful communication cross-linguistically and cross-culturally. However, L2 textbooks often lack coverage of pragmatics, and the instructor's mindful incorporation of authentic pragmatics materials when opportunities arise can help students to engage in meaningful conversations. Differences in cultural norms can cause unintentional communicative misunderstandings during intercultural interactions. Some nuances (e.g., backchannel) in naturally occurring conversations might be challenging for L2 learners to decode. When necessary, explicit instruction can be more effective in raising students' awareness. The instructor's conscious reflections and incorporation of pragmatics in language teaching help to raise students' awareness. To encourage analytical skills and to promote implicit learning in language classrooms and beyond, we propose 1) teaching and learning of both linguistic and non-linguistic features, 2) enhancing communicative skills with topics relevant to the students, 3) use of authentic materials for illustrating the pragmatics aspect. Acquisition of pragmatics in an EFL course can have a significant impact on students' intercultural communication in various contexts, such as academic/professional settings, home country, and travel, given the increasing mobility of individuals in our globalized world.

72229 | *A Linguistic Study of the Street Signs of Algiers, Algeria*
Amel Beldjenna, University of Oran 2, Algeria
Meriem Hattab, University of Bechar, Algeria
Zeyneb Belhadj, University of Abbès Laghrour, Algeria

Linguistic landscape, LL for short, refers to the visible and tangible representation of language in the public space of a given geographic area or community. This study aims to investigate the linguistic attributes of shop signs in Algiers, the capital of Algeria, examining the language choice and the way languages are arranged on the signs. The research also delves into various linguistic aspects of the shop signs, including phonetic, morphological, semantic, and syntactic features. Additionally, the study explores the pragmatic purposes of these signs, which may reflect the cultural and historical traditions, beliefs, and values of the Algerian people in one way or another. The study addresses the following research questions: 1. How are the languages used in the LL of Algiers? 2. What are the pragmatic references that are displayed in the shop names? Three relatively largest streets in Algiers are selected for this study, namely, Hassiba Ben Bouali Street (1100 m), Larbi Ben Mhidi Street (750 m), and Didouche Mourad Street (600 m). The study is qualitative in nature. The data is not limited to any particular type of signs, rather it includes the range of signs of all types. The data consist of 366 of various types of street signs: 140 signs in Hassiba Ben Bouali Street, 116 signs in Larbi Ben Mhidi Street and 110 in Didouche Mourad Street.

70356 | *Exploring Students' Responses and Reasons for Liking Reading Text With Culturally Familiar or Foreign Cultural Context*
Dewi Novita, Universitas Pendidikan Indonesia, Indonesia
Fuad Abdul Hamied, Universitas Pendidikan Indonesia, Indonesia

This study explores the students' responses and reasons for liking culturally familiar and unfamiliar texts in their reading comprehension practices. The participants in this research comprised 61 students studying in the second year at a state University in West Kalimantan, Indonesia. In order to collect the data for the study, the researchers used two instruments: the interest questionnaire and an open-ended interview. Participant observation and member checking were also utilized for data triangulation to validate the data gathered. The study employed a mixed-methods design where the analyses of its quantitative data were completed by SPSS using ANOVA, and its qualitative data were analysed using constant comparative methods and thematic analysis. From the data analysis, the study yielded several interesting findings. The first finding revealed that all students who participated in this study were interested in the texts, with a higher interest in the group reading culturally familiar texts. The study also found differences in the students' responses to culturally familiar and unfamiliar texts. The finding suggests that the students were more engaged with the culturally familiar text and had the need to connect to their local culture besides native speakers' culture. This last finding also confirms some theories in English language learning, such as the theory of Schemata, the Nativization theory, the theory of Glocalization in the EFL context, and the theory of post-millennial readers.

Educational Technologies

70872 | *High School Preparatory Class Students' Digital Reading Culture and Their Engagement With Interactive English Graded Readers*
Guzin Bozkurt, Sırrı Yırcalı Anatolian High School, Turkey

Fast-growing technology of the 21st century has led to an overwhelming desire for its constantly use in educational areas where the learners are overrashly perceived as digital natives. Bearing in mind that "One size does not fit all", this study focused on High School Preparatory Class (HSPC) students' attitudes towards digital reading and their use of interactive English graded readers for their Extensive Reading Program (ERP) during their language learning process. To achieve this, a mixed method-case study was conducted through a 19-week online ERP as an out-of-class activity to 30 students studying in the same class at an Anatolian high school in Balıkesir during 2021-2022 academic year. For quantitative data, a 5-point Likert-type Digital Reading Attitude Scale consisting of 29 items with a 0,83 Cronbach Alfa reliability value was administered. In addition, based on the online reading platform database, each student's reading diary was examined in detail. For qualitative data, open-ended questionnaires were used. Descriptive statistics and content analysis were used in the analysis of the data. The findings revealed that HSPC students, though called digital natives, have low levels of attitude towards digital reading and they do not take kindly to digital reading, despite their interest in using technology in different areas in their daily lives. All in all, it was concluded that the digital reading culture of the high school preparatory class students is not as expected in general sense and the students are not in favour of an online ERP in their language learning process.

