



# ERI

## The IAFOR Conference on Educational Research & Innovation (ERI2022)

May 05–07, 2022 | Washington DC, USA

### PROGRAMME & ABSTRACT BOOK

Organised by The International Academic Forum (IAFOR) in association with Virginia Tech, the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners

ISSN: 2433-7544 (Online) ISSN: 2433-7587 (Print)

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



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# Organising Committee



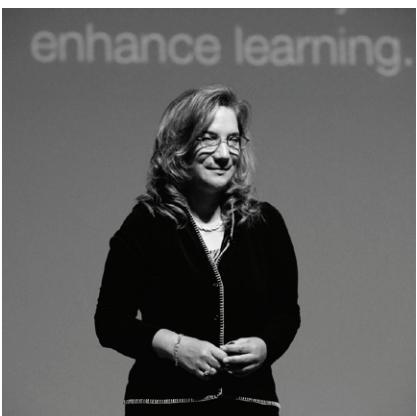
**Amy Azano**  
Virginia Tech, United States



**Joseph Haldane**  
IAFOR, Japan



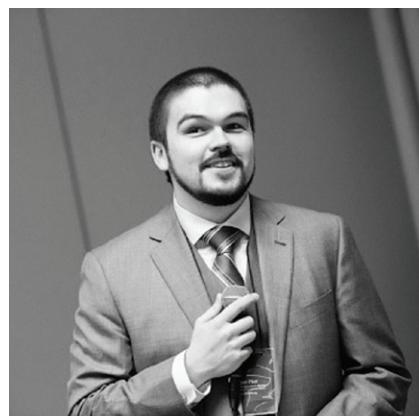
**Steve Harmon**  
Georgia Tech, United States



**Barbara Lockee**  
Virginia Tech, United States



**Kiyoshi Mana**  
Virginia Tech, United States



**Bryce Platt Kayanuma**  
Virginia Tech, United States

# Letter of Welcome



Dear Delegates,

Welcome to The 2nd IAFOR Conference on Education, Research & Innovation!

Held in partnership with Virginia Tech, and sponsored by the School of Education, this hybrid conference will be hosted at the wonderful Virginia Tech Washington DC Arlington Campus.

ERI2022 is one of our smaller conferences, but the range and quality of the work around the theme of "Learning Beyond Boundaries" will make this a great and intimate event, I am sure. Around 50 presenters will join us onsite in Washington, and approximately the same number will present virtually, either through livestream or the pre-recorded option.

I am very grateful to Virginia Tech for their support for this event, and the Organising Committee, in particular to Professor Barbara Lockee, who has been a longtime supporter of IAFOR, and has become a close friend. I would also like to acknowledge two former colleagues at IAFOR serving on the committee, Kiyoshi Mana, and Bryce Platt Kayanuma. Both left IAFOR to pursue postgraduate studies at Virginia Tech, and it is wonderful to see them continue their careers in international education, as well as agree to help at the conference.

The last time we held this conference was at the VT Blacksburg campus in 2019, when Corona was a beer, and masks were for Halloween. A lot has gone on since then, and while we hope that the worst of the pandemic is behind us, the local and global ramifications are only beginning to be felt. The stresses and strains on communities, societies and educational institutions has been tremendous. We will have no shortage of stories and experiences to share, as we look to meaningfully engage with a present and a future full of uncertainties and fear, but also opportunities and hope.

Thank you for choosing to attend this IAFOR event. Let us take full advantage of this opportunity to be together again.

## **Dr Joseph Haldane**

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

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

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

Member, Expert Network, World Economic Forum



## May 5 | All times are Eastern Daylight Time (UTC-4) Thursday at a Glance

13:30-14:00	Conference Registration   Falls Church Foyer
14:00-14:10	Announcements   Ballston Room
14:10-14:30	Welcome Address   Ballston Room Joseph Haldane, IAFOR, Japan Barbara Lockee, Virginia Tech, United States
14:30-15:15	Keynote Presentation   Ballston Room <i>Glocalization: An Imposter Reimagining American Higher Education</i> Guru Ghosh, Virginia Tech, United States
15:15-15:20	Short Break   Falls Church Foyer
15:20-16:05	Keynote Presentation   Ballston Room <i>Is this Resilience?: (Re)Imagining Rural Futures and the Promise of Rural Education</i> Amy Azano, Virginia Tech, United States
16:05-16:35	Extended Coffee Break   Falls Church Foyer
16:35-17:20	Keynote Presentation   Ballston Room <i>Connecting Globally / Expanding Access</i> Stephen Harmon, Georgia Tech, United States
17:20-17:30	Conference Photograph
17:30-18:30	Networking Reception   Falls Church Foyer



**May 6 | All times are Eastern Daylight Time (UTC-4)**

## **Friday at a Glance**

09:00-11:05	International Live-Stream Presentation Session 1 Session 1A   Ballston Room: Interdisciplinary Session 1B   Falls Church: Interdisciplinary
11:05-11:20	Coffee Break   Falls Church Foyer
11:20-12:35	On-site Parallel Presentation Session 2 Session 2A   Ballston Room: Instructional Design and Learning Sciences Session 2B   Falls Church: International Education
12:35-13:35	Networking & Lunch   Falls Church Foyer
13:35-15:15	On-site Parallel Presentation Session 3 Session 3A   Ballston Room: Emerging Philosophical Perspectives on Learning & Education Session 3B   Falls Church: International Education



## May 7 | All times are Eastern Daylight Time (UTC-4) **Saturday at a Glance**

08:45-09:15	Welcome Coffee   Falls Church Foyer
09:15-10:30	International Live-Stream Presentation Session 1 Session 1A   Ballston Room: Interdisciplinary Session 1B   Falls Church: Interdisciplinary
10:30-10:50	Coffee Break   Falls Church Foyer
10:50-12:30	On-site Parallel Presentation Session 2 Session 2A   Ballston Room: Interdisciplinary Session 2B   Falls Church: Interdisciplinary
12:30-13:30	Lunch & Networking   Falls Church Foyer
13:30-14:45	On-site Parallel Presentation Session 3 Session 3A   Ballston Room: Inclusive Pedagogy Session 3B   Falls Church: Assessment and Learning Analytics
14:45-15:00	Coffee Break   Falls Church Foyer
15:00-15:50	On-site Parallel Presentation Session 4 Session 4A   Ballston Room: STEAM Education Workshop Session 4B   Falls Church: Workplace Learning
15:50-16:10	On-site Conference Closing Address   Ballston Room

# iafor

## RESEARCH ARCHIVE

**www.papers.iafor.org**



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

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



# General Information

## Registration Desk

You will be able to pick up your name badge at the Conference Registration Desk. The desk will be open at the following times during the conference.

Thursday, May 05	13:00-14:00	Falls Church Foyer
Friday, May 06	09:00-10:00	Falls Church Foyer
Saturday, May 07	09:00-10:00	Falls Church Foyer

## Name Badges

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

## Pre-Ordered Lunch

Lunch on Friday, May 06 and Saturday, May 07 is available to delegates who pre-ordered a lunch. Lunchboxes will be available 12:30-13:30 in Falls Church Foyer.

## Refreshment Breaks

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

## Smoking

Smoking is only permitted in designated areas.

## What to Wear & Bring

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

## Internet Access

There is high speed, reliable WiFi in all rooms at the venue.



# General Information

## Photo/Recording Waiver

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

## Conference Proceedings

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

Full text submission is due by June 09, 2022, through the online system. The proceedings will be published on July 12, 2022.

## Conference Catch-up

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

## Presentation Certificates

Presenters at the venue will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session. Live-stream and Virtual Presenters will receive a certificate of presentation after the conference.



# Virginia Tech's Executive Briefing Center

Virginia Polytechnic Institute and State University (Virginia Tech) is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

With state-of-the-art technology and beautifully elegant meeting rooms, the Virginia Tech Executive Briefing Center (EBC) is located on the second floor of the Virginia Tech Research Center – Arlington, just blocks from the Ballston Metro station and I-66, and in the heart of the vibrant Ballston area rich with restaurants, shops, and nearby hotels.

## Access By Metro

The center is about a five-minute walk from the Ballston-MU Metro Station on the Orange and Silver lines. Exit the station and turn west on Fairfax Drive. Cross N. Glebe Road, then make an immediate left. The building is mid-block.

Details about using the Metro can be found on the Washington Metropolitan Area Transit Authority (WMATA) website. <https://www.wmata.com/>

## Driving Directions

From Washington D.C. (from the East)

- Take I-66 West to Exit 71 (N. Glebe Rd.)
- At the light at the top of the ramp, turn left (south) onto N. Glebe Rd.
- Turn right onto Ninth St.
- Turn right into the parking garage under the Virginia Tech Research Center, 900 N. Glebe Rd.

## Address

Virginia Tech Executive Briefing Center, 900 N Glebe Rd, Arlington, Virginia 22203



**THEORETICAL BACKGROUND**

Higher Education Institutes (HEI) are the cathedral of higher education and guidance. It is important that HEI employees have a clear understanding of their role in delivering a service culture and how it can contribute in creating a positive service experience. The service system interacts between students, professors, and university staff. Students are the central resource available to service science concepts. Students as part of the human resource of a university, in a service system, are the most important resource. Students are an external entity. Management of HEI must establish practices that enhance the concept of students (outbound) as an external entity of HEI.

**INTRODUCTION**

Service entities (Individuals, firms, organization, etc.), tend to give and take services (often everyday life). All customers demand that the service system should be able to meet their needs and wants according to their individual requirements.

QUESTION

How can we enhance the service culture in HEI and make a proposal for stakeholders?

ANSWER

Based on contemporary literature on service culture in HEI.

**PRACTICAL IMPLICATIONS**

Students must be made part of the service culture creation, HR of universities must incorporate in a university culture, students as service systems must co-create the value with customers (stakeholders) because they too are very much involved in the service experience process along with university and corporate sectors to create an environment for value co-creation between the customer and service provider.

**Forms of ownership and partnership (B to C)**

Service providers shall integrate those of business that are in line with the SDL and recommendations of the paper.

Axiom (FP6, FP7, FP8 and FP10). Dras recommended; however, one should

system that at times shall develop a se-

provides memorable service experiences to

in the overall service cultural environment.

Original system to create a new one by dimen-

sions which result in better augmented ac-

values that delight and strengthen the service

management, professors and students to ease

**REFERENCES**

- Lusch, Robert F. and Stephen L. Vargo (2006). Service as a Foundation for a General Marketing. *Dialog: Debate, and Directions*. McGraw-Hill, NY, ME Sharpe.
- Spharier (2006). Service Systems, Service Science and Innovation. IBM Research.
- Maglio, P. S.L. Vargo, N. Caswell, J. Spharier. Service System is the Basic Abstraction of Service Information Systems and e-business Management.

# Floor Map



Virginia Tech Research Center - Arlington (Second Level)

# [www.iafor.org/publications](http://www.iafor.org/publications) IAFOR Publications

## Introduction

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

## Conference Proceedings

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

## IAFOR Journals

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

### How are papers submitted?

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

### How does IAFOR ensure academic integrity?

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

### Where are the journals indexed?

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

## **What's the reach?**

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

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

## **What's the cost?**

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

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

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

## **Current IAFOR Journal titles include**

*IAFOR Journal of Arts & Humanities*

*IAFOR Journal of Cultural Studies*

*IAFOR Journal of Education*

*IAFOR Journal of Literature & Librarianship*

*IAFOR Journal of Psychology & the Behavioral Sciences*

## **THINK**

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

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

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



## Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

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

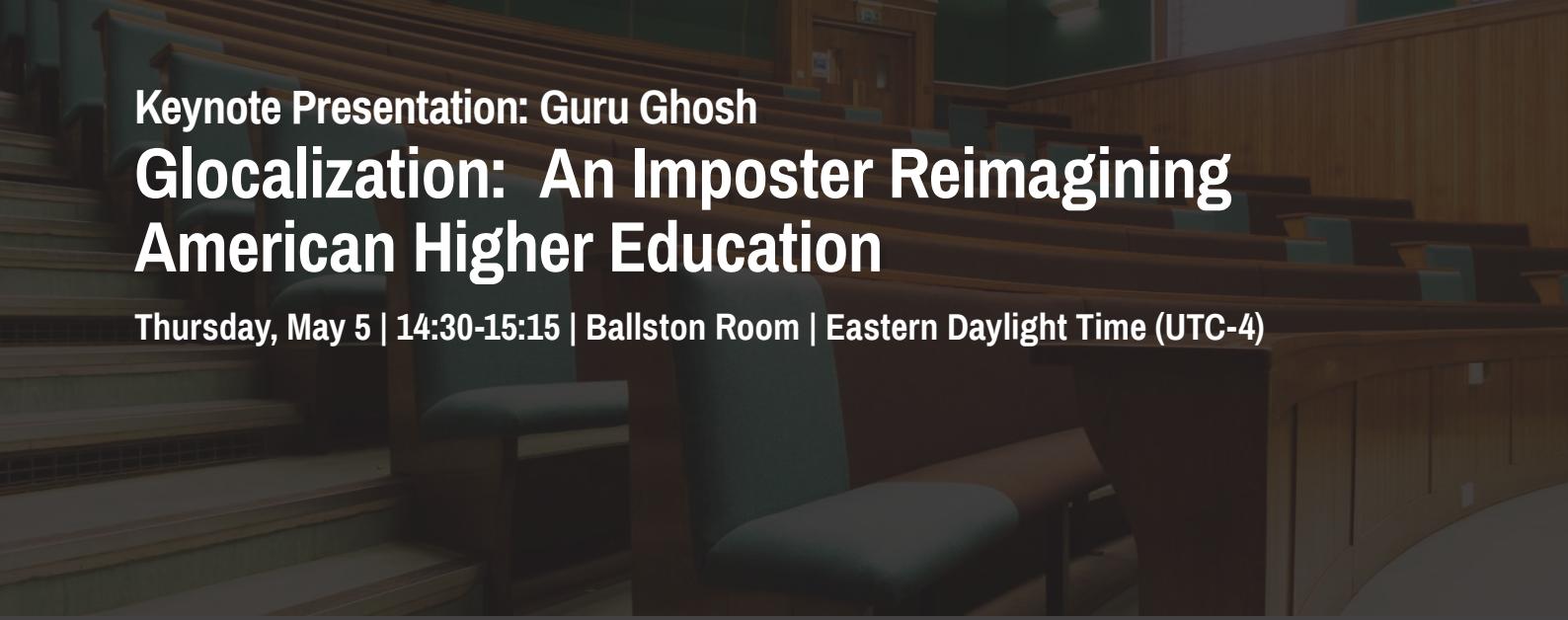
# Thursday, May 5

## Plenary Session

**All times are in Eastern Daylight Time (UTC-4)**

Abstracts appear as originally submitted by the author.  
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Prof. Dexter Da Silva  
Kosen University  
Japan  
IAS Member  
[www.IAFOR.org](http://www.IAFOR.org)



# **Keynote Presentation: Guru Ghosh**

# **Glocalization: An Imposter Reimagining American Higher Education**

**Thursday, May 5 | 14:30-15:15 | Ballston Room | Eastern Daylight Time (UTC-4)**

The challenges confronting the United States in the third decade of the twenty-first century are extraordinary. The last two years have shown us all how interrelated, interdependent, and complex our world has become. Knowledge and information are growing at a faster rate than ever recorded in history, resulting in the need for cross-cultural knowledge and values to drive discoveries for humanistic advancements. This presentation will provide an overview of the genesis of US higher education, the impact and value of the American land grant university system on talent development, economic engagement, and globalization.

