

I I C E

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H A W A I I

January 05-08, 2023 | Honolulu, Hawaii, USA, and Online

The 8th IAFOR International Conference on Education in Hawaii

The 3rd IAFOR International Conference on Arts & Humanities in Hawaii

## PROGRAMME & ABSTRACT BOOK

Organised by The International Academic Forum (IAFOR) in association with the University of Hawai'i at Mānoa, USA, the IAFOR Research Centre at Osaka University, Japan, and IAFOR's Global University Partners

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[www.iafor.org/about/partners](http://www.iafor.org/about/partners)

# IAFOR Global Partners



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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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# Letter of Welcome



Aloha!

Welcome back to Hawaii, and to IAFOR's first conference of the new year, where we will welcome some 700 people from more than 50 countries in an extraordinary celebration of the international, intercultural and interdisciplinary.

Thanks to our event partner, the University of Hawai'i at Manoa and their College of Education for their continued support, and to the programme committee who have thoughtfully and ambitiously put together an exceptional programme of keynote and featured speakers. I am very excited at the prospect of a superb event.

On a personal note, I am looking forward to returning to Hawaii after a break of three years, and to meeting up with old friends and colleagues, and having the opportunity to make many more. Over the days we are together, both onsite and online, I am sure that we will have the chance to discover new ideas, new research pathways, and new people with whom to engage in further collaborations.

I look forward to your meaningful and enthusiastic engagement throughout the conference!

Warmest regards,

**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

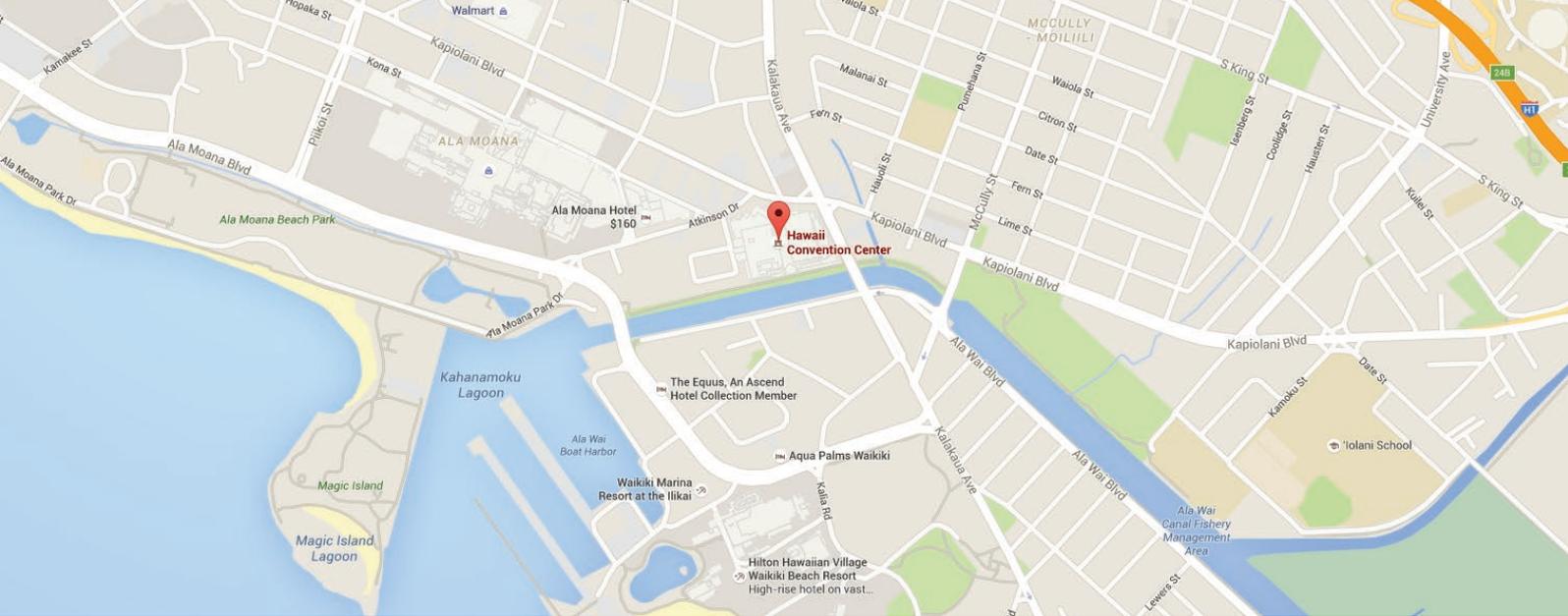
Honorary Professor, University College London (UCL), United Kingdom

Member, Expert Network, World Economic Forum

# Hawai'i Convention Center Floor Guide | Level 3



**Complimentary  
Wi-Fi Area**  
Connect to : Hawai'i Free Wi-Fi



## Directions & Access

The Hawai'i Convention Center is centrally located in the heart of Honolulu, at the gateway to Waikiki, on the corner of Kalakaua Avenue and Kapiolani Boulevard. The venue can easily be reached by both car and bus.