ECLL2023 Pre-Recorded Virtual Presentations

70909 | *Using Blended Learning for EAL (English as an Additional Language) Interventions with Elementary/Primary Students*
Gregory Macur, University of Sunderland, United Kingdom

This paper puts forward a case for the use of blended learning as a form of pull-out intervention, specifically for EAL, (English as an Additional Language), elementary students who need to rapidly catch up on BICS (basic interpersonal communication skills). A practical, teacher ready approach to this is outlined. This approach is based on both quantitative and qualitative data from a 2020 study which explored best practice in EAL interventions for students who were progressing to the elementary stage of education. Beyond this, research and literature backed, best practice approaches to EAL interventions and online learning are considered. Finally, teacher interviews were conducted for the purpose of checking the practitioner perspective on the validity of this approach in the current educational climate. The limitations of this paper, as well as consideration for future study of this topic, are provided.

70938 | *Semiautomatic Study of Handwriting Development in Basque Children at Primary School*

Jose Mari Arriola, UPV/EHU University of the Basque Country, Spain
Mikel Irukieta, UPV/EHU University of the Basque Country, Spain
Iruñe Ibarra, UPV/EHU University of the Basque Country, Spain
Asunción Martínez, UPV/EHU University of the Basque Country, Spain

The aim of this case study is to understand the connections between process factors of writing, such as bursts and fluency/speed, and product factors related to linguistic complexity and the quality of the final text. With this purpose, we conducted a (pilot) study with 13 developing writers in Basque from the second year of Primary School in two periods to compare their progress in writing. The analysis of the process factors was based on bursts' measures and pauses duration thanks to the use of HandSpy, a tool that allows one to observe handwriting in real-time. We also analyzed the transcription phase by aggregating a linguistic classification at both sentence- and word-levels while taking into account all the letter revisions that the child attempted. The text was enriched automatically with POS, lemmas, and chunks, as basic syntactic structures. Afterwards, two linguists manually checked all this information following the double-blind method. Thus, the tool automatically analyzed the bursts and fluency, but the complexity and quality of the texts produced were manually coded. A cursory analysis of our data points to a link between the length of the bursts and the child's fluency, on the one hand, and the complexity /quality of the text produced, on the other. The overall study is a valuable contribution for education practitioners to encourage them to consider not only the product but also the entire process of writing to address the needs of a wide diversity of learners and design new forms of feedback when teaching writing.

72477 | *Incorporating Blended Learning To Improve Reading in English Language as a Second Language in Lesotho*

Nthatile Mphatsoane, The National University of Lesotho, Lesotho
Musa Adekunle Ayanwale, University of Johannesburg, South Africa
Puseletso Lebajoa, The National University of Lesotho, Lesotho

In Lesotho, a country with a diverse population with various languages spoken, and English as the official language used for instruction, learners often struggle with reading in English, due to limited resources. Also, Lesotho's previous examination reports show that learners' failure is unrelated to their lack of understanding of the subject content, but to their inability to read and comprehend given instructions. This could result from teachers employing traditional reading approaches, instead of incorporating modern educational technology platforms brought by the 21st-century paradigm shift. Consequently, it is mandatory for teachers to explore strategies to help learners manoeuvre successfully in a global community. Blended learning combines traditional face-to-face instruction with online resources promoting more interactive learning. This paper examines the incorporation of blended learning in Lesotho to improve reading skills in English as a second language. A quantitative quasi-experimental design was adopted, with a control group (n=20) receiving only traditional English language textbooks and an experimental group (n=20) receiving the same textbooks and blended learning instruction. The pre-test and post-test scores were analysed using SPSS software. The results showed that blended learning positively impacted reading abilities. The practical implications of this study for the education sector are significant, highlighting the need to develop a comprehensive blended learning curriculum, provide teacher training and support, and address infrastructure and technology needs. Thus, the authors conclude that blended learning in foreign language classes would facilitate learning processes, equip learners with skills needed to succeed in a global community; and improve overall academic performance.

72479 | *Does Technology-Based Neuro-Research Inform Foreign Language Teaching and Learning?*

Małgorzata Szupica-Pyrzanowska, University of Warsaw, Poland

Foreign language (FL) learning is a cognitively complex process requiring the involvement of different brain regions. Consequently, FL teaching should reflect the neuroreality of language learning. Teachers, however, do not seem to be adequately equipped to either acknowledge the neurolinguistic aspects of language learning or interpret and apply the results obtained in neurostudies. Teaching strategies and pedagogical choices are often based on a variety of theories, trial and error, intuition and acquired experience. Advances in technology-based research involving neuroimaging and physiological measures of cognitive processing provide new ways to approach neurolinguistic data. Many of these approaches have not yet been related to the needs of FL teachers working with language learners. Thus, the aim of this diagnostic study is two-fold: 1. to review 45 seminal brain studies related to language and 2. to identify the potential areas in which brain research can inform FL classroom pedagogy. The preliminary analysis indicates that the results of neurostudies can make teachers aware that language learning leads to structural changes in the brain, give legitimacy to certain language practices used in teaching FL syntax, show that reading has a positive effect on brain tissue, help find justification for the multisensory approach to FL teaching, help raise teachers' awareness about the negative impact of (debilitative) speaking anxiety on learning outcomes, among others. While brain research cannot prescribe what and how to teach, it is imperative to reflect on its implications for the teaching and learning of a nonnative language.