We will explore the adaptability, dynamism, and evolution of higher education to meet changing societal priorities because glocalization continues to evolve. Finally, we will examine how the tide of prosperity must embrace the "haves" and "have-nots" by knitting together networks within localities across the United States and around the world. A commitment to glocalization requires that universities face the tension between "the global" and "the local" and act as agents of co-prosperity and empowerment for students, communities, states, and nations in confronting the challenges interwoven within the global fabric of our time.

## **Guru Ghosh**



Dr Guru Ghosh is the Vice President of Outreach and International Affairs (OIA) at Virginia Tech, United States. Responsibilities include providing strategic leadership and oversight on statewide and global engagement initiatives in support of Virginia Tech's engagement mission as Virginia's senior land-grant university. Outreach and International Affairs leads Virginia Tech's presence on five continents with a robust international research portfolio and a wide array of study abroad programs. The six OIA Commonwealth Campus Centers within Virginia focus on research, graduate education, and professional development programs.

Blacksburg-based centres are dedicated to community-based student civic engagement initiatives, providing language and cultural experiences for international students, economic development, and continuing education programs. He earned his PhD from the College of William and Mary, United States, in Educational Policy, Planning and Leadership.

**Keynote Presentation: Amy Azano**

# **Is this Resilience?: (Re)Imagining Rural Futures and the Promise of Rural Education**

**Thursday, May 5 | 15:20-16:05 | Ballston Room | Eastern Daylight Time (UTC-4)**

What do we mean by "resilience" in education? Equity is a long-standing issue in educational research and practice but too often rural challenges are pushed to the periphery of those conversations. The COVID-19 pandemic made educational disparities more visible as rural challenges related to poverty, food insecurity, transportation, healthcare, and connectivity became more obvious. Additionally, rural people and places endure negative and harmful stereotypes. Resilience is the act of overcoming obstacles, but are we relying on educational survival in an inequitable system? In this talk, Dr Amy Price Azano will reframe resilience and discuss efforts at Virginia Tech to center rurality and rethink the possibilities in rural education.



## **Amy Azano**

Amy Price Azano, PhD, is an Associate Professor of Rural Education and Adolescent Literacy in the School of Education at Virginia Tech and focuses her scholarship on issues of equity for rural learners. Dr Azano served as the co-PI on the U.S. Department of Education grant, "Promoting PLACE in Rural Schools," and is the current PI on two place-based educational grants focused on developing talent in high-poverty rural areas. Dr Azano is a national and international leader in rural education research who has authored more than 50 peer-reviewed journal articles and book chapters; chairs the American Educational

Research Association's Rural Education Special Interest Group; and is co-editor of *The Rural Educator*. She is the co-author of *Teaching in Rural Places: Thriving in Rural Classrooms, Schools, and Communities* (2021, Routledge); and co-editor of the research monograph *Gifted Education in Rural Schools: Developing Place-Based Interventions* (2021, Routledge) and *The Bloomsbury Handbook of Rural Education in the United States* (2021, Bloomsbury). Dr Azano is the 2021 recipient of the Brzezinski Memorial Research Award by the National Rural Education Association.

# Keynote Presentation: Stephen Harmon

# Connecting Globally / Expanding Access

Thursday, May 5 | 16:35-17:20 | Ballston Room | Eastern Daylight Time (UTC-4)

One of the enduring lessons of the COVID-19 pandemic is that we are all in this together. From January 9th, 2020, when the World Health Organization first announced a mysterious new coronavirus in Wuhan, China, it took only three weeks before the WHO declared a global health emergency, and only two more weeks before an estimated 69,000 people were infected in at least 25 different countries. The virus knew no boundaries and didn't care about geopolitics. We clearly live in an interdependent world. The question is whether that interdependency is positive or negative. Education can be a powerful force for positive interdependence. It should know no boundaries. It should spread with unrelenting pace, and it should be accessible to all.

This session will examine factors and technologies shaping education and society and discuss how to prepare for them. It will begin with a broad overview on changes in learning and education in the future and will then look at specific strategies for preparing for these changes. It will present several initiatives underway at the Georgia Institute of Technology to re-imagine higher education for the global 21st century.



## Stephen Harmon

Dr Stephen Harmon serves as associate dean of research at Georgia Tech Professional Education (GTPE), director of educational innovation at the Center for 21st Century Universities (C21U), and as a professor at the Georgia Tech College of Design. At GTPE and C21U, he leads the invention, prototyping, and validation efforts associated with educational innovation and with managing facilities available to all Georgia Tech researchers and faculty members.

His previous position was professor and chair of the Learning Technologies Division in the College of Education and Human Development at Georgia State University.

After majoring in English literature at Furman University, Dr Harmon moved to Upper Egypt to teach fourth-grade English for two years. While traveling through the Middle East and Africa, he realized the tremendous need, and scarce resources, for education and training in developing countries. He returned to the US and earned a masters and doctorate in instructional technology, with a cognate in global policy studies, from the University of Georgia.

Dr Harmon's research centers on educational uses of emerging technologies and has, for the last few years, focused on transforming higher education to better meet the needs of modern students and society. He is a past president of the Association of Educational Communications and Technology, an international professional association of thousands of educators and others whose activities are directed toward improving instruction through technology.

Dr Harmon also conducts research on educational technology in developing countries. He has worked in several Middle Eastern and African countries, including as a consultant for USAID's Education for Development and Democracy Initiative, in Botswana.

Dr Harmon has over 120 professional publications and presentations, and was the 2011 recipient of Georgia State University's Innovative Instruction Award. He was the spring 2016 commencement speaker at Georgia Southern University.

# Friday, May 6

## Parallel Sessions

**All times are in Eastern Daylight Time (UTC-4)**

Abstracts appear as originally submitted by the author.

Any spelling, grammatical, or typographical errors are  
those of the author.

**09:00-11:05 | Ballston Room**

# **Friday Live-Stream Presentation Session 1A**

**Interdisciplinary**

**Session Chair: Dev Aditya**

**62800 09:00-09:25**

*Development of a Robotics Curriculum in Basic Education: Transformative and Reflective Journey*

Genevieve Pillar, De La Salle Santiago Zobel School, Philippines

Maricar Prudente, De La Salle University, Philippines

Socorro Aguja, De La Salle Araneta University, Philippines

Dennis Cesar Patiño, De La Salle Santiago Zobel School, Philippines

Robotics is becoming part of the schools' curriculum. This is attributed to the reality that students will graduate into an era where robots will be widely used in one's everyday lives. Hence, innovative transformation has to be reflected in the curriculum of De La Salle Santiago Zobel School (DLSZ). A descriptive action research and ADDIE model were employed in this study. Quantitative data were extracted from curriculum mastery report: performance data, rubrics, practice tasks, Likert scale, and performance tasks. Qualitative data were obtained from journals, observation, learning guide, questionnaires, focus group discussion, and portfolio. The following stakeholders were involved in this study: students ( $n_1=1,930$ ), teachers ( $n_2=10$ ), parents ( $n_3=30$ ), and subject-area coordinators ( $n_4=20$ ). The research dealt with the following questions: (1) How is the current robotics program described in terms of: perspectives on innovation, effectiveness of intervention, and stakeholders evaluation of the robotics program; (2) How is the curriculum designed; and (3) How are the essential features of the curriculum developed, implemented, and evaluated in terms of: content, competencies, modalities, and assessment. Results revealed that coding and programming were the students' constraints for them to be able to do the Robotics activities. The Robotics teachers made adjustment to address better learning and appreciate the supposed learning experience. DLSZ allowed the teachers to set up appropriate delivery for online learning by utilizing the DLSZ Do-it-Yourself Robot kit and apps for simulations that were fit for the learning targets. Feedback from the stakeholders were the bases for the development of the Robotics Curriculum.

**62667 09:25-09:50**

*Artificial Intelligence to Replace Teachers to Grade Students' Academic Essays*

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

Artificial Intelligence (AI) is based on Machine Learning that teaches computers to analyze human thought processes. It works by exploring data and identifying patterns and requires minimal manual intervention. AI is one of the currently emerging technologies that have been increasingly propagated as having strategic value for education and has been adopted extensively by educational institutions in different forms. This presentation will show how exploring Natural Language Processing Technologies, the core of Artificial Intelligence, led to investigating AI's use in regular classroom teaching. Writing essays is one of the most essential productive skills for students, but giving feedback on students' work is just as important. The presenter will share how Artificial Intelligence could be an effective tool to reduce the burden of corrections for teachers and offer a productive learning experience for students. The session will highlight various websites that take care of almost all the elements of critiquing writing tasks to give an overall grade. It will focus on how AI can be used to auto-grade most of the components of writing tasks and help students improve their academic essays. The presentation will explain how an educator can also move one step ahead in understanding the value of Artificial Intelligence in Education and learn to save time.

**62792 09:50-10:15**

*Kurdish Women Rising Above the "Glass Ceiling": Adopting Resilience to Foster Vocations in STEM Fields in Iraqi Higher Education*

Sonya Sherzad Hassan, University of Geneva, Switzerland

Isabelle Collet, University of Geneva, Switzerland

Despite the fact that today there are many more women holding powerful positions all over the world, yet the advancement of the status of academic women in Iraqi Kurdistan is not satisfactory. Women are immensely underrepresented in the scientific-technical vocations of academia, particularly in STEM fields and among STEM degree holders. Most leadership positions in STEM fields are exclusive to men and the higher the academic ladder rises, the fewer women are recorded. This is an issue related to gender inequality, where the problem of low female access to such positions entails considerable long-term risk for universities, which are unable to remain competitive. The higher the academic ladder rises, the fewer numbers of women are recorded. However, there is also evidence that women in such male-dominated fields, start to challenge stereotypes and conventions despite negative attitudes and discriminations they are continuously exposed to, they develop resilience and react differently to threatening cues. While women in the Iraqi Kurdistan Higher Education face a visible glass ceiling and various barriers structured by a religiously conservative patriarchal society, a minority group of women succeeded in climbing the ladder and achieved their vocations in the STEM fields in academia. This paper focuses on analyzing and understanding the reasons behind the success of a small group of women in overcoming barriers at the individual, institutional and social levels. The analytical sample comprised twelve women from two selected universities. Through a qualitative approach of narrative method, a semi-structured interview was conducted as a technique of investigation.

09:00-11:05 | Ballston Room

# Friday Live-Stream Presentation Session 1A

Interdisciplinary

Session Chair: Dev Aditya

63551 10:15-10:40

*An AI-driven Virtual Teacher That Can Upskill Anyone on a One-to-one Basis Tested From Refugee Camps in Iraq to India*

Dev Aditya, Otermans Institute and Brunel University London, United Kingdom

Pauldy Otermans, Otermans Institute and Brunel University London, United Kingdom

Through AI modeling work done with Otermans Institute, the researcher has built several conversational AI-driven virtual teachers, some as Bots and some using humanlike form through technologies like deepfake, to provide one-to-one teaching and training to some of the most underserved learners in society. His first major humanlike prototype, OI AI, was a virtual teacher and trainer built to interact with and teach almost anyone globally. The first version of the virtual trainer was tested in a UNHCR BCF camp in Kurdistan, Iraq. Preliminary results have shown that this virtual trainer can provide continuous upskilling for such learners and has been considered to be warm and humanlike by its users. With smartphone and internet penetration now increasing in such camps, the potential of it upskilling internally displaced and refugee learners is massive especially when over 500 million people are displaced by either violence or war globally. This presentation will discuss this study briefly, its preliminary findings, and the next steps that have included teaching 5,000 such learners by embedding his latest model OTTO to the virtual teacher, which can generate questions, grade answers given by users, and create study summaries from any learning content given to it in close to real-time.

63552 10:40-11:05

*Providing 12-17 Week Transferable and Employability Skills to 30,000 Underserved Learners Across 8 Countries – A Truly Cross Border System*

Pauldy Otermans, Otermans Institute and Brunel University London, United Kingdom

Dev Aditya, Otermans Institute and Brunel University London, United Kingdom

Otermans Institute (OI) is a global micro-organisation upskilling unserved and underserved populations globally with the mission of making them employable. Currently working in more than eight countries, supported by UKRI grant funding, and having worked with governments of 3 nations, it is providing its pedagogy and training digitally to underserved and rural learners. OI aims to upskill 750 million learners, mostly rural, by 2025 and its delivery has proven successful in 3 continents which makes it truly cross border effective. From remote schools to foundation-run organisations to UNHCR supported camps in Iraq, OI has supported over 35,000 unserved learners to date. Through immersive research across 3,200 kilometers in South Asia, OI developed a blanket curriculum and teaching & training method that can upskill 200 million learners just in India today. The same system can be replicated in other Southern Asian countries and was deployed in Pakistan, Afghanistan, Bangladesh, Nepal, and Sri Lanka where 80 million other students can benefit immediately. Currently, this system has been taken by governments in India, by the Department of Works and Pensions in the United Kingdom and was taken by the Technical Education Department of the Government of Afghanistan before the government fell. The original methodology of the research and curriculum development will be presented in the talk along with the latest results of its delivery with two separate rural cohorts from South Asia which was delivered in partnership with UNICEF.