### Venue Address

Hawai'i Convention Center, 1801 Kalakaua Ave, Honolulu, Hawaii, HI 96815, United States

### Driving Directions from Honolulu International Airport

- Upon exiting the airport terminal, take the H-1 east on-ramp
- Stay in your right lane and exit onto Nimitz Highway
- Drive approximately six miles on Nimitz Highway (which later becomes Ala Moana Blvd)
- Turn left onto Atkinson Drive
- Turn right onto Kapiolani Avenue
- Turn right onto Kalakaua Avenue
- Entrance to the parking garage is on the right

### Public Bus Transportation (“TheBus”)

Public transportation to the Hawai'i Convention Center from the airport and all parts of Oahu is available on “TheBus”. For information on routes, times and fares, call (808) 848-5555 or visit their website at [www.thebus.org](http://www.thebus.org).

### Around the Conference Venue

Located within walking distance of Waikiki, the Hawai'i Convention Center is a large, modern events venue conveniently located 8 miles (12 km) from the Honolulu International Airport, within 1.5 miles of 28,000 hotel rooms in all price categories, and adjacent to an array of shopping, dining, and entertainment venues.



# General Information

## Registration Desk

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

Wednesday, January 04	17:00-18:00	Room 320 Foyer (3F)
Thursday, January 05	08:30-17:00	Room 320 Foyer (3F)
Friday, January 06	08:30-17:00	Room 320 Foyer (3F)
Saturday, January 07	08:30-15:00	Room 320 Foyer (3F)

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

## Name Badges

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

## Online Schedule

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





## General Information

### Pre-Ordered Lunch

Lunch on Thursday, January 05, Friday, January 06 and Saturday, January 07 is available to delegates who pre-ordered a lunch. Lunchboxes will be available 11:00-14:00 in Room 319 (3F). Please remember to bring your conference name badge as you will need to show this in order to claim your lunchbox. There is also an excellent choice of restaurants and cafes within walking distance of the conference venue.

### Refreshment Breaks

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

### Connecting to WiFi

Free WiFi for light use like reading emails and web browsing is available in all public spaces. If you want to stay connected in all common areas and lobbies, you can purchase Instant Internet from your device. Streaming video will not be possible. If your presentation includes video, please bring it on a file that can be played without an internet connection.

### Purchasing Additional Internet

Open your browser (Internet Explorer, Firefox, Safari, or other standard browser). You should see a Smart City splash page. (If you do not see the splash page when you open your browser, please refresh your browser. If you still do not see this page you may need to manually select the network name, "Instant Internet", by following your computer's procedure for viewing and selecting a wireless network.) If this is your initial purchase, enter your username (email address) and password and click BUY NOW. Follow additional prompts to complete your purchase or log-in. Refer to service options and limitations shown to the right. If you have already created an account and are returning for an additional session, Click LOGIN.

### Photo/Recording Waiver

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



## January 4 | All times are Hawaii Standard Time (UTC-10) Wednesday at a Glance

17:00-18:00 Pre-Conference Registration & Welcome Reception | 320 Foyer

## January 5 | All times are Hawaii Standard Time (UTC-10) Thursday at a Glance

08:45-10:00 Conference Registration & Coffee | 320 Foyer

10:00-10:05 Announcements & Welcome | 320 Theatre

10:05-10:25 Cultural Presentation | 320 Theatre

10:25-10:40 Welcome Address & Recognition of Scholarship Winners | 320 Theatre

**10:40-11:25 Keynote Presentation | 320 Theatre**

*Hidden Hawai'i: A Huaka'i through the Native Realities of Our Island Home*

Julie Kaomea, University of Hawai'i, United States

Michael Menchaca, University of Hawai'i at Mānoa, United States (Moderator)

**11:25-12:10 Keynote Presentation | 320 Theatre**

*Internationalisation and Cooperation in East Asian Higher Education*

Brendan Howe, Ewha Womans University, South Korea

Joseph Haldane, The International Academic Forum, Japan (Moderator)

12:10-13:30 Lunch Break | 319 AB

**13:30-14:15 Keynote Presentation | 320 Theatre**

*Hindsight, Foresight, and Our Post-COVID Future*

Paul McKimmy, University of Hawai'i, United States

Michael Menchaca, University of Hawai'i at Mānoa, United States (Moderator)