ECLL2023 Pre-Recorded Virtual Presentations

Language Development & Literacy

72159 | *The Influence of Family Socioeconomic Status on the Children's Early Vocabulary Development in Mandarin Chinese*
Yeqing Liu, University of Pennsylvania, United States

The study used 45 children aged from 3-5 years old as participants, through the distribution of questionnaires, parents' reports, and the construction of communicative inventories in Mandarin to examine the differences in productive vocabulary use and expression among children with a variety of socioeconomic status, and further investigate the correlation and influence of SES on children's early vocabulary development in Chinese. The research found that SES has a significant positive correlation with children's productive vocabulary size and could positively predict the vocabulary development of children. Children from higher SES families have a larger productive vocabulary size than children from low SES families. The study also finds that SES has no direct correlation and influence on the children's use frequency of vocabulary, short sentences, or phrases. The findings of this study offer possibilities to implement language intervention for children with lower SES and facilitate narrowing the SES-related gap of language development in early childhood.

Learning Environments

72513 | *Incorporating Digital Literacies and Critical Thinking Skills in Teaching Practices of Language Arts Teachers: Three Case of Studies in Chile*

Gabriela Baez Bargellini, Pontifical Catholic University of Chile, Chile

This presentation explores teaching practices reported by Chilean teachers from a sociocultural perspective. These practices include digital literacies and critical thinking skills in language and literature classrooms. A case study involved three primary school teachers at Key Stage 2 (up to 11 or 12 years) with the same initial teacher training. The teachers work at a school located in a disadvantaged area in Santiago, Chile. Each teacher was asked for a lesson plan in which they addressed digital literacy and critical thinking, and then a semi-structured interview was conducted to delve into their teaching practices and the decisions made in their lesson plan. A thematic analysis was developed to identify emerging themes and patterns from the information collected. Preliminary findings show a closing of the gap between vernacular literacy practices and school practices developed in the proposed activities incorporating digital environments, although analogue practices tend to prevail. It is observed that teachers explicitly develop digital literacies mainly in terms of searching and evaluating information on the Internet. In addition, it is observed that critical thinking skills are associated with digital literacies, mainly in evaluating the credibility of internet sources. Finally, some challenges in incorporating digital literacies and critical thinking skills that the school could contribute are presented.

Plurilingualism - Bilingualism

72572 | *What Languages Are Present in My Ideal School? Analyzing Prospective Teacher Beliefs About Language Learning in the Basque Country*

Nerea Villabona, University of the Basque Country, Spain

The beliefs and thoughts of future teachers can offer valuable information, among others, to see how they understand the profession, to analyze how their teacher identity develops or to explore the decisions they would take in the teaching-learning process. In this study, we analyze the responses given by a group of 56 pre-service teachers in the multilingual context of the Basque Country (Spain) when designing their 'ideal school'. More specifically, we focus on their ideas about the languages to be included in the curriculum, the modes of inclusion of students' home languages and language policies they would establish in their ideal schools. This is a qualitative study, in which thematic analysis was used to analyze the data. Findings show that these future teachers would ideally design Basque immersion schools, with an increase of English-medium class hours, and would include mainly hegemonic majority languages such as German and French as optional foreign languages. Students overall show multicultural awareness and would include students' home languages in their schools, although the ways to do so are rather superficial. With regards to language policy, students show divergent views on the use of L1 vs. the exclusive use of the target language in language learning.

72721 | *Language-Specific Gesture Patterns in Bilinguals: Differences Between L1 and L2*

Armita Ghobadi, Georgia State University, United States

Samantha Emerson, Aptima, United States

Seyda Ozcaliskan, Georgia State University, United States

Bilingualism involves mastery of both speech and gesture patterns in a second language (L2). Previous studies on first language (L1) production have shown that speech and co-speech gesture form a tightly integrated system, with co-speech gesture mirroring the patterns observed in speech. However, less is known about the online effect of language on gesture in bilinguals speaking structurally different languages. This study aimed to investigate whether advanced bilinguals follow target L2 patterns not only in speech but also in gesture, or whether they resort to L1 patterns in gesture. The study examined 23 advanced adult Spanish-English bilinguals and 23 monolingual English speakers, using 16 animated motion event scenes that included distinct manner and path components. The results showed that bilinguals' production in L2 English followed the patterns of the target language in speech, with a greater preference for conflated packaging. However, in gesture, bilinguals used separated and conflated strategies at roughly similar rates, showing an effect of both L1 and L2 on co-speech gesture. These findings have implications for language teaching and learning, suggesting that a focus on speech alone may not be sufficient for achieving native-like proficiency in L2. Gestures may also play a crucial role in the development of bilingualism and should be considered in language instruction. Moreover, the study highlights the complexity of bilingualism and the need for further research on the online effect of language on gestures in bilinguals.

ECLL2023 Pre-Recorded Virtual Presentations

70626 | *The Untapped Knowledge in Language Education: A Collective Portrait of Transnational Parents*
Emma Chen, University of Saskatchewan, Canada

In today's transnational and global society, more and more families have lived in plural locations, languages, and cultures where multiplicity, intersections, and contestations co-exist. Much of the current literature focuses on bilingual children's language and literacy development, but the role of immigrant parents in such a developmental process is often missing. In engaging with and learning from parents from three immigrant families with young bi/multilingual children in Western Canada, I inquire into their transnational knowledge construction and enactment in regard to heritage language education. The methodological approach for my research is narrative inquiry which focuses on personal lives and how they are lived. Data is gathered through recorded conversations and relevant artifacts. Preliminary results show that the transnational lived experience grants these parents a global perspective – they become comparative education experts who are familiar with both Chinese and Canadian education systems. They support their children's language learning by engaging in parallel schooling standards both in Canada and in China. The parents also demonstrate contradictory societal situations in their daily lives; like the two sides of one coin, these immigrant parents are both privileged (because of their strong educational background, affluent financial situation, and middle class status) and racially and linguistically marginalized in society and school systems. The findings of this study provides new perspectives through which to see transnational parents – a historically marginalized and ignored group in education – as knowledge holders, by demonstrating the dynamic interplay between their transnational knowledge systems and multilayered, translingual language repertoire.