09:00-11:05 | Falls Church

# Friday Live-Stream Presentation Session 1B

Interdisciplinary

Session Chair: Keith Owens

63406 09:00-09:25

*Grade Inflation: Comparison of Competencies Among Public Schools Before and During the COVID-19 Pandemic*

Marco Mandap, La Consolacion University Philippines, Philippines

Laurene Anne Caparas, La Consolacion University Philippines, Philippines

Christopher Ray Magtoto, La Consolacion University Philippines, Philippines

Wendell Cabrera, La Consolacion University Philippines, Philippines

The aim of this study is to find traces of grade inflation during the pandemic on selected public schools in the Division of Bulacan. This phenomenon has been an issue across educational institutions since there was an implemented leniency on assessments during this period. The researchers focused on the average performance of the schools in the mathematics subject, which came from two different school years: prior and during the pandemic. Data was analyzed using frequency distribution and descriptive statistics. Then, the grade differences between the two time periods were analyzed using a paired t-test. Findings reveal a significant increase in the general average of the mathematics subject per school, which jumped from 87.93 to 91.7. Implications include a possible existence of grade inflation towards the public schools. The researchers suggest that students that will graduate during the pandemic period may not be as competent as their previous predecessors.

62752 09:25-09:50

*Creative Learning Environment: A Collaborative Study Defining the Characteristics and the Adaptable Prototype*

Natalia Albul, American University in Dubai, United Arab Emirates

Annamaria Lambri, American University in Dubai, United Arab Emirates

In the teaching-oriented academic institutions, the focus is often placed on the teaching requirements rather than a research component. Frequently, faculty have limited time to engage in research activities, and one of the strategies is to integrate empirical research into the teaching component. This approach allows faculty to participate in the academic research while providing valuable lessons to students (Shields et. al, 2020). The purpose of this two-fold qualitative study was to generate creative learning environment characteristics and an adaptable prototype while engaging students in undergraduate research. 22 undergraduate Interior Design students in junior level studio voluntarily participated in the study led by two course instructors. The first step was to introduce the project. After, students completed individual experiences evaluation, compiled literature reviews, conducted surveys, created an analysis of the gathered data, and presented creative learning environment characteristics. Then, based on the analysis, students produced spatial examples. Finally, faculty evaluated students' analysis reports, literature reviews and space examples, and produced creative learning environment characteristics and an adaptable prototype. Three major characteristics were identified: flexibility; comfort and wellbeing; and technology. The prototype space is shaped as a regular modular form facilitating further module addition as needed. The prototype is based on Conceptual Zones and includes the following: Learn, Explore and Think Zone; Design and Produce Zone; Co-Working Zone; Meet and Relax Zone; and Garden Zone. During presentation, the process of the undergraduate faculty led research will be discussed while presenting creative learning environment characteristics and an adaptable prototype.

63099 09:50-10:15

*Progress in the Field of Instructional Technology or Simply Faster Processors and Better Networks?*

Charles Hodges, Georgia Southern University, United States

The purpose of the current paper is to trace key movements in the evolution of instructional design and technology research and development with examples that illustrate both leading edge technology and their theoretical perspectives from the beginning of the application of computer technology to education through to the present. In this presentation the author will trace key developments in the field of Instructional Design and Technology from the early 1900s to current times. The author posits that after the 1980s most popular developments in the field have simply been recycled ideas with advantages of faster computer processors and improved internet connectivity. After examples from the timeline of the field, questions posed will include: Can the field sustain itself without innovation other than hardware and infrastructure improvements? What areas of the field may lead to innovation rather than simply refinement? What areas of the field have been revealed to have enhanced importance?

**09:00-11:05 | Falls Church**

# **Friday Live-Stream Presentation Session 1B**

**Interdisciplinary**

**Session Chair: Keith Owens**

**62828 10:15-10:40**

*Design Thinking K-12: An Alternative to Critical Pedagogical Deficiencies in Secondary Education*

Keith Owens, University of North Texas College of Visual Arts and Design, United States

Michael Gibson, University of North Texas College of Visual Arts and Design, United States

This presentation will articulate how two university-based design educators examined the following hypothesis: that Design Thinking — a project-based, iterative, investigative framework used to understand and guide decision-making — is a viable antidote to two misconceptions prevalent in American K-12 education that deform pedagogy. Both are deeply antithetical to the development of critical thinking and broadly informed learning. The first misconception involves the conflation of learning about subject matter with learning how to learn. This subject-based approach to knowledge acquisition is deficient because it reinforces subject stratification, limits the construction of understandings informed by synthesis and recombination, and narrows the locus of learning to a given topic rather than how learning occurs independently of and across specific areas of study. The second misconception involves the conflation of thinking about subject matter with thinking about thinking. When presented as the only way to consider how and why things in the world work and fail to work as they do, this delimited approach inhibits opportunities to consider the influences and effects of differing paradigms, theories, contexts, and concepts in and of themselves and to question relationships existing between various phenomena. The validity of this hypothesis was tested during a multi-year partnership with a local school district to facilitate projects guided by Design Thinking in middle school arts classrooms. This initiative further sought to determine how students' habits of mind could be affected by immersing them in learning experiences guided by this approach.

**63532 10:40-11:05**

*Using the Design Cycle to Explore Middle School Students' Perspectives on the Use of Screen-Based Technology at the International School*

Mary Kelly, Irish College of Humanities and Applied Sciences, Ireland

The study uses the Design Cycle and a mixed methods research approach to explore students' views regarding the use of screen-based technology during break-times at school. An interest in this area emerged due to a reduction in the number of students spending time outside during break times. The context of the study is the first year (Grade 6) of the IB Middle Years Program at the International School of Amsterdam, which implements an inquiry-based approach to teaching and learning within a 1:1 cross-platform laptop environment. Ninety-eight international students participated in the study. Empathy interviews were carried out, initially, with individual students, followed by whole group surveys, and classroom-based conversations. The findings indicate that students engage in a variety of screen-based activities during break-times. Students indicated the positive role of laptops in providing stress relief, relaxation, fun, game-playing, distraction from school, learning new skills, and the opportunity to stay in touch with international friends during the day. In addition, students highlighted that several logistical issues, and a lack of outdoor game areas were contributing factors to the time spent on screen, and the majority of the students indicated that an overuse of technology was leading to physical and mental health related issues. From their perspectives, these included a lack of exercise, sporadic eating, addiction, isolation, and a genuine fear-of-the-outside. Students felt unable to overcome these challenges by themselves and they proposed a number of systemic intervention steps that could be taken to help them regain a sense of balance.

11:20-12:35 | Ballston Room

# Friday On-site Parallel Presentation Session 2A

## Instructional Design and Learning Sciences

Session Chair: Rebecca Clark-Stallkamp

63553 11:20-11:45

### *Myths and Misconceptions: Demystifying Accessibility in Online Learning Environments*

Rebecca Clark-Stallkamp, Virginia Tech, United States

Nikita Reis, Virginia Tech, United States

Inclusive design heralds the use of Universal Design for Learning (UDL) as a key mechanism for building and designing accessible online learning environments (Rose et al., 2014). Likewise, the Americans with Disabilities Act (ADA) demands legal compliance while the Web Content Accessibility Guidelines (WCAG) 2.0 outlines requirements for online accessibility. All of these standards address a growing need for accessibility support in online learning environments. However, reticence to use accessibility practices or guidelines in online learning permeates higher education institutions. From the lens of adoption of new technologies (Rogers, 2003), implementation and regulation of accessibility practices is halting in many institutions. Much of this reticence stems from faculty and designers' beliefs in perpetuated myths regarding implementation. From "I do not have time, therefore, I shouldn't bother," to "no student told me they required accessible learning tools," to "if I just do enough, I can consider my online learning accessible," these myths are common misconceptions many accessibility professionals encounter regularly. This presentation will debunk the top myths present in higher education institutions. Using learning theory and legal policy, the presentation will provide an explanation on why accessibility is no longer an optional addition to online courses. The presenters will provide evidence-based guidance on how to implement accessibility practices online. Attendees will leave with a thorough understanding of how to plan and design accessibility practices into current and future online learning environments.

63410 11:45-12:10

### *From Emergency Remote Teaching to Blended Learning: Learning from the Challenges*

Serge Gabarre, University of Nizwa, Oman

Cécile Gabarre, University of Nizwa, Oman

In response to the COVID-19 pandemic, most universities shifted from an on-campus mode of delivery to online teaching and learning. Under these trying circumstances and with little foresight, emergency remote teaching scenarios were put in place. As distance learning became the norm, plans were devised and implemented. The current study was conducted in an Omani private university. The sample consisted of 163 faculty in the College of Arts and Sciences. Quantitative data on the faculty's readiness to switch to e-learning as well as on their teaching approaches were collected during five semesters. Descriptive statistics were used for the analysis. Qualitative data on the challenges encountered were collected and analyzed using thematic coding and diagramming. The quantitative results revealed that the transition to emergency remote teaching lasted 10 weeks. Over this period, the instructors' readiness to teach online gradually increased. At the same time, the number of online resources available to the students constantly increased. The qualitative findings identified impeding factors which included both technological and pedagogical issues. These were addressed as the mode of teaching shifted to blended learning. The technological acceptance model was used to frame the shift from emergency remote teaching to blended learning. Over the five semesters of online teaching, best practices were incorporated in the blended learning guidelines to ensure a better experience for faculty and students. These are still relevant in a context of uncertainty with the emergence of new COVID-19 variants.

63411 12:10-12:35

### *Beating "Circumstances": Resilience Vignettes of Omani Postgraduate In-service Teachers*

Cécile Gabarre, University of Nizwa, Oman

Serge Gabarre, University of Nizwa, Oman

The shift to blended and distance education in Oman has a triple impact on MA TESOL students affecting their academic lives as students, professional lives as in-service teachers, and personal lives as parents. This presentation reports on the students' adaptation to the distance mode of MA thesis supervision delivery and discloses their perceptions about the benefits and drawbacks of the new educational context on managing their researcher, teacher, and family commitments. A narrative inquiry methodological approach was conducted to collect, analyze, and report students' live stories and perceptions of their experiences. Data from correspondence, reflexive surveys and, one-on-one open interviews were triangulated, coded, and sorted using the constant comparative method of analysis to produce vignette narratives portraying each adaptation profile. This presentation reports on the students' adaptation to the distance mode of MA thesis supervision delivery and discloses their perceptions about the benefits and drawbacks of the new educational context on managing their researcher, teacher, and family commitments. Portraying live stories contrasting individual past and present situations are used to propose recommendations for the design of a supportive supervision framework in the future.

**11:20-12:35 | Falls Church**

# **Friday On-site Parallel Presentation Session 2B**

**International Education**

**Session Chair: Christian Schachtner**

**62654 11:20-11:45**

*Upskilling as an Internationally Recognized System of a Resilient Education Society*

Christian Schachtner, IU University of Applied Sciences, Germany

The Objective of the research project is a comprehensive look at the international requirements of further education and its pain points in the age of digitalization. The Prior work of the upskilling survey serves the aspect that society is becoming more individualistic and less predictable in terms of educational opportunities. It is the biggest challenge in the organization of continuing education for adults to achieve their interest and benefits for larger target groups by taking into account their individual situations. The approach of the panel study series, which has been published annually since 2019, is based in its 2021 edition on a partially standardized questionnaire of 2000 participants, in which 10 countries were represented. Each European, African, Asian, or South American country participated with 200 respondents each. The results show that digitization is playing an increasing role in the acceptance of continuing education because nowadays teaching with flexible teaching via online teaching is the clear preference. The implications of this upskilling study are that a large proportion of respondents are looking for personal fulfillment as a basis for professional change. Not the primary perspective on job openings is relevant in education because skills and individualistic preferences lead to a change of sectors or a higher position being achieved. The value of the paper lies in the proof of the connection that remote-controlled and flexible continuing education courses are an opportunity to integrate personal and professional development into the everyday life of modern and individual society.

**63559 11:45-12:10**

*How Does International Cooperation Change the Quality and Organization of School Work?*

Michał Pachocki, Graduate School for Social Research of the Polish Academy of Sciences, Poland

It is widely debated that the schools' internationalization plays an important role in a wider global perspective of education (Jackson 2008, Goodwin 2010, Serin 2017, Pandey and Joshi 2013). However, it is also worth considering how does internationalization impact schools' daily functioning, especially in terms of their internal organization and quality of teaching? While the knowledge transfer often occurs between foreign schools (Nordholm 2016, Lai et all 2019), the internationalization claims to be worth of efforts only if its profits outweigh the costs (Buckley and Casson 1976, Rugman 1981), and if the entire scope of internationalization mainly stem from genuine institutional needs (Strang and Soule 1998, Rogers 2003). This paper discusses data collected during 24 in-depth interviews with the heads of primary and secondary schools in Poland, involved in regular international activities carried out by the learners and teachers. The research shows that they have knowledge about internationalization processes in their schools. They are able to define the goals of undertaken international cooperation, and to diagnose their schools internationalization needs. On the other hand, the data shows that the primary function of the school is rather to ensure high-quality education, therefore the international activities are more about bringing added values to teaching and learning, than about playing a dominant role over primary schools' activities.

**62023 12:10-12:35**

*International Education: A Correlation Between African Students' Choice of Study Destination and Xenophobic Attacks on Diasporas in South Africa*

Charles Nnamdi Ohanyelu, Turiba University Riga, Latvia

There are numerous factors that would influence students' choice of study destination, these include- the expected quality of education, lower study tuition, socioeconomic factors, safety and security, postgraduate employment opportunities, minimal immigration requirements, etc. Six South African universities are ranked among the top ten universities in Africa according to the world and African universities ranking, therefore an average African student would consider South Africa as a choice of study destination if quality and socioeconomic resources are considered as key indicators. This study explores the relations between African students' choice of study destination and attacks on foreigners in South Africa. The purpose of the study is to determine whether xenophobic attacks and other ethnic/racial related attitudes against diaspora South Africans have impact on African students' choice of South Africa as a study destination. The research question- How does xenophobic attacks influence African students' choice of South Africa as a study destination? will be answered by the study. A sample size N=100 comprising of African students were randomly selected, while a survey questionnaire and semi-structured interview were used as the instruments for data collection. An independent T-test was used to examine whether there are significant differences between two group means. The result shows a positive correlation between the two variables which suggests that African students' interest of studying in South Africa has declined despite low tuition fees and higher quality of education compared to other African destinations due to fear of being xenophobically attacked as exited in South Africa in the recent.