**14:15-15:00 Featured Panel Session | 320 Theatre**



## January 5 | All times are Hawaii Standard Time (UTC-10) Thursday at a Glance

### *Voyaging: From the Canoe to the Classroom*

Chris Blake, Polynesian Voyaging Society, United States

Mark K. Ellis, Polynesian Voyaging Society, United States

Catherine Fuller, Polynesian Voyaging Society, United States

Linda Furuto, University of Hawai'i at Mānoa, United States

Robin Dyrenborg, University of Hawai'i at Mānoa, United States (Moderator)

15:00-15:30 Coffee Break | 319 AB

### **15:30-16:15 Featured Panel Session | 320 Theatre**

#### *Weaving Knowledge Systems and Nurturing the Next Generation to Care for Papahānaumokuākea Marine National Monument*

Pelika Andrade, Na Maka Onaona & University of Hawai'i, United States

Kai Hoshijo, Polynesian Voyaging Society & Maunalua Fishpond Heritage Center, United States

Haunani Kane, University of Hawai'i, United States

Kanoe Morishige, National Oceanic and Atmospheric Administration (NOAA), United States

Randy Kosaki, National Oceanic and Atmospheric Administration (NOAA), United States (Moderator)

16:15-16:30 Conference Photograph

### **16:30-17:30 Conference Poster Session | 3F Hallway**

19:00-21:00 Conference Dinner (Optional Ticketed Event)

The Signature Prime Steak & Seafood | Ala Moana Hotel 36F



## January 6 | All times are Hawaii Standard Time (UTC-10) Friday at a Glance

08:30-09:00 Registration & Coffee

### **09:00-10:40 On-site Parallel Presentation Session 1**

Room 318A: Visual Arts Practices

Room 318B: Ethnicity, Difference, Identity

Room 321A: Literature/ Literary Studies

Room 321B: Higher Education

Room 323A: International Education

Room 323B: Adult, Lifelong & Distance Learning

Room 317A: Foreign Languages Education & Applied Linguistics

Room 317B: Education, Sustainability & Society

Room 322A: Curriculum Design & Development

Room 322B: Educational Research, Development & Publishing (Symposium)

10:40-10:55 Coffee Break | 319

### **10:55-12:35 On-site Parallel Presentation Session 2**

Room 318A: Media, Film Studies, Theatre, Communication

Room 318B: Philosophy, Ethics, Consciousness

Room 321A: Language Development and Literacy

Room 321B: Higher Education

Room 323A: Assessment Theories & Methodologies

Room 323B: Higher Education

Room 317A: Foreign Languages Education & Applied Linguistics

Room 317B: Education, Sustainability & Society

Room 322A: Educational Policy, Leadership, Management & Administration

Room 322B: Nurturing Creativity & Innovation



## January 6 | All times are Hawaii Standard Time (UTC-10) Friday at a Glance (cont'd)

12:35-12:50 Coffee Break | 319

### **12:50-13:40 On-site Parallel Presentation Session 3**

Room 318A: Academic Writing (Workshop)

Room 318B: Clinical Supervision Forum

Room 321A: Literary Arts Practices (Workshop)

Room 321B: Professional Training, Development & Concerns in Education (Workshop)

Room 323A: Cultural Competency (Workshop)

Room 323B: Breaking Barriers and Building Communities (Panel Presentation)

Room 317A: PEN Principles (Workshop)

Room 317B: Inclusion and Equity (Workshop)

Room 322A: Professional Training, Development & Concerns in Education (Workshop)

Room 322B: Foreign Languages Education & Applied Linguistics (Workshop)

13:40-13:55 Coffee Break | 319

### **13:55-15:35 On-site Parallel Presentation Session 4**

Room 318A: International Arts Practices

Room 318B: Science, Environment, and the Humanities

Room 321A: Learning Experiences, Student Learning & Learner Diversity

Room 321B: Learning Experiences, Student Learning & Learner Diversity

Room 323A: Teaching Experiences, Pedagogy, Practice & Praxis

Room 323B: Professional Training, Development & Concerns in Education

Room 317A: Teaching Experiences, Pedagogy, Practice & Praxis

Room 317B: Higher Education

Room 322A: Design, Implementation & Assessment of Innovative Technologies in Education

Room 322B: Curriculum Design & Development



## January 6 | All times are Hawaii Standard Time (UTC-10) **Friday at a Glance (cont'd)**

15:35-15:50 Coffee Break | 319

### **15:50-17:30 On-site Parallel Presentation Session 5**

Room 318A: Media, Film Studies, Theatre, Communication

Room 318B: International Humanities

Room 321A: International Humanities

Room 321B: Nurturing Creativity & Innovation: New, Innovative & Radical Education