Psychology of the Learner

69404 | *Videos in the Second-language Classroom as Learning Mediators*
Rosalia Di Nisio, Università degli Studi di Udine, Italy

The inclusion of videos in teaching has become widespread in the last decades. The presentation faces the question of whether this practice is always beneficial to learning, due to the attractiveness of the audio-visual resources. Studies in cognitive psychology offer a complex answer: on the one hand, the double channel - sight and hearing - is a motivating device; on the other hand, the exposure to the two language codes, images and commentary, may cause cognitive overload in the working memory, hindering long-term meaningful retrieval. Examples from the presenter's experiences of teaching English as a second language to undergraduates show how a teacher may endeavour to emphasise the attractiveness of the medium and, at the same time, reduce or even avoid memory shortcomings. To reinforce the positive aspect, criteria to follow when choosing a video are underlined, like the overall consistency between the visual and the verbal language. To reduce the critical aspect, evidence is given to the fact that supplying comprehension strategies that reflect a specific teaching aim can be advantageous. One of them concerns the use of multimedia materials in order to activate learners' pre-knowledge when preparing for a new topic. The idea is that students' attention should be intentionally oriented towards selective understanding of a video. The presentation concludes focusing on the need for learners to be aware of the rationale behind both the choice of video clips and comprehension strategies, which should lead to the accountable use of videos within university work, as well as in everyday life.

72386 | *Supporting Students How to Learn: A Preliminary Framework for Teaching Chinese as a Foreign Language (CFL) Students Strategies for Chinese Character Learning*

Amanda Mason, Liverpool John Moores University, United Kingdom
Wenxin Zhang, Independent Scholar, United Kingdom

Learning to read and write Chinese is seen as one of the most challenging aspects for Chinese as a foreign language (CFL) students, particularly those whose first language has an alphabetic writing system. The selection and orchestration of a range of language learning strategies is understood to be a key part of successful language learning and a growing number of studies have investigated some of the strategies that CFL students employ. Some of these have suggested the need for strategy instruction, but there is little guidance for teachers who want to take a systematic approach to supporting their learners. This paper reports on a mixed-methods study investigating the range of strategies employed by CFL students in order to develop a framework for instruction. Interviews were conducted with 12 students to gain a deeper understanding of how and why students engaged in character learning outside the classroom and explore the range of strategies employed. The qualitative data were then used in the design of a survey investigating strategy use by different types of learner. Responses were received from 107 students with a range of first languages and at different levels of Chinese learning experience and proficiency. Quantitative analysis of the survey data reveals some patterns in strategy use among different categories of learner leading to a preliminary framework for strategy instruction and suggestions for pedagogical practice.

71797 | *Letter Transposition Effects in Arabic English Bilinguals*

Sami Boudelaa, United Arab Emirates University, United Arab Emirates

Transposed Letter (TL) effects refer to the well-established finding in Indo-European languages that a transposed-letter non-word (e.g., JUGDE) facilitates the recognition of a related real word target (JUDGE) in comparison with a substituted-letter non-word (e.g., JUFTE). In Semitic languages, like Arabic, the TL effects is more evasive obtaining with tasks that do not trigger lexical access processes (e.g. Same-Different Matching Task), but not with those that engage lexical access (e.g., Lexical Decision). In this study we evaluate TL effects in Arabic-English bilinguals of varying proficiency levels in two same different matching experiments and two lexical decision experiments. The results of the same different matching task revealed a significant TL priming effects modulated by allography in Arabic. In contrast, no TL-priming effects with the English materials. The results of the lexical decision task showed a reliable TL priming effect that was not modulated by allography in Arabic as well as a significant TL effect for English. Thus for the same-different matching task which does not trigger lexical access process Arabic-English bilinguals behaved like Arab monolinguals with Arabic and like non-proficient learners of English. For the lexical decision task which draws on lexical knowledge, Arabic-English monolinguals behaved like English monolinguals showing TL priming effects in both languages and ignoring at the same time the low-level visual cues supplied by allography.

ECLL2023 Pre-Recorded Virtual Presentations

70549 | *Students' and Teachers' Perceptions on ESP Teaching and Students' Willingness to Communicate in English – Burdur Vocational and Technical Anatolian High School Case Study*
İdil Karpuz, Mehmet Akif Ersoy University, Turkey

This study investigated how English language instruction in Vocational and Technical High Schools affected English use in practice, students' willingness to communicate, and their motivation to improve their English. For this purpose, students who have attended the internship project and teachers who accompanied them are asked open-ended questions via online forms. Qualitative research and purposeful sampling are conducted. Students who attend vocational schools are often seen and stereotyped as non-achievers regarding school success. Hence, this study is crucial to determine whether this notion is correct. Especially, it is important to gain insight from students and teachers who have been abroad. Vocational and Technical Anatolian High Schools have a special method of English teaching, and it is termed as ESP (English for Specific Purposes). It is significant to find an answer to whether this special teaching method, which should be used in vocational high schools, has been implemented purposefully. Moreover, how effective this method is investigated. Results showed that both students' and teachers' perceptions on ESP teaching are affirmative; however, there are issues such as limited class hours, unsuitable coursebooks designed for ESP, and lack of authentic environment. Therefore, based on these issues this study confirmed that ESP teaching in Burdur still has a long way to go unless these issues are fixed.