**13:35-15:15 | Ballston Room**

# **Friday On-site Parallel Presentation Session 3A**

## **Emerging Philosophical Perspectives on Learning & Education**

**Session Chair: Cynthia Northington Purdie**

**62483 13:35-14:00**

### ***Learning as Ideological vs. Learning as Communicative: The Janus Face of Institutionalized Education***

Hsin-I Liu, University of the Incarnate Word, United States

This paper critically reflects upon the dual processes of institutionalized education in contemporary capitalist society: ideological and communicative. On the one hand, as the French philosopher Louis Althusser claimed, institutionalized education is an "ideological state apparatus," in which the dominant cultural signification and representation are systematically transmitted to the next generation. But on the other hand, institutionalized education also allows expression and dialogue among educators and learners, which may continually transform the dominant symbolic forms. By taking such a duality of learning into consideration, I will argue that any studies on institutionalized education should always combine ideological analysis of domination with communicative inquiry of everyday life interactions. The studies on learning need to explore how educators/learners struggle with ideological hegemony in their daily lives and understand how they keep trying to cope with and transform the symbolic meanings constructed in their educational contexts. In other words, as the French sociologist Pierre Bourdieu argued, the relations of communication are always interwoven with relations of power and no human communication is without socio-cultural domination. Following this argument, it is necessary to explore how educators/learners wrestle between the forces of homogenization and diversification, and between the dominant and emergent elements in their learning processes.

**63526 14:00-14:25**

### ***Why to Do Research Through Social and Critical Approaches? Confronting Our Positionalities and Praxis in Second Language Education***

Yolanda Samaca Bohorquez, Universidad Distrital Francisco José De Caldas, Colombia

Ximena Bonilla Medina, Universidad Distrital Francisco José De Caldas, Colombia

Doing Research in second language education (SLE) entails for us, teacher educators and researchers, both a commitment to understanding our teaching and learning realities in our educational settings, and an endeavor for a praxis to delink from pedagogical and research traditions that have emerged from the cannon in the global north, privileging a homogeneous and hegemonic views of reality. Thus, our purpose is to illustrate through social and critical approaches to research SLE in our immediate contexts (Bogotá-Colombia-South America), where there is a need to look at the particular social conditions, so we can confront conceptions of research stated in the global north and the ones we have been constructing in the realities of our contexts as an expression of knowledge produced in the global south. This work implies interrogation of our positionalities and praxis to be with and in the world (Freire, 1897) and be-becoming (Walsh, 2015, Kusch, 1972) to continue constructing collectively our knowledges based upon our experiences, the people we share with, and our contexts.

**63065 14:25-14:50**

### ***The Application of Artistic Expression for Behavior Management***

Cynthia Northington Purdie, William Paterson University, United States

The practice of art therapy those diagnosed with anxiety disorders, attention deficit hyperactivity disorders and the like has been formally applied with success for decades. Makoto Fujimura, Monty Satiadarma and other notable practitioners in this field, have documented and demonstrated evidence of the efficacy of mindful art therapy. This research presentation will identify the ways in which the introduction and application of the visual arts can elicit mindfulness and self awareness in the classroom. behavior and/or classroom management can be a challenge in for any educator. Twenty first century teacher education deemphasizes fear and conformity in favor of mindfulness and self awareness (for students and educators). Nevertheless, the concept of self awareness does not figure prominently in traditional teacher preparation programs in the USA. Organizations such as the Institute for Continuing Education in Art Therapy(a subsidiary of the American Art Therapy Association), offer practical classroom strategies for the implementation of art across the curriculum. The purpose of this presentation is to: showcase the efficacy of art as a teaching tool and clarify the ways in which art can become permanent aspect of any classroom culture.

**63511 14:50-15:15**

### ***Mapping Communities of Practice in Online Forums Using Social Network Analysis***

Bryce Kyanuma, Virginia Tech, United States

Rebecca Clark-Stallkamp, Virginia Tech, United States

The Canvas Learning Management System (LMS) is used in higher education institutions across the United States and internationally. Instructors and instructional designers spend countless hours designing courses in Canvas for online learning. While instructors and designers are often supported in the design and operation of Canvas by their own institutions, they also pursue informal learning avenues by conducting targeted searches online or accessing community forums. In approximately 2015, Instructure, the creator of Canvas LMS, launched an online community forum to assist instructors, designers, and students in using Canvas for learning. Commonly, participants solicit design and implementation advice, validate design practices and system performance, and participate in collaborative idea generation to develop existing Canvas LMS design skills. Lave and Wenger (1991) argue communities of practice (CoP) are all around us and we participate in them, or several of them, every day. CoPs are situated learning communities that provide informal apprenticeship learning in online networks. Predicated on joint enterprise, mutual engagement, and shared repertoires, Instructure seemingly qualifies as a supportive CoP. Using Instructure, this study analyzes online community forums to determine the degree to which the forum resembles a CoP. Using Social Network Analysis (SNA), the study aims to develop a proof of concept to use SNA methods to identify the development of role identity (i.e., peripheral, insider, outsider), the relationships (i.e., interactions between members), sentiments (i.e., supportive or unsupportive), and the longitudinal changes (i.e., evolving roles over time) within the CoP.

**13:35-15:15 | Falls Church**

# **Friday On-site Parallel Presentation Session 3B**

**International Education**

**Session Chair: Patricia Mokgosi**

**62421 13:35-14:00**

*A Model for Bridging the Gap in the Perception of Self-efficacy Between Graduated Nursing School to the Receiving Hospitals*

May Shik, Ariel University in Samaria, Israel

Yossi Weiss, Ariel University in Samaria, Israel

A three-factor relationship exists between new graduate nurses – the hospitals – the nursing schools. This relationship has three sides that influence and are influenced by each other. The following research paper deals with the question of the gap in self-efficacy for the role of nurse as it is perceived among new nurses and among the administrative and the senior caregiver staff in Israel. The literature review revealed data on various perceptions of efficacy and ability from the eyes of the newly registered nurse themselves, as well as efficacy and abilities as perceived by their employers. During 2021, a study was conducted that included 200 hospital's nurses and 102 management staff. In addition, semi-structured interviews were conducted among three principals of nursing schools and positions in the Ministry of Health. The findings revealed that the perception of the managing staff about the self-efficacy of the new nurses was significantly greater in all metrics, compared to the perception of self-efficacy of the new nurses as they reported themselves. Also, new nurses with previous employment experience in the health system as students had a higher perception of efficacy and recovered faster in transition between roles. The difficulty faced by most nurses at the time of their registration was the workload. The study's conclusions reinforce the need for a perception program that provides additional training for the new nurse, with an emphasis on the preceptor nurse in order to strengthen the new nurse's sense of self-efficacy and to overcome turnover intentions.

**62704 14:00-14:25**

*The Impact of Cultural Development of Disabled Identity on Special Education Systems in the US and Japan: A Comparative Analysis*

Caitlin Cafiero, Syracuse University, United States

This paper presents a comparative case study of the history of special education in the United States and Japan along with an overview of contemporary public education in each nation. Are the same populations considered disabled in each system? Which, if any, disabled people receive special education services? American culture veers sharply towards individualism and in the classroom emphasis is often placed on preparing for standardized assessments of academic achievement. In contrast, Japanese public education focuses initially on developing the classroom as a unit and creating a strong community in which children are not othered for their differences, positive or negative, before the more competitive academic years begin. Particular attention is paid to the Japanese phenomenon of hikikomori, teenagers and young adults who have undergone voluntary withdrawal from society, as well as the increased diagnosis rate of ADHD in the US, two circumstances that appear to be highly culturally specific.

**63537 14:25-14:50**

*Educators' Perspectives of Emotional Support in South African Schools Amid COVID-19*

Patricia Mokgosi, Tshwane University of Technology, South Africa

The COVID-19 pandemic disruption in South Africa resulted in the Department of Basic Education (DOE) implementing measures to salvage teaching and learning in primary and secondary schools. While these measures are critical to strengthen teaching and learning in schools, the emotional well-being of educators who are drivers of teaching and learning are given less attention which can have serious consequences on the well-being of the learners they are teaching. Evidence suggests that educators who lack intrapersonal, interpersonal and stress management skills or have not been developed to acquire these skills can impact negatively on learning and the overall emotional and social competence of their learners. Within this context, this study explored the primary educators' perceptions on the emotional support provided by the DOE. Conservation of Resources (COR) Theory informed this study. A qualitative study was conducted using semi structured interviews. Overall, 30 educators were sampled as participants using a purposive sampling technique. All interviews were recorded, transcribed verbatim, and analyzed for thematic contents using the thematic content analysis framework. The findings revealed that the DOE gave minimal emotional support to educators and instead increased their stress levels. It is recommended that the DOE should address the emotional development for primary educators focusing on stress management and intrapersonal skills to ensure the improved quality of teaching.

**63509 14:50-15:15**

*Principles of Neoliberalism Informing the Teaching of Undergraduate Economics: Lecturers' Perspective*

Beatrice Ngulube, Tshwane University of Technology, South Africa

Several researchers agree on the notion that neoliberalism is shaping the world today because of its emphasis on transferable and flexible skills on economics curriculum as well as other curricula. Some scholars contend that there is a strong connectivity between neoliberal discourse and economics. Therefore, it is fundamental to investigate if economics lecturers subscribe to neoliberal principles. The study utilised a qualitative research method using focus group interviews. Data analysis revealed that neoliberal principles are informing the teaching of economics from the viewpoint of the interviewed economics lecturers. Another finding was that neoliberalism has good principles; therefore, people should not criticise neoliberal principles because the real danger to society is inequality. It is recommended that further research should focus on how to generate economic growth without widening the gap between the rich and the poor. Inequality is the defining economic challenge faced by many societies. Therefore, narrowing the inequality gap should be any nation's fiscal policy priority.

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# Saturday, May 7

## Parallel Sessions

**All times are in Eastern Daylight Time (UTC-4)**

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

09:15-10:30 | Ballston Room

# Saturday Live-Stream Presentation Session 1A

Interdisciplinary

Session Chair: HoangNam Tran

62485 09:15-09:40

*On Campus Support and Satisfaction of International Students: A Review of Japanese Literature*

HoangNam Tran, Tokushima University, Japan

Atsuko Inosaki, Tokushima University, Japan

Cheng-Hai Jin, Tokushima University, Japan

Japanese universities are popular destinations for international students. A lot of efforts have been made to provide supporting services and activities to international students such as Japanese classes, counseling and consultation, job hunting and career education, exchange events, summer school, culture experience tours etc. These activities bring satisfaction to international students, which is contributed indirectly as a pulling factor for attracting international students into Japan. However, little has been known about the approaches used by different universities for supporting international students as not many reports are published in English regarding this topic. This study investigates the variety of on campus supporting services and activities provided to international students in Japanese universities and satisfaction of international students as recipients of these services. The literature for review was mainly collected from Japanese sources using Google Scholar. Data was reviewed qualitatively by comparative analysis, comparing approaches applied by different universities with regards to the elements of 300,000 international students plan and other pull factors. The results showed specific approaches, results in providing campus supporting services by different institutions. The results also imply obstacles and potential solutions to the Japanese universities to attract international students.

62742 09:40-10:05

*Best Practices for Graduation Thesis Instruction for Undergraduate Students: Comparing and Contrasting Experiences of Thesis Writing in Japan and Abroad*

Gota Hayashi, Tokyo Keizai University, Japan

The purpose of this presentation is to provide readers best practices for undergraduate thesis instruction in Japan and abroad through review of literature from 2019 and 2020 on writing graduation theses. The following database were utilized to obtain literature: CiNii for papers written in Japanese and ProQuest and ERIC for papers written in English. Reference books related to writing graduation theses published in Japanese and English were also surveyed. Review of literature related to writing thesis for graduating from undergraduate programs suggest five key points for supervisors and three key points for administrators at any tertiary institution in terms of the best practices to follow to support their students. Recommendations for future research based on an analysis of current literature on graduation thesis writing will also be noted. Faculty and administrators at universities not only in Japan but abroad will acquire a deeper understanding of how thesis writing as a graduation requirement are taught around the world and ideas to apply the best practices at their own institutions.

63514 10:05-10:30

*Internal Quality Assurance and Teaching Supervision at Chinese Higher Education Institutions: A Case Study of Zhejiang University of Technology*

Shuang Feng, Zhejiang University of Technology, China

Weiyan Xiong, Lingnan University, Hong Kong

The last three to four decades have seen a trend of expansion, diversity, and complexity of China's higher education sector, which has led to an emphasis on quality assurance (QA) at higher education institutions (HEIs). Internal quality assurance (IQA) has become a more recent research concern than external quality assurance and accreditation. Chinese HEIs have adopted teaching supervision as an IQA approach to ensure university teaching and learning effectiveness and quality. However, rare research works on empirical data on the perceptions and experiences of teaching supervision of university stakeholders, especially instructors as the primary group. More importantly, does teaching supervision improve university teaching and learning? Therefore, this study conducts a case study of a Chinese HEI – Zhejiang University of Technology and aims to investigate the effectiveness of the teaching supervision system on the efficiency of teaching and learning, which is a core mission of an HEI. The study employs qualitative methods to conduct document analysis and in-depth semi-structured interviews for data collection. Relevant regulations, policies, and documents are scrutinized. The stakeholders related to teaching supervision and IQA will be invited to join the in-depth interviews to understand the diverse perceptions of administrators, faculty members, and students. Based on the empirical data, the study aims to make recommendations for improving university teaching and learning and related IQA practices at HEIs.

09:15-10:30 | Falls Church

# Saturday Live-Stream Presentation Session 1B

Interdisciplinary

Session Chair: Ping Xu

63543 09:15-09:40

*Indigenous Learning Practices Among Secondary School Students*

T Sumalini, University of Hyderabad, India

Korikana Appaji, University of Hyderabad, India

Indigenous practices of teaching and indigenous ways of learning is a germane to teaching process. The child gets attracted towards the teacher and teaching if the concept is associated with any kind of indigenous practices of knowledge dissemination and learning, as this gives immense pleasure and makes learning joyful. School is only the place where life skills are taught in formal education. But there were many obstacles experienced by students, interrupting the students' completion of their holistic school education. These obstacles are not merely related to the teacher or parent or the learning atmosphere, but they also pose challenges to the process of education and all-round development of a child. The knowledge gained in inconsequential till it gets into application in daily life, impacting the learning outcomes for a student in a conventional classroom. In this scenario, indigenous way of knowing and experiential learning practices are likely to play a vital role in the child's performance. The aim of this paper is to explore the indigenous way of knowing and indigenous experiential learning practices adopted to address the academic challenges encountered in the classroom. This paper puts forth a few case profiles of those who have overcome their challenges using indigenous methods in the teaching-learning process.