Room 323A: Assessment Theories & Methodologies

Room 323B: Adult, Lifelong & Distance Learning

Room 317A: Foreign Languages Education & Applied Linguistics

Room 317B: Professional Training, Development & Concerns in Education

Room 322A: Teaching Experiences, Pedagogy, Practice & Praxis

Room 322B: Teaching Experiences, Pedagogy, Practice & Praxis



## January 7 | All times are Hawaii Standard Time (UTC-10) **Saturday at a Glance**

08:30-09:00 Registration & Coffee

### **09:00-10:40 On-site Parallel Presentation Session 1**

Room 318A: Teaching and Learning

Room 318B: Cyberspace & Technology

Room 321A: International Arts & Humanities

Room 321B: Professional Training, Development & Concerns in Education

Room 323A: Higher Education

Room 323B: Teaching Experiences, Pedagogy, Practice & Praxis

Room 317A: Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Room 317B: Teaching Experiences, Pedagogy, Practice & Praxis

Room 322A: Education, Sustainability & Society

Room 322B: Interdisciplinary Education

10:40-10:55 Coffee Break | 319

### **10:55-12:35 On-site Parallel Presentation Session 2**

Room 318A: Teaching and Learning

Room 318B: International Arts & Humanities

Room 321A: Political Science, Politics

Room 321B: Learning Experiences, Student Learning & Learner Diversity

Room 323A: Higher Education

Room 323B: Education, Sustainability & Society

Room 317A: Learning Experiences, Student Learning & Learner Diversity

Room 317B: Teaching Experiences, Pedagogy, Practice & Praxis

Room 322A: Teaching Experiences, Pedagogy, Practice & Praxis

Room 322B: Challenging & Preserving: Culture, Inter/Multiculturalism & Language



## January 7 | All times are Hawaii Standard Time (UTC-10) **Saturday at a Glance (cont'd)**

12:35-12:50 Coffee Break | 319

### **12:50-13:40 On-site Parallel Presentation Session 3**

Room 318A: Gifted Education, Special Education, Learning Difficulties & Disability (Workshop)

Room 318B: Curriculum Design & Development (Workshop)

Room 321A: Design, Implementation & Assessment of Innovative Technologies in Education (Workshop)

Room 321B: Learning Experiences, Student Learning & Learner Diversity (Workshop)

Room 323A: Language Development & Literacy (Workshop)

Room 323B: Higher Education (Workshop)

Room 317A: Interdisciplinary, Multidisciplinary & Transdisciplinary Education (Workshop)

Room 317B: Education, Sustainability & Society (Workshop)

Room 322A: Higher Education (Workshop)

Room 322B: Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)

13:40-13:55 Coffee Break | 319

### **13:55-15:10 On-site Parallel Presentation Session 4**

Room 318A: History/Historiography

Room 318B: Teaching and Learning

Room 321A: Language, Linguistics

Room 321B: Professional Training, Development & Concerns in Education

Room 323A: Teaching Experiences, Pedagogy, Practice & Praxis

Room 323B: Teaching Experiences, Pedagogy, Practice & Praxis

Room 317A: Educational Policy, Leadership, Management & Administration

Room 317B: Teaching Experiences, Pedagogy, Practice & Praxis

Room 322A: Design, Implementation & Assessment of Innovative Technologies in Education

Room 322B: Teaching and Learning



## January 7 | All times are Hawaii Standard Time (UTC-10) **Saturday at a Glance (cont'd)**

15:10-15:25 Coffee Break | 319

### **15:25-16:40 On-site Parallel Presentation Session 5**

Room 318A: International Humanities

Room 318B: Literature/Literary Studies

Room 321A: Language, Linguistics

Room 321B: Learning Experiences, Student Learning & Learner Diversity

Room 323A: International Education

Room 323B: Gifted Education, Special Education, Learning Difficulties & Disability

Room 317A: Educational Policy, Leadership, Management & Administration

Room 317B: Teaching Experiences, Pedagogy, Practice & Praxis

Room 322A: Design, Implementation & Assessment of Innovative Technologies in Education

Room 322B: Educational Policy, Leadership, Management & Administration

16:40-16:50 Onsite Closing Session | 318B

16:50-17:00 Short Break

### **17:00-17:50 Hawaiian Cultural Presentation: Poi Pounding | 319**

Darwin Kaneaiakala, Cultural Practitioner



## January 8 | All times are Hawaii Standard Time (UTC-10) **Sunday at a Glance (Online)**

13:00-13:15 Online Welcome Address

### **13:15-14:30 On-line Parallel Presentation Session 1**

Room A: Teaching Experiences, Pedagogy, Practice & Praxis

Room B: Assessment Theories & Methodologies

Room C: Interdisciplinary Education

Room D: Learning Experiences, Student Learning & Learner Diversity (Panel)