EGen2023 Pre-Recorded Virtual Presentations

Built Environment

72739 | *Preferences for the Form and Financing of Long-term Care Among Older Adults – The Case of Warsaw and Madrid*
Małgorzata Wrotek, University of Warsaw, Poland

As the number of family carers decreases, older adults with advanced dependency will have to rely on formal long-term care. Most older people prefer home-based care - provided by family members (informal) or by formal caregivers in their own home. However, as dependency increases, informal care is no longer effective. The aim of this study is to identify the key variables influencing preferences for the use of specific forms and financing of long-term care among people aged 65+ in two European capital cities: Warsaw and Madrid. We based the conclusion on the results of a survey using the CAPI method 'A thermosurvey of older adults' experiences and adaptation to urban heat & climate change' (Warsaw: N=808, Madrid: N=864), which was conducted in July-September 2022 among older adults aged 65 and above. The Andersen's behavioral model of health services use and three hypothetical health situation scenarios: mild, moderate and severe dependency were used to determine preferences for the form and financing of care (informal, home-private, home-public, inpatient-private, inpatient-public). The results of the study showed differences in preferences both between cities and when changing the degree of dependency, as well as differences in the factors determining these preferences. However, some similarities in preferences can be found in both cities. Older people most prefer to be cared for in their own home, but as the level of dependency increases, the preference for informal care decreases in favour of formal care financed by private or public funds.

Frailty

72564 | *Reduce Falls Rates in Care Homes by Using Multifactorial Falls Risk Assessment Tools Instead of Falls Risk Screening*
Alison Wellwood, Health Service Executive, Ireland
Niamh Brophy, Health Service Executive, Ireland
Noela Huele, Health Service Executive, Ireland
Hannah Mohandass, Health Service Executive, Ireland
Bini Joseph, Health Service Executive, Ireland
Thresiamma Thomas, Health Service Executive, Ireland
Sumi Johny, Health Service Executive, Ireland

Introduction: Following a review (Nov 2022) of 203 residents across four locations, it was noted that falls risk screening tools were used to identify falls risk status. This resulted in a proportion of residents identified as low (5%) and medium risk (28%). New falls prevention guidelines incorporating care homes, recommend against falls risk screening (Montero-Odassa et al, 2022). They recommend that all residents should be considered at high risk of falls and use of a multifactorial falls risk assessment tool (MFRAT) is preferable in falls prevention. Objectives: Our aim is a reduction in falls rate by discontinuing the use of falls risk screening tools and implementing a MFRAT. Embed this change within a new standardised falls policy across all locations and deliver staff education sessions to support this change. Methods: Stakeholder engagement and development of a falls committee with seven representatives across each location including a quality and patient safety advisor and falls coordinator. Communication strategy of weekly online meetings developed a new falls policy, tailored MFRAT and an audit tool to monitor compliance. Reported falls were cross referenced with our national incident management system. Results: Falls rate calculation measured the impact of change. Results demonstrated a 29% reduction in falls rate for the 1st quarter of 2023, compared to 2022. 100% compliance with policy implementation across all locations, with 68% of staff trained through education sessions. Conclusion: Implementing a MFRAT, supported by staff education and associated falls prevention interventions provides a reduction in fall rates in care home residents.

72573 | *Frailty Index Study: A Challenge Study To Quantify Fatigue*
Akemi Kariya, Asahikawaso Research Institute, Japan
Yoshio Fujimura, Biwako Professional University of Rehabilitation, Japan
Naoshi Isaka, Biwako Professional University of Rehabilitation, Japan
Katsuhiko Osaki, Biwako Professional University of Rehabilitation, Japan
Masako Morita, Independent Scholar, Japan
Masao Yamauchi, Biwako Professional University of Rehabilitation, Japan

Background: Frailty indices have been assessed worldwide using the Fried et al. index. The index consists of five indicators are (1) unintentional weight loss, (2) self-reported fatigue, (3) weakness (grip strength), (4) slow walking speed, and (5) low physical activity. Of these, the self-reported fatigue index is a subjective evaluation, and may differ from objective judgments of physical and mental fatigue due to individual differences in susceptibility to fatigue. Objective: The purposes of this study are to examine the relationship between subjective fatigue and indicators of chronic fatigue syndrome and to investigate factors affecting the subjective fatigue. Methods: We measured 1346 people of a measure of autonomic nervous system activity: TP, LF/HF and HF data, we will examine the relationship between (1) those with low TP, (2) those with low HF, and (3) those with high LF/HF and those who report subjective fatigue. Further, we examined the relationship between the index of autonomic nervous system activity and age. Finally, we conducted factor analysis in terms of the relationship among the following three items: Age, Stress index (LF/HF), Parasympathetic nerve activity (HF) Results: (1) Autonomic activity (TP) decreases with age ($r=-0.3, p<0.001$). (2) Stress index (LF/HF) was decreased affected by age ($r=-0.02, p<0.001$). (3) The parasympathetic index (HF) decreased with age ($r=-0.30, p<0.001$). Conclusions: Indicators of frailty (fatigue) could be assessed by the autonomic nervous system. Aging is a risk factor for reduced autonomic activity