62756 09:40-10:05

*Learning Site Selections through Field Investigations for Enhancing Resilience to Climate Challenges*

Ping Xu, University of Colorado, Boulder, United States

This paper presents a course on design with climate in an undergraduate environmental design program. This course teaches site analysis through field investigations on high-impact areas, combining geomorphic knowledge with vernacular experiences on debris flow, wildfires, and postfire debris flow. Particularly, this course guided students to discuss the factors causing postfire debris flows and the human responsibilities in such natural hazards. Students in their final papers state that they were attracted by mountainous beauty before this class but were not aware of the potential dangers. They also thought the postfire debris events happened accidentally and may not happen again. This interdisciplinary course with experiential learning helps students understand the dangerous nature of postfire debris flow and its inevitability in specific landforms of the debris catchment, the flow track, and the impact area. The catastrophes in high-impact zones demonstrate site selection failures. Therefore, avoiding rebuilding in high-impact areas is an effective strategy to enhance mountain community resilience to the extreme climate. The students have presented eagerness and curiosity during field observations at the high-impact areas of the 2013 debris flow. This first-hand knowledge enhances students' understanding of larger-scale considerations crucial in site selection to avoid natural hazards. For undergraduate students, the field investigation is an efficient way to learn site selections to enhance natural hazards' resilience.

62519 10:05-10:30

*Understanding the Importance of Education Through Museums: Spreading Peace Post-Pandemic*

Parin Somani, Independent Scholar, United Kingdom

Museums serve societies in multiple ways through education, facilitating societal development and contributing to local revenue. They are open to all members of the public to learn about tangible and intangible heritage associated with humanity and environmental factors. There are several genres of museums each proposing to encourage study, enjoyment and aiming to educate societies. This study aims to understand how museums educate societies. There is a focus on promoting peace and how education is imparted to individuals within museums. A systematic review is carried out by means of a thorough literature search. Results have indicated that there are multiple definitions of peace through which museums educate individuals. Peace memorial museums display artifacts recovered through tragic events, in comparison education is imparted through its architecture illustrated through the Aga Khan Museum (AKM) in Toronto which promotes peace through diversity and pluralism. This study has deduced that museums use several methods to educate societies. They provide individuals with a platform to explore their identity, be inspired, and simultaneously used as a supplement to theoretical learning. Prior to the covid-19 pandemic, physical presence in a museum to attain knowledge was important however, during the pandemic virtual platforms with artificial intelligence are utilized to provide virtual learning opportunities for the public which is accessible from remote locations. Therefore, innovative methods are being developed to educate societies on history, promoting diversity, and pluralism cultivating understanding towards sustainable societal peace post-pandemic.

**10:50-12:30 | Ballston Room**

# **Saturday On-site Parallel Presentation Session 2A**

**Interdisciplinary**

**Session Chair: Cph Myburgh**

**61041 10:50-11:15**

*Adolescents' Experiences of Aggression in Families: Multivariate Differential Analysis*

Cph Myburgh, University of Johannesburg, South Africa

Marie Poggenpoel, University of Johannesburg, South Africa

Dorothy Du Plessis, University of Johannesburg, South Africa

**Background:** High levels of aggression in South Africa has implications for the mental health of persons living in this society. Parents who are aggressive will most likely influence adolescents act aggressive. This probably impact negative on these adolescents' and their families' mental health. This paper is part of long-term encompassing research conducted both qualitatively and quantitatively. **Aim and setting:** We investigated the nature and extent of adolescents' experiences of aggression and aggressive behaviour in families. The relationship between aggression (dependent variable) and various independent variables are investigated to make educational recommendations. **Methods:** An exploratory deductive approach was followed. It was hypothesized that independent variables such as self-concept, moral reasoning, communication, frustration tolerance and family relationships are related and will differently predict the dependent variable, aggression. Questionnaires were forwarded to 101 families of which of 95 adolescents, 95 mothers & 95 fathers completed the same questionnaire. Various consecutive factor analyses, Cronbach alpha calculations, correlations, multiple regression, MANOVA, ANOVA and Scheffe/Dunnett tests were conducted. **Results:** The findings indicated that aggression correlate negative with the independent variables. Significant correlations between adolescents and parents were identified. Different predictors for aggression were identified for adolescents, fathers, and mothers with regression analyses. Despite differences between adolescents and their parents (fathers & mothers), these differences were relatively small. **Conclusion:** The findings indicated implications for the mental health of families that cannot be ignored. Emphasis should be on the emotional stability of individuals as well as their ability to build and maintain healthy interpersonal relationships.

**63368 11:15-11:40**

*Tiktok and YouTube Videos in the Flipped Classroom Model to Improve the Learning Process and Motivate Students*

Maria Artemisa Sangerman Jimenez, Tecnológico de Monterrey, Mexico

Social media has become a very useful tool for learning in recent years. Millions of people access YouTube, TikTok, Instagram and other social media platforms every day to learn something. At the same time, more and more teachers are not only using these platforms to share their knowledge with the general public, but also to bring them into the classroom. The materials available on the social media offer the advantage of being able to be used with a variety of teaching methods; one of them is the Flipped Classroom model. This conference will demonstrate that TikTok and YouTube videos are a valuable tool to improve the teaching-learning process in the Flipped Classroom model. The results of the study to be presented will show the improvements in the academic performance of the students and the impact this methodology has had on their motivation. Additionally, the strategy to implement the model in various areas of knowledge and educational contexts will be shared; including a guide to designing engaging educational videos for students.

**62713 11:40-12:05**

*'Individual Digital Readiness' (IDR) as a Key Factor in Digital Higher Education*

Jana Steinbacher, Heidelberg University of Education, Germany

Recent empirical studies conducted at Heidelberg University of Education show that emergency remote learning/teaching due to the COVID-19 pandemic has been quite challenging for both students and lecturers. Although the sample has been found to be overall resilient, there are shared concerns, e.g., about social relationships between students and lecturers, competence acquisition, and students' (behavioural) inhibition and increasing independence, self-reliance and responsibility in particular. Being aware that the pandemic currently is a major life stressor and immediate solutions are required, the attempt is to not only focus on short-term functioning but to promote internal well-being and competent functioning in the long-term, i.e., what is increasingly acknowledged to be 'the new normal'. 'Individual Digital Readiness' (IDR) is considered to be a precondition and key factor for individual and social well-being in online learning environments. The oral presentation will reflect on the latest findings at Heidelberg University of Education as well as touch upon methodological considerations in the concurrent research process.

**62426 12:05-12:30**

*Pre-service Teachers' Views on Online Teaching and Learning in South Africa*

Olika Moila, Tshwane University of Technology, South Africa

Andile Mji, Tshwane University of Technology, South Africa

Sibongile Simelane-Mnisi, Tshwane University of Technology, 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 five-Likert scale to draw the perceptions of 220 pre-service teachers on their online teaching and learning experiences. Data were analyzed by means of MS Excel and presented in the form of a table on percentages. The findings indicated that although most pre-service teachers agreed to the benefits of online teaching and learning, challenges such as the lack of access to relevant digital resources, equipment and skills led to the ineffectiveness of this platform. 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.

**10:50-12:30 | Falls Church**

# **Saturday On-site Parallel Presentation Session 2B**

**Interdisciplinary**

**Session Chair: Pramodkumar Mpm**

**62534 10:50-11:15**

*STEM Interest Among Rural Youth in an Informal Program*

Elaine Westbrook, Montana State University Billings, United States

In order to develop science, technology, engineering, and math (STEM) knowledge and solutions that address global concerns, there is a need to develop pathways to strengthen STEM interest among rural youth, especially girls. Previous research suggests that informal STEM programs can stimulate participant interest due to the absence of pressures from external assessment (Rogoff, et al, 2016). However, little is known about which instructional methods in an informal STEM program focused on place-conscious programming in a rural community will support the development of youth STEM interest. The purpose of this study was to examine the impact of three instructional methods (hands-on, role models, and culminating projects) on STEM interest development for rural youth, ages eight to twelve, in an informal place-conscious STEM program. Data were collected through observations, focus group interviews, and STEM interest surveys. Participants included youth (N=26) in grades 3rd through 5th grades attending two local schools in one rural community. Results indicated STEM interest increased through collaborative work, new knowledge, and action research. Results also showed gender differences in STEM interest development. Girls' STEM interest was heightened through seeing the personal relevance to their community, whereas boys' STEM interest was heightened through actively working together. This study contributes to the empirical literature regarding STEM interest, informal education, and instructional methods for rural youth. Recommendations are made for future studies.

**63517 11:15-11:40 (Live-Stream)**

*Art Integration in Indian Classrooms: An Exploration of the Understanding, Perceptions and Practices Among Educators*

Pramodkumar Mpm, Christ (Deemed to Be University), India

Rajvi Trivedi, Christ (Deemed to Be University), India

Arts integrated education can help students grow in the cognitive, social as well as the affective domains. Sufficient research emphasizes that integrating art into the classrooms is linked with better learning outcomes for students and it also promotes the development of crucial 21st century skills (Lajevic, 2013; Barton, 2015; Moss et al., 2018; Corbisiero-Drakos et al., 2021). The official National Education Policy (2020) reiterates the significance of integrating Indian arts into the different stages of teaching and learning process for holistic growth of students. Given the importance of art integration as a pedagogy, the researchers explore the educators' understanding and perceptions, and the practices they adopt to provide arts-integrated education. The researchers employ qualitative design for the study and use structured interviews to collect data from the educators. The sample of the study includes thirty educators belonging to three prevalent boards of education in India- CBSE, ICSE and IB. The qualitative data analysis will be conducted based on the framework method as explained by Gale et al. (2013). The study will contribute to the ongoing discourse on how arts integration as a pedagogy is perceived and practiced by educators. The study will highlight educator preparedness for providing art integrated education and thus have implications for pedagogy, curricula and teacher education, especially in India. While innovative pedagogies are gaining increasing attention in the field of educational research, the researchers urge for further research that helps in developing and promoting arts integrated education as one of the impactful pedagogies.

**63529 11:40-12:05**

*A "DIY" Educational Bilingual Podcast on Qualitative Research*

Carmen Helena Guerrero, Universidad Distrital Francisco José de Caldas, Colombia

Alvaro Quintero, Universidad Distrital Francisco José de Caldas, Colombia

Qualitative research has become a very important indicator of quality in accreditation programs in Colombia, but despite the fact that qualitative research has gained recognition among scholars as a valid way to generate reliable knowledge, and the expertise scholars have accumulated for quite some time (at least 30 years) there is still a huge number of undergraduate and graduate students who struggle to formulate and conduct their research studies. On the other hand, due to a national policy that promotes the teaching of English around the country, there has been an important emergence of undergraduate and graduate programs in the country that use English as their MoI (Mode of Instruction) and ELT (English Language Teaching) as the main content for classes and for research. These two situations plus the innovative ways people have found to educate themselves by using media like YouTube, Tik Toc and Podcasts, particularly during Covid 19, have led our research group conduct a practice-based research (a research mode used mainly in arts) to inform and produce a bilingual podcast devoted to talk about how to conduct qualitative research in education. In this presentation we will share the theoretical foundations of formative research, qualitative research, the role of podcasts in education and what we mean by "bilingual" in this particular context. Then we will talk about the creative process behind the podcasts as well as the sections included, and we will close with the comments/reviews we have received from our audiences.

**62753 12:05-12:30 (Live-Stream)**

*Visual Representation of the Students' Controllable Factors, Which Affects Their Performance, Using the PS2CLH Model*

Arlindo Almada, London Metropolitan University, United Kingdom

Qicheng Yu, London Metropolitan University, United Kingdom

Preeti Patel, London Metropolitan University, United Kingdom

In recent years, the number of studies measuring and representing students' learning and performance has increased. However, there remains a lack of research that represents and measures factors within students' control and which impact their academic success. For university managers, subject tutors and academic mentors, it is essential to measure, visually represent, analyse and monitor student performance alongside factors affecting their academic achievement, in order to enhance the student experience. This research evaluates the connection among students' behaviours and lifestyles, in particular the controllable factors which affect students' performance. Controllable factors incorporated in our PS2CLH model are the perspectives of Psychology, Self-responsibility, Sociology, Communication, Learning and Health & wellbeing. This paper proposes a visual representation and measure, in three-dimensional space, of a student-controllable learning factor that affects their performance, based on the PS2CLH model. A cluster presentation allows for targeted interventions for students who need additional support, it also indicates clearly where each student stands and the necessary direction each student needs to take to get to the desired cluster. Initial data presents a clear pattern of creating a diagonal of seven clusters or stages from the bottom (0, 0, 0) to the top (100, 100, 100) and leading to the use of filters or queries to better visualisation and understanding of controllable factors such as fear, anxiety, stress and time management. Preliminary results highlight patterns of best-performing students with specific factors located into the highest clusters six and seven. This insight facilitates data-driven decisions and effective student interventions.

**13:30-14:45 | Ballston Room**

# **Saturday On-site Parallel Presentation Session 3A**

**Inclusive Pedagogy**

**Session Chair: Hashini Mohottala**

**63142 13:30-13:55**

*The Impact of Parental Involvement on University Student COVID-19 Pandemic Trauma Recovery and Academic Performance*

Suzan Yesil, Texas Tech University, United States

The recent outbreak of the Coronavirus Disease (COVID-19) pandemic caused by the Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) has been acknowledged as a major traumatic event in university students (Lederer et al., 2021) that has further amplified the mental health burden of this already vulnerable population (Chessman & Taylor, 2019) and exposed the pervasive inequities, deficiencies and inadequacies in America's higher education system (Jackson & Holzman, 2020). Studies have suggested that COVID-19 trauma has impacted university students' social, emotional, and psychological functioning (Browning et al., 2021) which has in turn affected teaching and learning in universities (Plakhotnik et al., 2021). Engaging and strengthening connections between universities and families through parental involvement has been suggested as an important pathway to facilitating mental health and wellbeing in university students (Huremović, 2019). However, parental involvement in university students' mental health and wellbeing is a relatively under-researched subject and not much is known about it (Morris, 2018). This study will explore university students' perceptions of 1) their COVID-19 trauma experiences, and 2) parental involvement in their COVID-19 pandemic-related trauma recovery. The study will employ a qualitative case study research approach and focus groups to collect and analyze data thematically. The study population will be undergraduate students in a university campus in Texas. The study will contribute to theory and advocacy on the importance of involving parents to support university students who have experienced trauma and address mental health-related systemic deficiencies that affect students' educational experiences and exacerbate inequities in America's higher learning institutions.