Room E: Interdisciplinary Humanities

Room F: History/Historiography

14:30-14:40 Break

### **14:40-16:20 On-line Parallel Presentation Session 2**

Room A: Higher Education

Room B: International Education

Room C: Interdisciplinary Language/ Foreign Language

Room D: Teaching and Learning (Panel)

Room E: Literature/Literary Studies

Room F: Teaching, Learning & Knowledge

16:20-16:30 Break

### **16:30-17:45 On-line Parallel Presentation Session 3**

Room A: Teaching Experiences, Pedagogy, Practice & Praxis

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

Room C: Educational Policy, Leadership, Management & Administration

Room D: *Undergraduate Research Symposium*

Room E: Media, Film Studies, Theatre, Communication

Room F: Interdisciplinary Arts & Humanities



## January 8 | All times are Hawaii Standard Time (UTC-10) **Sunday at a Glance (Online)**

17:45-17:55 Break

### **17:55-19:35 On-line Parallel Presentation Session 4**

Room A: Higher Education

Room B: Professional Training, Development & Concerns in Education

Room C: Educational Policy, Leadership, Management & Administration

Room D: *Undergraduate Research Symposium*

Room E: Globalisation

Room F: International Arts & Design

19:35-19:45 Break

### **19:45-21:00 On-line Parallel Presentation Session 5**

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

Room B: Mind, Brain & Psychology

Room C: No Sessions

Room D: Undergraduate Research Symposium

Room E: Language, Linguistics

Room F: No Sessions

21:00-21:10 Online Closing Session



## Become an IAFOR Member

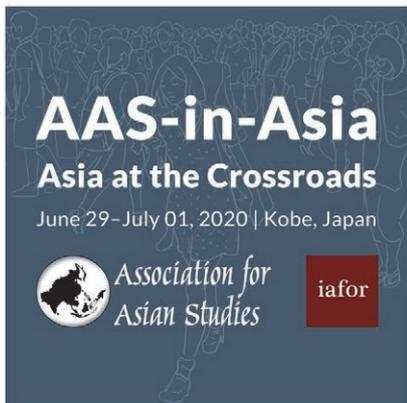
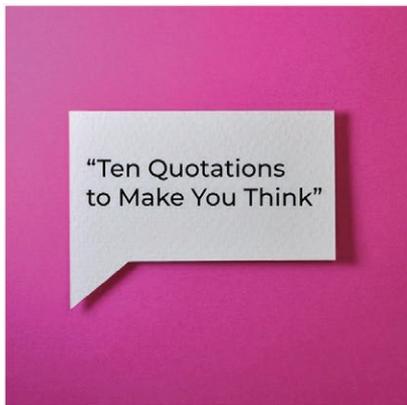
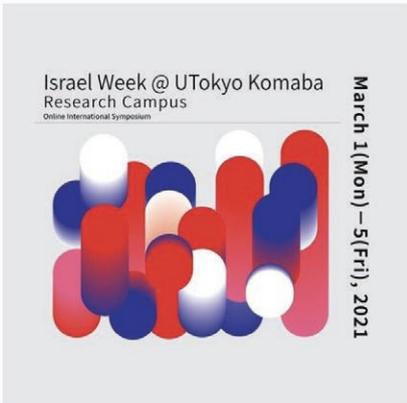
IAFOR provides an excellent personal and professional environment for academics and scholars of all ages and backgrounds to come together and exchange the latest ideas, and inform each other's perspectives through their own cultural and disciplinary background and experiences. We are able to do this 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)**



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

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

# IAFOR Journals

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

## How are papers submitted?

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

## How does IAFOR ensure academic integrity?

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

## Where are the journals indexed?

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

## What's the reach?

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

## What's the cost?

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

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

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

## Current IAFOR Journal titles include

*IAFOR Journal of Arts & Humanities*

*IAFOR Journal of Cultural Studies*

*IAFOR Journal of Education*

*IAFOR Journal of Literature & Librarianship*

*IAFOR Journal of Psychology & the Behavioral Sciences*

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



## Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive ([papers.iafor.org](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 February 10, 2023, through the online system.** The proceedings will be published on March 10, 2023.