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Lifespan Health Promotion

70251 | *"Greyed Out": Loss of Self Esteem Among Seniors, an Exploration of the Context of Aging*

Marva J Ferguson, Mount Royal University, Canada

Mikayla Crkvenac, Mount Royal University, Canada

Melissa De La O Villegas, Mount Royal University, Canada

The senior/older population in Canada has grown significantly in the past decades. As a growing population, seniors are predicted to face significant physical, emotional, and mental health challenges, and are perceived as a burden to society. Because of this common societal perspective, this belief may contribute to a loss of self-esteem that is not discussed or acknowledged which renders them invisible. Other factors such as the diversity (age, race LGBTQ+) of seniors are not considered in policies and may also contribute to isolation anxiety and biases. Seniors or older adults are often viewed as knowledgeable and essential in contributing to lived experiences in some cultures, while in western societies there is a tendency where they are placed in communities such as retirement homes or assisted living. Additionally, seniors are often blamed for the increased need for medical care and the burden on the system. This belief can be diminishing for seniors who have contributed to the development of industries, society, and the country. The presentation will explore how social work education as a way of changing the perception of seniors is a space to build inquiry and discussion and disrupt the stereotype of seniors. The presentation is designed to discuss some of the inequities and biases experienced by seniors that can contribute to models of learning and practice. We will situate ourselves within the Treaty 7 territory where we live and work and describe ways that we have interacted personally and politically in support of seniors.

72338 | *Enhancing the Usability and User Experience of a Mobile Application for In-Home Care Consultation Visits Through User Feedback*

Alexander Gabber, University of Cologne, Germany

Sonja Heidenblut, University of Cologne, Germany

Clara Hose, University of Cologne, Germany

Susanne Zank, University of Cologne, Germany

Introduction: In Germany, informal caregivers receiving care allowances must undergo in-home care consultation visits, according to law. To support nurses during these visits an app was designed. Nurses were involved in all stages of the development to ensure that the user experience and usability of the finished product was satisfactory. Objective: This study aimed to investigate the impact of user feedback on the usability and user experience of a mobile application designed to support in-home care consultation visits. Methods: A mixed-methods approach was used. Nine nurses evaluated the initial app. Based on their feedback, significant adjustments regarding the design and content were made. In a second round the same participants and a focus group of six participants evaluated the modified version. Quantitative data was collected and analyzed using the System Usability Scale (SUS) and User Experience Questionnaire (UEQ) with SPSS. Qualitative data was analyzed through thematic analysis. Results: Following the adjustments made to the app, all participants' SUS scores were high ($M=89.17$, $SD=7.4$) and showed an improvement in usability compared to the first evaluation ($M=83.33$, $SD=7.1$). In terms of UEQ, scores were higher in all six dimensions compared to the initial evaluation. In the qualitative evaluation nurses mentioned only minor usability problems and expressed their satisfaction with the improvements made. Conclusion: This study underscores the importance of conducting user-centered evaluations and implementing changes based on feedback. Adjustments made to the App have enhanced its usability and user experience, making it a useful application to support in-home care consultation visits.

72738 | *Improving the Accessibility, Inclusivity, and Integration of Home Care for Older Adults by Prioritizing Equitable Institutional Processes and Policy Tools*

Krystal Kehoe MacLeod, University of Ottawa, Canada

Introduction: The institutional processes and policies that are used to structure the provision of home care can impact workplace relations, communication, and the ability to deliver "seamless" care. This presentation will describe policies and processes being used by Integrated Care Programs to promote more equitable delivery of health and social care to older adults aging at home. Methods: Data was collected through 118 semi-structured interviews with program administrators, paid care workers, unpaid family carers, and older adults in five Canadian home care programs, analyzed using reflexive thematic analysis, and interpreted using a feminist political economy theoretical framework. Results: The provision of free day trips for older adults is a means of increasing class-based equality. Techniques of supporting paid and unpaid carers, such as arranging for paid carers to take time off, providing carers with access to support for emotional labour, and formally acknowledging the work done by carers, reduces inequality among carers by ensuring that, regardless of their position in the power hierarchy, they feel supported and appreciated. This helps to create and sustain a positive organizational culture. Supporting the social engagement of older adults and their carers can help reduce both inequality among home care clients and caregiving burden contributing to a more positive working and caring environment for all. Conclusion: When Integrated Care Programs adopt policies and processes that prioritize equity and equality, they are better positioned to meet the expressed needs of older adults, unpaid carers, and paid care workers for more accessible, inclusive, and integrated care.