**63534 13:55-14:20**

*A Three-Step Pedagogical Mediation to Foster the (Re)Construction of the Self-as-Teacher*

Alvaro Quintero-Polo, Universidad Distrital Francisco José de Caldas, Colombia

Carmen Helena Guerrero-Nieto, Universidad Distrital Francisco José de Caldas, Colombia

In local and global alternative studies on teacher education and professional development that have opted for the narrative turn, there has been a growing interest in knowing what teachers have to say and to do about themselves instead of what others, so called experts, have to say about them. This implies that teachers' true selves comprise life stories that may be considered as their own narratives. In our research group, we have also seen it fit to add understanding of teachers' life stories as the means they have to reflect, explain, and justify their personal, academic, and professional experiences. In this presentation, we will start by reporting on the theoretical underpinnings around the concept of self-as-teacher. Then, we will describe the design of a pedagogical mediation that had as a main activity a three-step introspective practice. After, from the perspective of narrative inquiry, we will talk about how that pedagogical mediation generated data in the shape of written life stories for us to examine a group of pre-service English language teachers' (re)construction of their true selves. We will close the session by sharing the voices of the participants that we encapsulated in the main theme of Becoming Teachers of English Who Are Transformative, Instead of Transmissionists.

**63566 14:20-14:45**

*Ideal Gas Law and Fluid Dynamics – Physics Simulations*

Hashini Mohottala, University of Hartford, United States

Brent Higgins, University of Hartford, United States

During the Pandemic, the demand for simulations and animations became more evident. When teaching introductory-level physics courses, the simulations and animations consistently played a vital role. Carefully designed simulations can assist students to experience real-life situations and explain the complex physics concepts associated with them. Some of these simulations guide students to understand the problem itself and encourage them to adjust variables and observe the changes. Not to mention, both students and instructors can benefit from these applications in any environment, remote, or in-person. We designed a simulation to demonstrate the rise of an air bubble from a certain depth of a lake. Assuming the gas trapped inside the air bubble to be ideal, using ideal gas law, we designed the simulation to show how the volume of the bubble expands as it ascends. To solve for volume as it reaches the surface, we employed the knowledge from fluid dynamics. We incorporated equations that discuss the pressure variations with the depth of the fluid. Unlike in other animations and simulations, here we share a link with the user, permitting users to alter the program, providing an opportunity for them to get familiar with coding and be the creators of animations rather than the users.

**13:30-14:45 | Falls Church**

# **Saturday On-site Parallel Presentation Session 3B**

## **Inclusive Assessment and Learning Analytics**

**Session Chair: Chery Cabading-Lacaden**

**62775 13:30-13:55**

### ***Facilitating Students' Transition to Higher Education: Interlinking Engagement Analytics and Digital Mediation***

Maurice Kinsella, University College Dublin, Ireland  
John Wyatt, University College Dublin, Ireland  
Niamh Nestor, University College Dublin, Ireland  
Sue Rackard, University College Dublin, Ireland  
Jason Last, University College Dublin, Ireland

Healthy higher education engagement can contribute to students' psychosocial development, educational attainment and future employability. However, when psychological and environmental obstacles arise and are not addressed, students' willingness and ability to engage may commensurately suffer. This motivational impairment can hinder their academic success and progression; therefore it is vital measures are implemented to identify and address disengagement. Relatedly, the means by which engagement is enabled, experienced, and assessed within Higher Education Institutes are evolving – accelerated by the Covid-19 pandemic and consequent prevalence of hybrid learning. Increased virtual delivery of services and supports offers greater availability and variety of learner data, furthering avenues for engagement analytics. Here, optimising engagement tools and analytics necessitates continually reconsidering and recalibrating their design and delivery to align with technology's ongoing integration into student experiences. Within this context, University College Dublin's 'Live Engagement & Attendance Project' (UCD LEAP) has sought to create, sustain and grow an analytics framework providing Academic Advisors with real-time programme-level engagement data. This analytic visibility aims to enable support staff to conduct timely and tailored interventions following potential disengagement. The purpose of this project is twofold: helping staff create additional pathways for digitally-mediated student supports, while also achieving a more comprehensive picture of the student experience than would traditionally be available within module-specific engagement silos. This presentation explores UCD LEAP's longitudinal impact from 2019-2022, including its research findings and contribution to contemporary theoretical frameworks. Additionally, it explores the growth, evolution, and institutional embedding of digitally-mediated support interventions in an international context.

**62814 13:55-14:20**

### ***Revealing Test Answer Behavior Patterns Through Quartile Analysis***

LeAnne Schmidt, Notre Dame Preparatory and Marist Academy, United States  
Kathryn Dirkin, Central Michigan University, United States

In recognition that characterizing a dataset by the mean homogenizes the data causing it to lose the informative high and low values, this study examined grammar assessments of eighth grade students through the benefit of quartile analysis to preserve the descriptive information on behavior of the highest- and lowest-level learners. Inspired by Peng's Learning Portrait Model, each response cell in the assessment was coded for characteristic patterns and individually analyzed on the basis of frequency. The data revealed that increased inconsistency was true of the low quartile, whereas consistent results were more frequent in the high quartile. Specifically, the trend of consistency/inconsistency was more predictive than accuracy/inaccuracy in student responses. Additionally, the lowest assessment score rose 25% from the first of three testing situations to the last, despite the fact that assessment content was unique and discrete among the assessments, indicating that familiarity with the application became an additional factor in the final assessment, not just increased content knowledge. Understanding the ""learning portrait"" of student responses presented an illuminating manner for recognizing data trends. Focus on quartile patterns over a mean score generated a picture of the likely behavior among students at different performance levels. By exploring these differences, educators and developers can strategically intervene and guide underperforming students in their choices during the assessment process to improve future results. Further study addressed the impact of Digital Application Literacy and the persistence of students at each quartile to resolve their inaccurate responses.

**63169 14:20-14:45 (Live-Stream)**

### ***The Effects of Higher Education Learning Environment Variables on the Competencies of Business Education Graduates in a Major Philippine University***

Chery Cabading-Lacaden, Nueva Vizcaya State University, Philippines  
Daren Eraña, Nueva Vizcaya State University, Philippines

This is a multiple linear regression analysis of specific higher education learning environment variables on the competencies of employed graduates of the College of Business Education (CBE), of Nueva Vizcaya State University (NVSU), a public tertiary-level educational institution in the Cagayan Valley of the Republic of the Philippines. A total of 141 graduates over a seven-year period (2012-2019) were the respondents of this comprehensive tracking study which clearly indicated that CBE graduates are employable and adaptive to change. Parenthetically, the study also found that HEI (higher education institution) learning environment variables only have minimal significance vis-à-vis program outcomes expected of NVSU's CBE graduates. The study proposed the following specific and general recommendations, namely: (1) that Nueva Vizcaya State University CBE curriculum should be expanded to include at least one discrete course on gender and development advocacy; (2) explore the possibility of incorporating alternative learning system into the CBE curriculum patterned after, but not necessarily limited to the "Open University" of the University of the Philippines-Diliman; and, (3) the strengthening of support facilities by NVSU especially in the light of the fact that similarly-situated PHEI's (public higher educational institutions) are expected to internationalize their Business Administration curricula.

15:00-15:50 | Ballston Room

# Saturday On-site Parallel Presentation Session 4A

## Workshop Presentation

62507 15:00-15:50

*Evidence-based Strategies for Reducing Student Resistance to Active Learning*

Michael Prince, Bucknell University, United States

Active learning has consistently been shown to improve numerous student outcomes. Despite this, the adoption of active learning in undergraduate classes has been slow. One of the barriers to adoption of active learning is the fear of student resistance, manifested as students lack of participation or giving low teaching evaluations at the end of the semester. This presentation will provide evidence-based strategies to reduce student resistance drawn from a multi-institution NSF funded research project. At the end of this presentation participants will be able to: (1). Identify ways students respond to active learning, (2) Articulate strategies to reduce student resistance and describe how to implement several of them and (3) Develop plans to successfully adopt active learning and reduce student resistance.

**15:00-15:50 | Falls Church**

# **Saturday On-site Parallel Presentation Session 4B**

**Workplace Learning**

**Session Chair: Felipe Sepulveda**

**62445 15:00-15:25**

*School Culture That Favor Collaborative Work as Part of Teacher Professional Development: A Sample From the Chilean Educational Context*

Felipe Sepulveda, Universidad Católica de la Santísima Concepción, Chile  
Carolina Aparicio, Universidad Católica de la Santísima Concepción, Chile

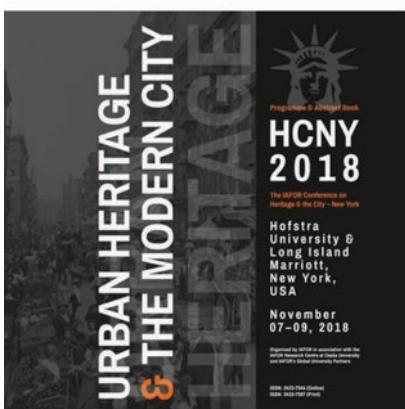
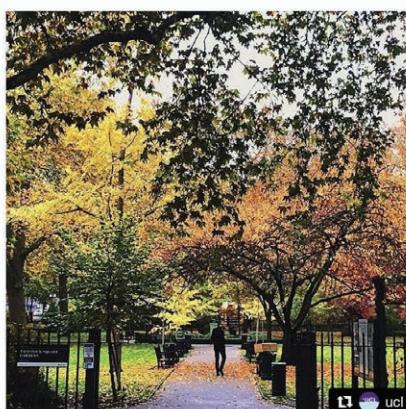
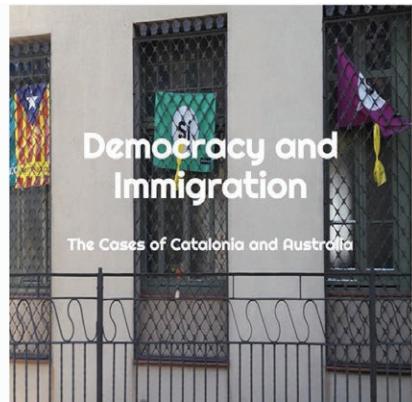
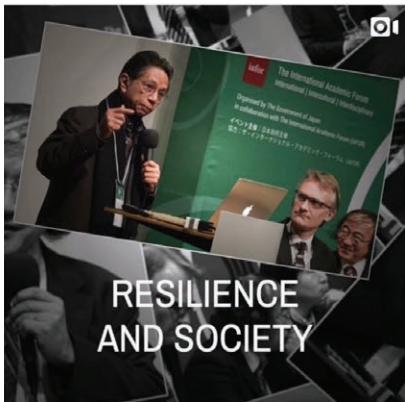
In education, professional collaboration among teachers and other educators improves student learning as these educators share their knowledge and their best practices. The current Chilean educational reform advocate for create spaces for teamwork and collaboration among school. The Professional Learning Community (PLC) is an organizational approach that may guide the creation of a school culture that encourage professional collaborative work. In this research teaching practices associated with a traditional school culture and linked with a PLC are analyzed considering the perception of classroom teachers and school leadership team members.

**62785 15:25-15:50**

*Trainers' Perspectives on Going Online Concerning Mindfulness and Resilience in Learning Authorities*

Nadine Baumann, BayWISS - Bavarian Academic Forum, Germany

Aim of the research project is a focussed look at the situation, i.e. mindfulness and resilience, of internal trainers of government authorities providing professional development in online courses. Based on digitization and mediatisation of communication, adult education going online, it is a challenge for government authorities in the field of tension of budget, legal foundations, developing digitised services, and maintaining the principles of a learning organization to support training excellence. In times of crises, such as the COVID-19 pandemic, there are changes which have significant effects on internal trainers that need to be considered to support teaching capability, mindfulness, and resilience. The panel study series started out with a quantitative online survey with 105 internal trainers (2018). It continued with qualitative guideline interviews via video-chat with 48 trainers and a particular focus on the pandemic (2021). Qualitative retrospective interviews will follow (2023). Results are compared to the situation and measures of international authorities. First results show that mindfulness means stress to trainers, their resilience is in demand within the triangular 'organisation – participants – features of online training'. The study implies that, particularly in times of crisis, trainers perceive themselves as disadvantaged concerning shifts within the principles of the learning organization. With role and task, they are thrown back on themselves. The research work's value lies in mapped and deduced implementation potentials for federal authorities to act as learning organizations towards trainers to support their mindfulness and resilience to fulfil their task and to reach training excellence online.



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# ERI2022 Virtual Poster Presentations

## Creativity and Arts-based Education

63527

*Creation Research in Digital Painting*

Yuan-Jen Ou-Yang, National ILan University, Taiwan

The research purpose of this paper is to conduct digital learning through digital painting in order to enhance undergraduate students' digital painting skills, art appreciation, and creative ability. The study subjects are university students. In the digital painting courses, we will mainly focus on the images of animation characters. The research methods will make it possible for students to operate the digital software and hardware practically, to learn the composition of the painting and the design of the color. Furthermore, students will interact with others and join a discussion; at the same time, teachers would help them to record their learning process. And at the end of the course, all of their works will be collected and compiled into a personal portfolio. Students can learn how to operate the digital painting software based on the original animated images. After they are proficient in it, teachers encourage students to create scripts of animation stories and animation characters and also improve their painting skills, camera movement skills, and composition design. After the creations are done, students can upload their works on a digital platform that everyone can appreciate and observe. The research results of this paper summarize three conclusions. First, digital painting can boost students' understanding and operation of digital painting software. Second, digital painting can also allow students to have the creative imagination. Third, digital painting provides opportunities for students to observe and exchange ideas on online platforms.

## Design Thinking

63089

*Content Value Analysis of Taiwan Social Issues Advertising Design which Using AR*

Ching-Jung Fang, Ming Chuan University, Taiwan

In the past, most of the methods to publicize social issues were Graphic Poster Design or TV advertisements. However, with the development of global Internet technology, people read newspapers and magazines less than before. Therefore, the value of print ads declined significantly after 2008. On the other hand, in 2016, the proportion of watching videos online surpassed that of watching TV in Taiwan for the first time, and mobile Internet has become the most common media for Taiwanese consumers. To let the new generation pay continuous attention to social issue advertisements, new technologies must be combined to enhance the value content of advertisements. This study is based on the fact that the population of some animals in Taiwan is decreasing, and they are even on the verge of extinction. Therefore, it is necessary to promote ecological conservation. The experiment process includes literature discussion, case studies on the ecological conservation poster works of the World Wide Fund for Nature, and the illustration works of three ukiyo-e-style artists. Finally, combine AR technology to design an AR advertisement for Taiwan's conservation animals. The results of this study show that the advertising environment evolves with the development of MarTech's thinking and model, and advertising is everywhere. AR advertising with interactivity and immersion is gradually gaining consumers popularity. Social issue AR advertising uses text, images, and space to connect with the real world and it creates value to attract consumers willing to participate. It is effective in promoting the importance of ecological conservation and arousing.