### Conference Catch-up

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

### Pre-Recorded Virtual Presentations & Virtual Poster Presentations

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



# **Academic Grant & Scholarship Recipients**

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

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

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

**Emily Krysten Spencer-Mueller, Wilfrid Laurier University, Canada**

*Supporting Social-Ecological Resilience by Developing the Resilient Learner: An Innovative Community-School Partnerships Model of STEM Education*

**Melanie Muskin, Northwestern University, United States**

*Quitting with a Crowd: An Exploration of U.S. Teachers' Resignation Stories on TikTok*

**Olutomiwa Binuyo, University of the Western Cape, South Africa**

*Changing Course, Transforming Education: Experiences of Stay-At-Home Students in Nigerian Public Universities*

**Monika Dubey, Vardhman Mahaveer Open University, India**

*A Study of Stress Among Students of Coaching Institutes of Kota City in India – Causes, Effects and Suggestions*

**Tooba Noor, Agha Khan Institute of Educational Development (AKU-IED), Pakistan**

*What Hinders School Leaders in Exercising Instructional Leadership? A Case of an EMO School Sukkur, Northern Sindh, Pakistan*

**Seth Adom, University of Tsukuba, Japan**

*Investigating Barriers to Low-Carbon Policy Implementation Among Mining Companies in Ghana*

**Gail Harper Yeilding, Auburn University, United States**

*Learning Through Storytelling: Supporting Teachers With SDG2 Resources in a Time for Building Resilience and Hope*

**Reuben Martens, University of Waterloo, Canada**

*The 'Sadcom' Story of a Washed-Up Horse: "BoJack Horseman" as a Tragedy of American Loneliness*

**Tekena Mark, University of Port Harcourt, Nigeria**

*Tragic Dramaturgical Representation of Benin History in Nigerian Drama: A Reading of Ossa Earliece's Nekighidi*

**Chinelo Onuama, Michael Okpara University of Agriculture, Nigeria**

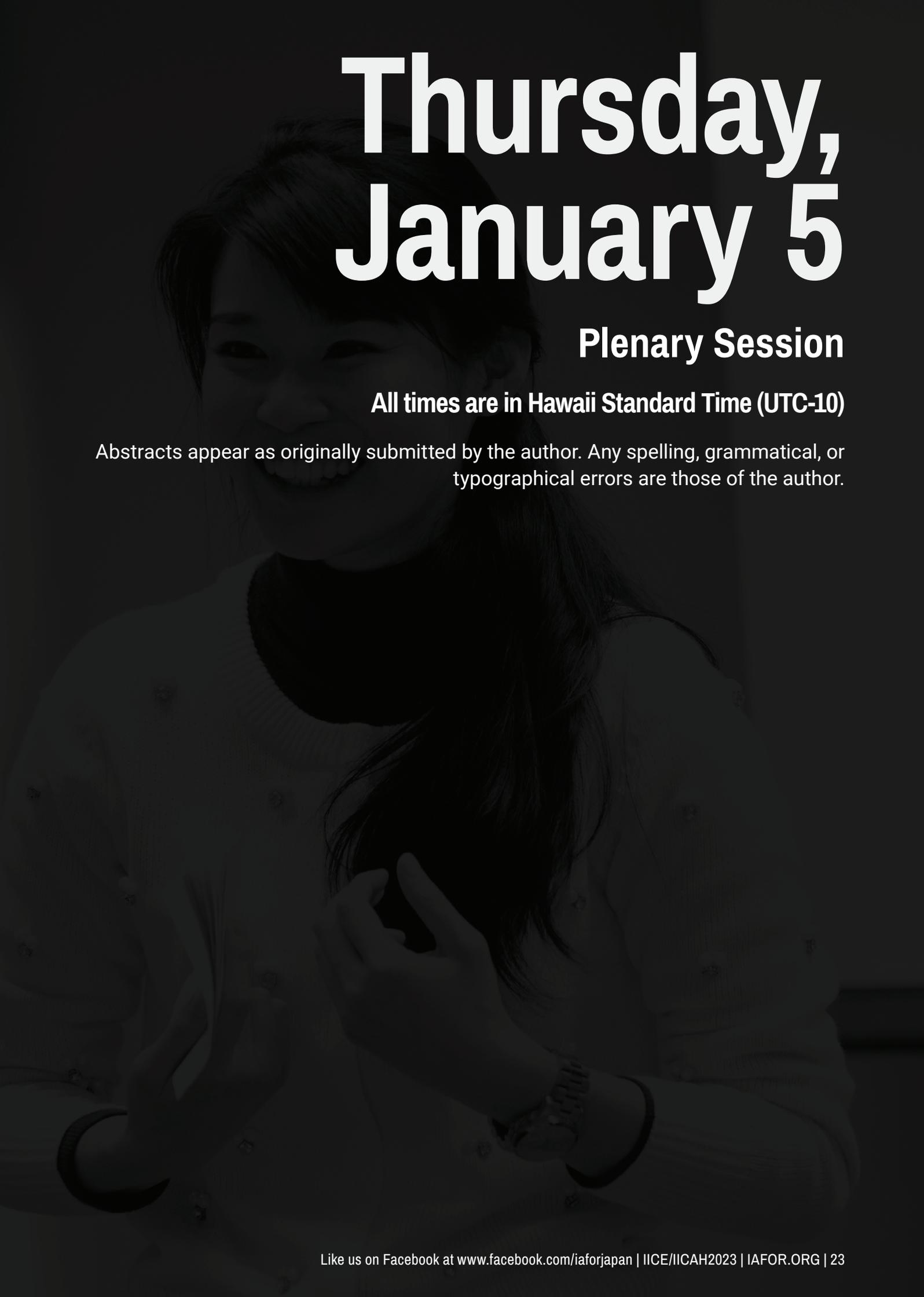
*The New Media and Motion Picture Content Creation: A Technological Disruption or Nation Building Tool*