EGen2023 Pre-Recorded Virtual Presentations

Loneliness

72187 | *Study of the Level of Solitude in the Elderly at the Yogyakarta Nursing Home*

Sarly Puspita Ariesa, Gadjah Mada University, Indonesia
Probosuseno Probosuseno, Gadjah Mada University, Indonesia
IDA Dewa Pramantara, Gadjah Mada University, Indonesia

Loneliness has been studied from many different points of view and there is no unified definition. Mainly, loneliness is thought as being estranged from others. Among elderly population has been examined, in quantitative studies, according to demographic factors, education, socio-economic status or health. In average, one third of elderly population suffers from loneliness at least sometimes 1,2,3. Illness, death of a spouse and lack of friends were the most common causes of loneliness 2. The level of loneliness can be assessed in a scoring system that is often used in the form of UCLA loneliness scale. This score classified whether it is low, medium or high. Yogyakarta which is the largest elderly population in Indonesia, noted that as of June 2022, amounted to 58,384 people out of the total population of Yogyakarta City as of June 2022 reaching 412,589 people. A small study in two nursing homes in Yogyakarta found 3% of elderly experiencing high loneliness, 5% moderate and 92% low, with a total of 38 respondents. Based on the interviews we conducted, the reasons why there is feeling of loneliness are unable to socialize because of physical disturbance (ie stroke), related belief, unwillingness live at nursing home and unable share problem with others. Most of elderly not feeling loneliness because of like to share life with others, diverse activities in nursing home, feeling peaceful rather than in their own family.

72256 | *Matchmaking Algorithm as a Tool to Tackle the Aging-Related Social Network Shrink: Results and Recommendations from the HannaH Technology Development*

Katerina Sidiropulu-Janku, Carinthia University of Applied Sciences, Austria
Christine Pichler, Carinthia University of Applied Sciences, Austria
Daniela Elisabeth Ströckl, Carinthia University of Applied Sciences, Austria
Gabriele Hagendorfer-Jauk, Carinthia University of Applied Sciences, Austria
Johannes Oberzaucher, Carinthia University of Applied Sciences, Austria
Manuela Perchtaler, Carinthia University of Applied Sciences, Austria

According to the research (Wrzus et al. 2013), the social networks shrink during aging in terms of size, diversity and frequency of social contacts, whereby the circle of friends tend to be reduced more significantly than family ties. The HannaH research team focused on possibilities of tackling the social networks shrink by developing the matchmaking algorithm embedded in the home smart speaker that would support the exploration of new social contacts in the nearby of the place of residence of a user. The technology does not only play an assistance role. It brings added value in terms of neutrality of service given and supporting user's autonomy by providing matchmaking exclusively according to the inputs that user inserts to it. The user should be as much as possible in charge of creating their own social networks and the matchmaking algorithm is supposed to operate with sensitive approach, not engaging them into unwanted contacts. Thus, HannaH operates in a decently personalized manner, while supporting and empowering user's autonomy. The development of the matchmaking algorithm in a smart speaker brought important lessons regarding the interdisciplinary operation in the area of autonomous aging. While we conducted several expert and user focus groups and the MEESTAR analysis (Menzeschke et al. 2013), it appeared that it is extremely valuable to tune up technological and social aspects separately. This paper highlights the interdisciplinary development of a matchmaking algorithm used in a smart speaker and discusses sensitive nuances of such approach in the research and development of aging.

72547 | *The State of Loneliness and Social Isolation Among Older Adults in Malaysia: A Scoping Review*

Tengku Amatullah Madeehah Tengku Mohd, Universiti Sains Islam Malaysia, Malaysia
Syara Shazanna Zulkifli, Universiti Pendidikan Sultan Idris, Malaysia
Khadijah Hasanah Abang Abdullah, Universiti Sains Islam Malaysia, Malaysia
Wan Yuen Choo, University of Malaya, Malaysia

Background: Social isolation/loneliness are negative feelings that can occur in any individual due to a lack of social contact or perceived dissatisfaction with relationships. When this occurs among older adults, higher morbidity and mortality ensues. This review identifies the prevalence, risk factors, and interventions for social isolation and loneliness among older adults in Malaysia. Methods: PubMed, SCOPUS, MyCite, and Google Scholar databases were systematically searched until 2022 following the PRISMA guideline. Quantitative and qualitative studies in Malay and English languages with information regarding the prevalence, risk factors, and interventions surrounding social isolation and loneliness among older adults in Malaysia were included. Results: An initial 442 studies were screened, and 19 studies were included for review. Prevalence for social isolation/loneliness ranged between 9.2% to 95.5%. Risk factors for loneliness were categorized into social factors (i.e., poor relationships with family members, poor social support, abandonment, stigma, death of loved ones), health-related factors (i.e., depression, chronic illness, frailty, physical limitations), and demographic factors (i.e., marital status, living condition, unemployment). Only one intervention study was found focusing on spiritual reminiscence therapy, showing positive outcomes. Four qualitative studies found that engaging in hobbies, having social support, having good internal and external coping strategies as well as being socially active help alleviate loneliness. Conclusions: Malaysian elders feel socially isolated and lonely, but there is a lack of intervention for loneliness studies published in Malaysia. This review asserts future research on interventions to identify potential strategies to overcome loneliness among older adults.