## Assessment and Learning Analytics

63442

*Applying IRT Growth Model to Investigate Item Parameter Drift on a Diagnostic Test for Toddler Development*

Chi-Chen Chen, National Academy for Educational Research, Taiwan

Bo-Hsien Hu, National Sun Yat-sen University, Taiwan

Item parameter drift (IPD) is a critical issue in educational measurement. Past researchers indicated that an item parameter may be misestimated if they function differently with time (Kopp & Jones, 2020; Park et al., 2016; Wells et al., 2002). As well known, biased parameters led to a lack of validity. In the literature, several methods had been proposed to identify the IPD. The Mantel-Haenszel (M-H) and area method were most used. The measurement of children's development is an essential issue in education. The students' ability grows over time, and may interfere the accuracy of the IPD assessment. Unfortunately, both M-H and area methods did not consider the interference from the ability growth. Therefore, the authors develop a new method (G-IPD) to assess item parameter drift combining Embretson's (1991) IRT-based growth model. This study uses the Comprehensive Developmental Inventory for Infant and Toddlers from a longitudinal database. The interpersonal communication dimension (22 items) is used and assessed by the M-H, area, and G-IPD methods. The results indicated that 5, 10, and 8 items were shown IPD on the M-H, area, and G-IPD, respectively. The inconsistency results from the three methods reveals that different ways had their limitations. In a future study, the performance of G-IPD should be tested by a series of rigorous simulation studies. In addition, scales should be corrected by removing the IPD items or re-estimating the item parameters.

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## Artificial Intelligence and Adaptive Learning

**62226**

*Teachers' Perceptions to an Online Lexicon "Gabra" as a Reference for Adults Learning Maltese as a Foreign Language*

Jacqueline Zammit, University of Malta, Malta

The employment of PCs and handheld devices for the access of information has become a standard social expectation. This behaviour is now a common norm, especially within student culture. However, this shift towards digitalization in formal educational settings has neither been rapid nor prolific. While reasons can vary, they may include the fact that peoples' perceptions of a particular technology alter within the context in which it is experienced. This study brings forth 37 teachers' contextual attitudinal differences toward an online lexicon reported by adult students while learning Maltese as a foreign language. A comparison of interview comments about the use of an online lexicon rather than a traditional dictionary highlighted how experience triggered insights and perceptual misalignments between expectations and actual use of the platform in question.

**63558**

*Learning Science in Service to Students: Applying Artificial Intelligence and Automatic Question Generation to Scale Learn by Doing*

Rachel Van Campenhout, VitalSource, United States

Benny Johnson, VitalSource, United States

Educational technology has undergone rapid changes in recent years as artificial intelligence has begun to shape how data and content are used in student learning resources. However, as new technology is inserted into the learning ecosystem, it is paramount to ensure it is based on learning science research and created with a student-centered learning engineering framework. Student success should remain at the heart of all educational technology, and even more so when artificial intelligence is applied. In this study, we will describe how artificial intelligence is harnessed for automatic question generation in order to provide students with formative practice questions while they read textbook content. This learn by doing method creates the doer effect—a learning science principle studied at Carnegie Mellon University and proven to cause better learning. Yet this learn by doing method is often limited by the availability of resources to create and implement practice questions in digital learning resources. To use artificial intelligence to drastically increase the availability of this learning science method harnesses technology in a student-centered approach. Furthermore, the learning engineering framework not only serves in the creation of educational technology, but encourages results to be iterated on and shared with the research community. We will evaluate the performance of these automatically generated questions using student data from courses. These findings will provide insight into the learning benefit of formative practice generated through artificial intelligence and directions for future research.

## Assessment and Learning Analytics

**63030**

*Assessment of Self-Directed Learning Readiness Among Undergraduates of Teacher Education in Vietnam*

Thuy Dang Thi Thanh, VNU University of Education, Vietnam

Thuy Tang Thi, VNU University of Education, Vietnam

This study aimed to evaluate levels of student self-directed learning readiness (SDLR) among undergraduate teacher education students in Vietnam. The study employed quantitative method by using a survey questionnaire developed basing on theory framework, results of interviews and discussions and adaptation items of the scales by Fisher et al (2001). The questionnaires were administered to 249 students who are studying at a teacher education program at a university in the north of Vietnam. The data was analyzed by SPSS 26.0 with descriptive statistics, and MANOVA in order to find out the level of SDLR and the influence of demographic variables. The results showed that students reported achieving a moderate level in two dimensions of self-directed learning readiness including confidence and independence in learning while the other dimensions were at a high level. The findings also revealed that different years of education possessed different degrees of self-directed learning readiness (attitude to learning, control in learning, confidence and independence in learning and self-concept in learning). The research would provide a springboard for future research to explore evaluating self-directed learning preparedness across majors so that awareness of this subject can be expanded. Furthermore, it could be added to the knowledge base to students themselves, teacher educators and curriculum designers in the context of Vietnam.

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## Coding and Robotics

**63266**

### *The Development of the Basic Arduino Test (BAT)*

Joel Jalon, De La Salle University, Philippines

Genevieve Pillar, De La Salle Santiago Zobel School, Philippines

Mark Denver Bernardo, De La Salle Santiago Zobel School, Philippines

Jose Marie De Vera, De La Salle Santiago Zobel School, Philippines

Jed Tresmanio, De La Salle Santiago Zobel School, Philippines

Educational robotics has a promising impact on students' learning which triggers educational institutions around the world to include it in their curriculums. In the Philippines, educational robotics is relatively new, and as of writing the Department of Education has yet to deliver a dedicated robotics curriculum. However, some public and private schools have already designed and implemented their own robotics curriculums in the absence of a standard curriculum, which is the case with De La Salle Santiago Zobel School. Given that the robotics curriculum of the said school is new and educational robotics is a big investment, it is imperative to evaluate the curriculum, and one way is assessing the students through a competency-based test. This paper describes the development of a basic Arduino test to measure students' competency level in the topics and competencies based on the robotics curriculum of the said school. Twenty-seven competencies were identified. Three parallel items per competency and a total of eighty-one items were constructed. The test items were validated by three external robotics teacher-coaches, and the clarity of each stem and each choice were also examined by three students. The parallel test items were divided resulting in three 27-item test sets. The test sets were administered to grades 10 to 12 students, and Rasch analysis was employed. The final Basic Arduino Test draft measures 59% lower-order thinking skills and 41% higher-order thinking skills and is valid and has high item reliability and item separation, and acceptable person reliability and person separation.

**63556**

### *Teaching the M in STEM with Robotics: Exploring Understanding by Design for Curriculum Development to Teach Math Concepts Using Robotics*

Lauren Harter, Duquesne University, United States

STEM education has been at the forefront of national education policies and school reform for the past several decades, and the continual advances in technology and educational research bring new methods of STEM learning. Educational robotics have been introduced to the classroom space as a tool to teach STEM concepts. Research has found that robotics helps students learn STEM concepts and fosters a positive attitude toward STEM subjects. However, there is little research on the curriculum used to teach STEM concepts via robotics, and more specifically, trying to teach mathematical concepts. In this presentation, I will apply my knowledge and practice of teaching mathematical concepts via robotics—both as a former classroom and collegiate mathematics teacher as well as a current senior educational developer for VEX Robotics—to evaluate curriculum. Using Understanding by Design as the theoretical framework for curriculum development, I will assess how this framework guides robotics curriculum to address math concepts specifically. More specifically, the elements analyzed were: essential questions, understandings, and assessment evidence. As educational robotics becomes increasingly integrated into classrooms, it is necessary to evaluate the curriculum that is created to apply said robotics, and how pedagogical frameworks serve the goal of integrated STEM learning. This analysis can then be used to help guide further research and development of STEM curriculum, particularly curriculum that focuses on teaching mathematical concepts using robotics.

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

**63227**

### *Problem-solving Course Designed Based on Micro: Bit to Prevent Mosquitos*

Chia Ju Lin, Hsin Ke Junior High School, Taiwan

Fu-Yuan Chiu, National Tsing Hua University, Taiwan

In Taiwan, as the temperature rose, mosquitoes came out, causing Dengue Fever. National Mosquito-Borne Diseases Control Research Center reported that 1 out of 200 people who infected Dengue Fever died in 2015. It's Horrible. So Hsinchu City held a competition about the prevention of mosquitoes for 6-9 grade students in 2021. Based on the competition, teachers designed a course to make students engage in a situation and led them to problem-solving. Finally, students made a prototype coupling different devices with BBC micro:bit after the course, students could be introduced to the computational thinking concepts, and they have experienced using technology tools, creating a digital artifact, and collaborating. Therefore, we find the learning experiences strengthen students' problem-solving skills and are embedded in other curricular areas such as science and engine. It's a good example of cross-domain learning.

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## **Emerging Philosophical Perspectives on Learning & Education**

**63455**

*Centralization of Academic Operations as a Pathway to Increased Efficiencies and an Improved Faculty Experience*

Bryan Aylward, University of Arizona Global Campus, United States

Cassie Hurst, University of Arizona Global Campus, United States

There are many challenges associated with the management of adjunct faculty profiles and operations in an online, asynchronous environment. One of the biggest challenges for our institution was with the centralization of many of the processes, records, and data that exists across various systems at the university. These include the faculty management system (FMS), student information system (SIS), human resources information system (HRIS), course observation data, professional development, faculty performance, and faculty reporting of research and service activities. This Session will share the experiences of migrating from a home-grown faculty management system over to a more robust faculty portal offered through APL nextED bringing many individual processes and systems into a robust faculty management platform/portal provide additional support and resources to our faculty.

## **Engaging At-Risk Youth**

**63170**

*Self-care Plan of College Freshman Students During the Covid-19 Pandemic in the Philippines*

Rosemarie Tayoto, De La Salle University, Philippines

Covid-19 pandemic affects not only physical health but also mental health and well-being. Loss of loved ones, fear of being infected by the virus, threats to financial stability, changes in normal routines, and feelings of isolation can contribute to increased anxiety, sadness, and loneliness which pose a greater danger for psychological impairment. Literature pinpoint that promoting self-care has a favorable effect on individuals' mental health. With the current crisis, it is inevitable that the majority was shaken by its life-changing effects. The student population is one of those who were directly affected due to the overwhelming challenges and uncertainties they face. It is in this light, that this research was conducted to encourage freshman students to design their own self-care plan embedded in course-based mental health modules to help them overcome difficulties and promote resilience. This research employed a qualitative approach to describe the self-care plan of freshman students. The eighty-two participants were enrolled in a non-academic course on mental health literacy in a private university in the Philippines. Thematic analysis was utilized to examine the data gathered using the eight dimensions of self-care by Fisher (2015). Results show that students' self-care plan includes systematic (physical self-care), emotive (expressing emotions), luminescent (spiritual practices), cognitive (having a positive mindset), aptitudinal (finding creative ways to use skills and talents), relational (connecting with others), environmental (supporting local communities), and financial self-care. With these findings, implications on the importance of comprehensive and sustainable mental health programs in schools and universities are discussed.

**63295**

*Understanding Help Seeking Behavior Among Filipino University Students*

Luzviminda Uy, De La Salle University - Manila, Philippines

Jaymee Abigail Pantaleon, De La Salle University - Manila, Philippines

Eduarda Dino, De La Salle University - Manila, Philippines

There is an increase of mental health concerns among university students, compared to previous generations, as relationships and academic demands become more complex. The researchers explored students' perceptions and the experiences they go through in seeking help, specifically problem awareness, decision to seek help and support system. 14 respondents from different colleges and universities in Metro Manila participated in this qualitative study. Thematic analysis was used to process data gathered from the interviews. Key results were: help-seeking can come from both informal (family and friends) and professional help (counselors, psychologists), one's outlook towards help-seeking can be connected to the individual's decision to seek help and quality of support system is evident in the process of help-seeking, from problem recognition to decision to seek help. Hence, help-seeking behavior is an important psychological process to understand to effectively deliver counseling services and advocate progressive mental health programs in our universities and counseling centers. The findings highlight the crucial role of practitioners and policy makers to explore the relevance of its guidance programs in relation to the needs of the stakeholders, university students.

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## Informal Education

**63130**

### *A Case for the Bicycle: How Cycling can Promote Equality*

Rilla Hynes, Northwood University, United States  
Janette Hynes, Auburn University, United States  
Janelle Hynes, Logan University, United States

The purpose of this paper is to explore the potential that physical activity holds for promoting societal equality in minority populations, such as women of all races, ethnicities, and sexualities, people with cognitive and physical disabilities, and others. This broad review of studies looks at how exercise, and cycling in particular, might increase the quality of life for individuals in minority populations such as women of all races, ethnicities, and sexualities, people with cognitive and physical disabilities, and others, within a narrative study. This discussion explores how access to exercise, including the mobility provided by cycling, has changed the lives of underserved individuals. This quality of life refers to the improvement of physiological and psychological outcomes and changes in the individual's ability to participate equally in society as their counterparts (i.e., men, people without disabilities). This is seen with the suffragettes riding bicycles to promote the right for women to vote or individuals with Autism Spectrum Disorders utilizing cycling as a life-long leisure skill. Further discussions with women of all ages, individuals with disabilities, and other minorities sheds light on the life experiences of individuals who have experienced positive personal growth through a variety of physical activities, including riding the bicycle. This paper argues that through utilizing means of accessible physical activity (i.e., the bicycle) minority populations are able to find more equality within society through transportation, physical and mental health, and education.

## Instructional Design and Learning Sciences

**63545**

### *Teaching Electricity and Magnetism Using Low-cost Physics-lab Box and Context-based Laboratory Activities*

Richard Sagcal, De La Salle University, Philippines  
Maricar Prudente, De La Salle University, Philippines  
Voltaire Mistades, De La Salle University, Philippines  
Joel Maquiling, Ateneo De Manila University, Philippines  
Nestor Valera, Ateneo De Manila University, Philippines

This study describes the authors' efforts to assess the status of a physics laboratory in a junior public high school setting and to develop and validate the effectiveness of the low-cost physics lab-box and Context-based laboratory (CbL) activities to 10th-grade level based on the lab assessment result. The efficacy of these teaching materials was also evaluated and quantified by expert and learner respondents via descriptive survey and quantitative measures. Moreover, the perceptions of both respondents were gathered and analyzed using reliability analysis. The CbL activities and low-cost boxes aimed to promote the use of readily available materials; encourage the improvisation and utilization of low-cost equipment and materials. These materials were evaluated by 12 expert experts and field-tested by 30 Grade 10 learners. Furthermore, a standardized multiple-choice pretest and posttest consisting of 50 items in physics were used to measure the mean gain performances of the learners who used these activities and boxes. Aside from employing a test of normality, the pretest was also used to confirm the parallelism of the least mastered topics before allowing them to use the learning materials. After the learners used these materials, the posttest was administered to measure their Hake's gain performances. Both the expert and learner respondents perceived the learning materials as effective and acceptable overall. Hake's gain performances in physics increased significantly for the two (lecture, and CbL) groups. In addition, the mean scores of learners who used these activities and boxes were significantly higher than those who did not.