**Lien Le, HCMC Open University, Vietnam**

**Hugh Willbourn, RMIT University Vietnam, Vietnam**

**Anh Dinh, Vietnam National University & Ho Chi Minh City University of Science, Vietnam**

*Trio-ethnographic Reflection on Using Digital Storytelling to Enhance Learners' Engagement*



# Thursday, January 5

## Plenary Session

**All times are in Hawaii Standard Time (UTC-10)**

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

Keynote Presentation: Julie Kaomea

# Hidden Hawaii: A Huakai through the Native Realities of Our Island Home

Thursday, January 5, 2023 | 10:40-11:25 | Onsite & Online

A huaka'i is a journey taken with purpose and intention. In contrast to a pleasure-seeking tour of "must-see" attractions, our kūpuna set off on huaka'i with humility, respect, and an open mind, allowing themselves to be moved and transformed by the people and places they meet along the way. In a similar spirit, I invite you to join in this virtual huaka'i to the "Hidden Hawai'i" experienced by a group of classroom teachers and graduate students in my semester-long course in Contemporary Native Hawaiian Education. We'll journey back in time to uncover the suppressed histories of a once flourishing and internationally recognised Hawaiian nation. We'll lay bare the stark, contemporary realities behind the touristic sheen of glossy postcard images and expose the US military's thinly veiled threats to our Native existence. Finally, we'll venture to hidden kipuka or tucked away oases of aloha 'āina that have thus far resisted the ravages of rampant capitalism and development – small sovereign spaces where Kānaka can put our hands to the soil once more to unearth, cultivate, and reimagine visions of more sovereign and sustainable, Indigenous Hawaiian futures.



## Julie Kaomea

Dr Julie Kaomea is a Kanaka Maoli Professor of Indigenous Education at the University of Hawai'i at Mānoa. Throughout her youth she was fed and sustained by the 'āina momona of He'eia, O'ahu, and her deep aloha for this 'āina continues to inform and inspire her scholarship and teaching to this day. Dr Kaomea received her Bachelor's degree at Stanford University, an elementary teaching credential at the University of California, Berkeley, and both her Master's and Doctoral degrees at the University of Hawai'i at Mānoa. Her research in Native Hawaiian Education has been published in *Educational Researcher*, *Curriculum Inquiry*, *Anthropology & Education Quarterly*, *Qualitative Inquiry*, and *History of Education Quarterly*. She has served as the coordinator of the University of Hawai'i's PhD in Education Program in Curriculum & Instruction for ten years, and teaches graduate courses in Decolonizing Research Methodologies, Indigenous & Postcolonial Perspectives in Education, and Contemporary Native Hawaiian Education.

# Keynote Presentation: Brendan Howe Internationalisation and Cooperation in East Asian Higher Education

Thursday, January 5, 2023 | 11:25-12:10 | Onsite & Online

East Asia (including both Northeast Asia and Southeast Asia) is a region that has contributed greatly to the concept of an “Asia-Pacific Century.” This focus has been justified by the East Asian economic development “miracle,” the absence of interstate war in the “long peace of East Asia”, and an “Eastphalian peace”. Reference has also been made to East Asia’s other miracle, the decline of mass atrocities, while Freedom House notes it is the only region of the world to have made significant gains in political freedoms in recent years. Educational institutions in the region have made steady progress up international league tables. There is growing participation by East Asian scholars in international conferences such as those organised by ISA, WISC, DSA, and AAS, and a growing number of conferences organised by such associations in Asia. Yet, many obstacles stand in the way of a true internationalisation of higher education. These include a paucity of resources, a shortage of publishing outlets, language barriers, an emphasis on hard sciences and disciplines which promote economic growth (econophilia), and relatedly, the pull of policy relevant work that offers greater prestige and financial rewards. In some cases, nationalism, and in other cases a subaltern relationship to the West (sometimes both together), restrict regional educational cooperation and development. This presentation will discuss some of these issues and shortcomings, but also propose opportunities for overcoming the challenges.