EGen2023 Pre-Recorded Virtual Presentations

71448 | *Life Satisfaction Determinants of Older Adults with Disabilities – Hierarchical Regression Model for Abu Dhabi*

Masood Badri, Department of Community Development & UAE University, United Arab Emirates

Mugheer Alkhaili, Department of Community Development, United Arab Emirates

Hamad Al Dhaheri, Department of Community Development, United Arab Emirates

Guang Yang, Department of Community Development, United Arab Emirates

Saad Al Yaaqeib, Department of Community Development, United Arab Emirates

Muna Albahar, Department of Community Development, United Arab Emirates

This study investigates the factors influencing the life satisfaction of older adults with disabilities in Abu Dhabi. Drawing from 319 older adults (60+) with disabilities who participated in the Abu Dhabi Quality-of-Life (QoL) survey conducted in 2021, a hierarchical regression model was fitted, controlling for specific individual attributes. The significant model identified several life-satisfaction determinants of older adults with disabilities. These determinants touch on various aspects of life, the most significant ones being satisfaction with family life, mental feeling, satisfaction with the healthcare system, degree of attention (and passion) shown by others, the surrounding environment, and the negative feelings of being a burden on society. The study also reports the significance of many demographic data concerning the subjects. Hierarchical regression helps better understand the determinants of life satisfaction for older adults with disabilities; however, it does not precisely reveal the directions of associations between the dependent and independent variables. Therefore, a longitudinal study may be required to shed light on the underlying mechanisms of relationships surrounding life satisfaction. In addition, the outcomes could serve as insider intelligence for producing social programs and services to enhance the lives of older adults with disabilities in Abu Dhabi.

Public Policy

69707 | *Evaluating the Impact of Economic Empowerment Policies on the South African Rural Elderly: A Sustainable Livelihoods Approach*

Tshililo Farisani, University of KwaZulu-Natal, South Africa

Pfano Mashau, University of KwaZulu-Natal, South Africa

Following both international and local waves of criticism due to overwhelming high rates of youth unemployment, the South African post-Apartheid government has passed several economic empowerment policies to address the challenge. In addressing the youth unemployment and sustainability of livelihoods, institutions and their policies availed resources to the youth and left a gap in responding to the elderly's livelihoods. The purpose of this is to evaluate the impact of economic empowerment policies on the South African rural elderly and suggest a framework to respond to the challenge. A qualitative, inductive, interpretative approach was used to achieve the research objectives. Data were collected from 34 purposive (social network analysis group) interviews and 35 snowballing (semi-structured one-on-one) interviews with selected participants from the Jozini and Matatiele municipalities. Data were analysed using Nvivo 12. The findings reveal a lack of institutions and policies that focus on the sustainability of rural elderly livelihoods. It is recommended that policymakers collaborate with the rural elderly with the view to ensure economic empowerment policies respond to their economic empowerment and sustainability of livelihoods beyond retirement. The contribution of the article lies in the use of a sustainable livelihoods framework and Institutional Theory to suggest a solution.

Resilience

72509 | *Accepting the Difficult Realities of Caregiving of Aging Carers Living with Adult Persons with Intellectual Disability and Challenging Behaviours*

Alice N. L. Kwong, Caritas Institute of Higher Education, Hong Kong

Lisa P. L. Low, Caritas Institute of Higher Education, Hong Kong

Angela H.Y Cheng, Caritas Institute of Higher Education, Hong Kong

Phyllis K.S. Wong, Chinese University of Hong Kong, Hong Kong

Mimi M.H. Tiu, St. Teresa's Hospital, Hong Kong

Crystal W.Y. Kan, Caritas Institute of Higher Education, Hong Kong

Background: Many persons with intellectual disability (ID) continue to live in the family home in their adulthood. Yet, caregiving becomes more difficult as family carers grow older. Aims: To explore how the adult persons with ID and challenging behaviour (CB) have influenced the lives of aging carers, and what aging carers do to accept the reality to provide care to their family members. Methods: Data were drawn from in-depth interviews with 18 older carers who were caring for adult children with ID and CB at home. Data were analysed using thematic content analysis. Results: Aging carers of family members with ID have described difficult and negative caregiving situations that have affected their personal and family life in the whole lifetime. Over the years of managing the CB presented by their adult children with ID, the helpless and stressful experiences have led to feelings of loss of control and trapped over the longstanding caregiving situation that seemed to have dominated most of their own life. Indeed, the significant personal sacrifices that have been made have helped them to learn to hold a fatalistic life view, control their own emotions and remain patient so that they can continue in the caregiving journey to take care of their children with ID at home. Conclusions: Caregiving for people with ID and CB can cause substantial burden for the family. Understanding and knowing how carers offload caregiving demands can provide evidence to suggest what will work and can help the family unit.

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International Development

May 23–27, 2024

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

Paris

June 13–16, 2024

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

London

July 11–15, 2024

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

Barcelona

September 19-23, 2023

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

Kyoto

October 10–13, 2023

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

Honolulu

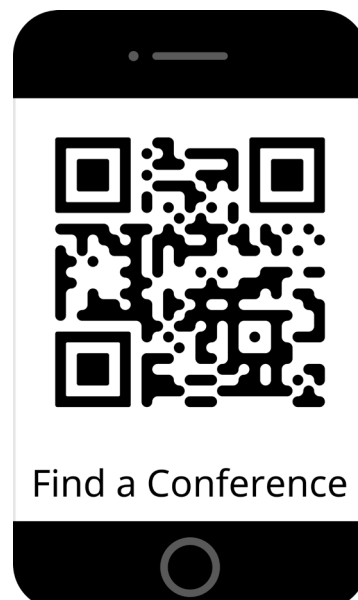
January 3-7, 2024

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

Chiang Mai

February 15-19, 2024

The Southeast Asian Conference on Education



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).

For more information about the IAFOR Research Centre visit:
www.osipp.osaka-u.ac.jp/iaforresearchcentre/



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