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## **International Education**

**62694**

*Scientific Production in Computer-assisted Language Learning (CALL) Research: A Bibliometric Analysis*

Toshiyuki Hasumi, Ming Chuan University, Taiwan

Language education is a key component in international education. However, language instructors faced numerous challenges in moving classes online during the recent COVID-19 pandemic, especially in classes where instructions rely on live communication and immediate feedback. Conversely, language instructors adept in computer-assisted language learning (CALL) were at an advantage in alleviating the sudden transition to emergency remote teaching (ERT). In this context, this exploratory study uses bibliometric approaches to analyze the scientific production and reveal the major contributors and research themes in the field of CALL. The Web of Science database was selected for data collection, which comprised of 425 articles published in 85 journals between 1986 to 2021. First, performance analysis was conducted using R Bibliometrix, which showed an overall growth trend and annual growth rate of 11.83% in scientific production. The top 10 most locally cited journals, authors, and articles were also identified. Scientific mapping using VOSviewer revealed the conceptual structure of CALL through bibliographic coupling, revealing seven clusters representing the core CALL research themes: (1) Pedagogy and effectiveness; (2) Type of technology; (3) Digital games; (4) Learner autonomy and social network; (5) Technology acceptance; (6) Technology medium; and (7) Online and distance learning. Together, findings from the performance analysis serve as a helpful citation reference for initiating language educators and researchers into the field, while the scientific mapping of research themes serve as a basis for which future investigations can be oriented.

**63470**

*Study Motivation in the Academic-Industrial Program of Southeast Asian Students in Taiwan*

Peishi Weng, Taipei University of Marine Technology, Taiwan

Since 2016's "New Southbound Policy" in Taiwan, there are more and more Southeast Asian Students coming to Taiwan for study. From 2016 to 2020, their number had risen to over 30,000 students, posting an increase of 85 percent in just five years. How to attract students to study in Taiwan would be the main issue. Thus, the purpose of this study is to investigate students' study motivation. Finally, the suggestions of this program are provided for future study. 31 freshmen with the profession of food and beverage management from Philippines were joined in this program in 2021. This program is a four-year program combining practical training, language learning and off-campus internship. This study is conducted with qualitative method, using interviews to examine students' feedback and suggestions. This study shows the following findings and suggestions. First, the motivation to join this program included: working opportunities, lower admissions requirements and friendly environment. Second, it is easy to improve their Chinese language ability during the Chinese classes. However, there are still some suggestions left. First, because of COVID-19, it is not easy to come to Taiwan. There are some students delaying their schedule so that they need to use distant learning. Second, not all of the teachers use English in class. Thus, it is not easy to understand the content. Based on the above suggestions, it is necessary to suggest teachers to use bilinguals in class. In addition, for distant learning, we need to provide different ways to keep the teaching quality, helping.

**63525**

*The Impact of the Use of Technology on the Nature of Teacher's Profession in TESOL Classes*

Sally Kondos, American University in Dubai, United Arab Emirates

During the recent pandemic, Educational programs have recognized the growing need to use computers in classes. It presents unprecedented challenges that help the students acquire an inquiring, critical and creative mind to capitalize on the growth of information and knowledge and technology opportunities. Computer knowledge began influencing students' learning experience more than 25 years ago, but it was moderate (Cuban, 2001). However, the past decade has witnessed a significant integration of computer technology in all language classes. The integration has increased because computer technology represents accessible and instant information, enormous potential for interactivity and media-rich communication, and educational tools that engage the students in the classroom (Mouza, 2002). Undoubtedly the recent advancement in information technology and computer usage in the classroom is rapidly transforming the classroom environment. The teachers cannot ignore the reality that today's classrooms must provide technology-supported learning (Angers & Machtmes, 2005). Being prepared to integrate technology in the language classroom has become a paramount skill in every teacher's professional repertoire. The traditional role of the teacher as the center of schooling is changing recently with all the introduction of the new technologies in the classroom. One of the effects of the new technologies is the decentralization of teachers in the learning environment (Damrian, 1998). This introduces a very valid point of how the teaching profession will change in the era of digital technologies. The Presentation will share with the audience the results of a study that was conducted in one of the Private Universities in Dubai.

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## **Learner Experience Design**

**62270**

### **National Study of Sleep Health for Student Service Members/Veterans**

Phillip A. Morris, University of Colorado Colorado Springs, United States

Keston G. Lindsay, University of Colorado Colorado Springs, United States

Patience Agana, University of Colorado Colorado Springs, United States

Kathryn Watson, University of Colorado Colorado Springs, United States

Dale K. Willson, University of Colorado Colorado Springs, United States

To investigate sleep health for student servicemember/veterans (SSM/Vs). This study analyzed the American College Health Association (ACHA) National College Health Association (NCHA) dataset comprising of 88,178 participants in Spring 2018 and 756,150 participants surveyed in 2019 with 2,984 SSM/Vs and 1,355 non-veterans. Utilizing propensity score matching to generate a comparative sample of SSM/Vs to their most similar non-veteran counterparts, student responses were analyzed using a MANCOVA analysis with multiple outcome variables investigated. Although the effect sizes were small, our results showed that SSM/Vs reported significantly higher levels of sleep health issues than the matched peer group, including more days per week feeling sleepy, more instances of trouble falling asleep, and higher rates of sleep difficulties negatively affecting academic performance. Hence, we concluded that SSM/Vs compared to their non-veteran counterparts lack sleep health, which is associated with some of their poor academic and mental performances. Lastly, we made recommendations for academic institutions to prioritize training for faculty members and have veteran service facilities staffed with trained personnel to assess unique SSM/V's sleep needs, provide them with services, and partner with organizations such as the Veteran Health Administration (VHA) to co-develop innovative solutions for SSM/V's sleepiness to improve their learning experiences in academic institutions.

## **Micro-learning**

**62699**

### **Teacher's Twitter Levels of Participation and Depth of Reflection on Pedagogical Practices**

Jeanette Delgado, Spring Lake Park Schools, United States

There is a need for connections, learning, and sharing through social media that can be seen through educational hashtags across Twitter. Teachers from different cultural experiences, states, and countries communicate and reflect on educational topics. The purpose of this study was to explore how 9 K-12 teachers' levels of participation on Twitter influences teachers' reflection about pedagogical practices. The conceptual framework was based on a depth of reflection model and Fischer's richer ecologies of participation model. The research questions were RQ 1: In what professional activities do teachers participate on Twitter? RQ 2: How do teachers use Twitter to help them reflect on pedagogical practices? The data were collected from interviews, reflective journals, and teachers Tweets. Then, two levels of coding (priori coding and emerging codes) were applied to analyze the data collected. The results showed how teachers participated on Twitter and the different levels of participation. The levels of participation included the following teachers' roles: lurkers, contributors, consumers, curators, meta-designers, or moderators. The teachers' tweets about building professional identity, exchanging ideas, learning new skills, and professional connectedness were also described and analyzed. Teachers' connectedness on Twitter showed a depth of reflection among the following levels: critical reflection, reflection, understanding, non-reflective/ descriptive. The study can help districts and schools administrators to evaluate the power of teachers' tweets on social media as a tool for personal growth, professional engagement, and learning.

## **STEAM Education**

**63541**

### **Using UTAUT to Explore the Acceptance of High School Students in Programming Learning With STEAM Education**

Mingyi Chiu, National Tsing-hua University, Taiwan

Fu-yuan Chiu, National Tsing Hua University, Taiwan

Many countries incorporate programming into primary education; the application of artificial intelligence robots in programming education is what the future holds. The current study mainly compares the differences between the two teaching methods of Programming using traditional single subject teaching and STEAM cross-disciplinary teaching. Through the data of Unified Theory of Acceptance and Use of Technology (UTAUT) and Course satisfaction, this study finds the advantages and disadvantages of STEAM integration into programming education.

First, the UTAUT results show that the students have a high acceptance of the learning programming of STEAM education. The most significant difference is social influence. Whether students with programming-related learning experiences or not, students are puzzled about the more difficult levels in the course. The participants thought it was easy to learn to program and solve problems with partners. Second, there is a significant difference in learning satisfaction. The students of the STEAM group are more satisfied with the learning experience of the programming. The students of traditional courses have relatively lower learning satisfaction with the course content. The students of the STEAM group had a higher acceptance of programming and had relatively good learning, and the learning attitude was also higher.

This study recommends that schools that are ready to promote programming courses in the future consider whether to use STEAM education to teach programming.

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## **Workplace Learning**

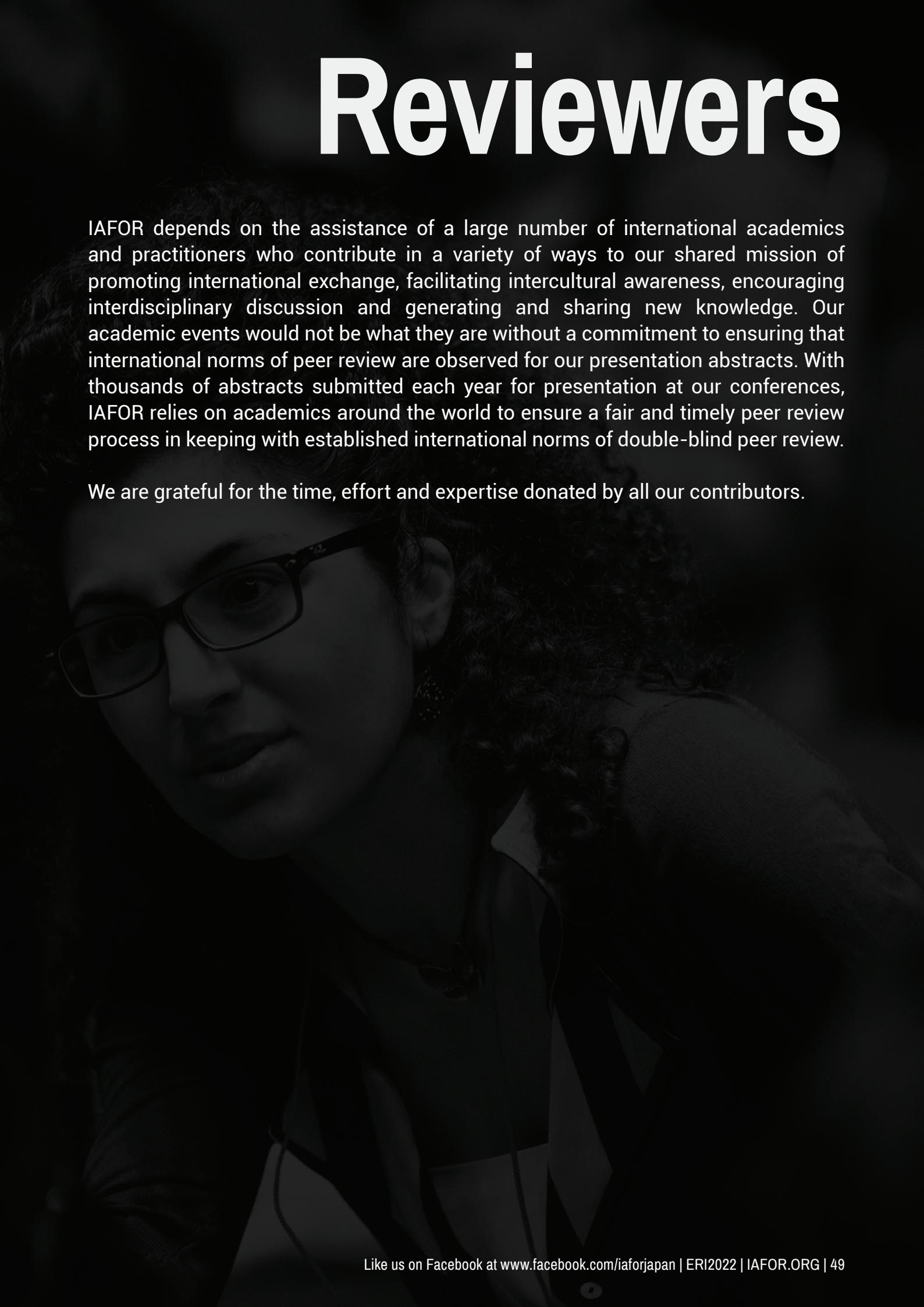
**62354**

*Differentiated Classroom Instruction (DCI) To Reduce Misconceptions in Physiology Among Dentistry Students with Varied Learning Styles*

Maria Theresa Gonzales, Centro Escolar University, Philippines

In Dental education, there is great need for enhancing the learning achievements specifically identifying conceptual understanding in Dental Physiology, and to be able to address any misconception in the said subject. Students learning styles will be determined using an adopted instrument, the VARK questionnaire. A teaching intervention in the form of DCI involving its process and product will be developed to be able to identify dominant learning skills among dental students. Instruction will last 6 weeks. A conceptual pre-test and post-test will be administered prior to using DCI, DCI will be used to test the success of teaching intervention, among dental students with varied learning styles. Data will be analysed and collected from the pre-test and post-test to be able to describe the levels of understanding and any improvement in conception. The data will be analysed by t-test for paired samples, standard deviation and mean. One of the goal of this study is to know the effectiveness of the said tool.

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## Notes

# Upcoming Events

## Tokyo, 2022

**June 01–04, 2022**

The Asian Conference on Arts & Humanities  
(acah.iafor.org)

The Asian Conference on the Social Sciences  
(acss.iafor.org)

**June 06–09, 2022**

The Asian Conference on Cultural Studies  
(accs.iafor.org)

The Asian Conference on Asian Studies  
(acas.iafor.org)

## Paris, 2022

**June 16–19, 2022**

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

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

## Porto, 2022

**July 07–10, 2022**

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

## London, 2022

**July 14–17, 2022**

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

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

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

**July 21–24, 2022**

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

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

## Barcelona, 2022

**September 20–23, 2022**

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

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



# Kyoto, 2022

**October 17–20, 2022**

The Kyoto Conference on Arts, Media & Culture  
(kyoto-amc.iafor.org)

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

# Tokyo, 2022 (cont'd)

**November 28 – December 02, 2022**

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

# Hawaii, 2023

**January 05–08, 2023**

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

The IAFOR International Conference on Arts &  
Humanities in Hawaii  
(iicahhawaii.iafor.org)

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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.

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