## Brendan Howe

Brendan Howe is Dean and Professor of the Graduate School of International Studies, Ewha Womans University, South Korea, where he has also served two terms as Associate Dean and Department Chair. He is also currently the President of the Asian Political and International Studies Association, and an Honorary Ambassador of Public Diplomacy and advisor for the Korean Ministry of Foreign Affairs. He has held visiting professorships and research fellowships at the East-West Center (where he is currently enjoying a second term as a POSCO Visiting Research Fellow), the Freie Universität Berlin, De La Salle University, the University of Sydney, Korea National Defence

University, Georgetown University, Universiti Malaysia Sarawak, and Beijing Foreign Studies University.

Educated at the University of Oxford, the University of Kent at Canterbury, Trinity College Dublin, and Georgetown University, his ongoing research agendas focus on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding and conflict transformation. He has authored, co-authored, or edited around 100 related publications including *Society and Democracy in South Korea and Indonesia* (Palgrave, 2022), *The Niche Diplomacy of Asian Middle Powers* (Lexington Books, 2021), *UNGovernance: Peace and Human Security in Cambodia and Timor-Leste* (Springer, 2020), *Regional Cooperation for Peace and Development* (Routledge, 2018), *National Security, State Centricity, and Governance in East Asia* (Springer, 2017), *Peacekeeping and the Asia-Pacific* (Brill, 2016), *Democratic Governance in East Asia* (Springer, 2015), *Post-Conflict Development in East Asia* (Ashgate, 2014), and *The Protection and Promotion of Human Security in East Asia* (Palgrave, 2013).

# Keynote Presentation: Paul McKimmy

## Hindsight, Foresight, and Our Post-COVID Future

Thursday, January 5, 2023 | 13:30-14:15 | Onsite & Online

The COVID pandemic challenged higher education to adapt to new parameters on a timeline no one saw coming. Typically slow to change, educational institutions made difficult changes on an accelerated timeline and under stressful conditions. Components of online education shifted from secondary to primary importance for nearly all institutions. As a result, some colleges closed under the strain. Now in the post-pandemic phase, we can reflect on which pre-pandemic institutional efforts paid dividends during the crisis. As a lead on the planning and support of online programs at the University of Hawai'i at Mānoa, and as chair of the Mānoa Distance Learning Committee, the presenter was positioned to support and observe efforts in multiple programs. This presentation will discuss observations and predictions relating to promising institutional strategies that have and will continue to benefit our programs in the post-pandemic reality.



### Paul McKimmy

Paul McKimmy is interim Associate Vice Provost for Academic Excellence at the University of Hawai'i at Mānoa where he leads the tenure and promotion process, co-chairs the distance learning advisory committee, reviews policy and contract cases, and coordinates professional development for faculty.

Dr McKimmy has a combined thirty years of experience in higher education, including twenty years with the University of Hawai'i at Mānoa College of Education. As the College's Director of Technology & Distance Programs, his roles included planning and managing instructional support services, technical services, and the development of distance programs. As a faculty member in the Learning Design & Technology department, he also developed curriculum and taught courses in instructional design, academic technology, and online learning. He continues to serve on doctoral committees with the department.

Dr McKimmy holds a Doctorate in Educational Leadership from Western Michigan University, Master's degrees in College Student Personnel and Guidance and Counseling from Bowling Green State University, and a Bachelor's in Business Administration from Hope College.

Panel Presentation: Chris Blake, Mark K. Ellis, Catherine Fuller & Linda Furuto

# Voyaging: From the Canoe to the Classroom

Thursday, January 5, 2022 | 14:15-15:00 | Onsite & Online

This panel is composed of seasoned Polynesian Voyaging Society crew members who are also educators at levels ranging from elementary to university to the larger community. The panel will discuss transmitting the lessons of the canoe to students of all ages as well as the educational platform being launched for the Moananoiākea voyage planned to start in 2023.



## Chris Blake

Chris Blake currently serves as the Director of Pacific Innovations with the Office of Teaching and Learning Innovations at Kamehameha-Kapālama. In this role, he works to examine the wisdom of our ancestors and integrate it into our present knowledge to help us to navigate into the future. Chris has been an educator in the hui 'epekema (Science) i ke kula ki'eki'e ma Kamehameha-Kapālama since 2000 and has been the High School Science Department Chair since 2010. Currently, he is the kumu (teacher) of Papa Kilo Hōkū (Celestial Navigation) which takes many of the components of non-instrument traditional navigation

and sailing and provides a hands-on opportunity to learn from navigators and captains from the Polynesian Voyaging Society.

Chris has been working with the Polynesian Voyaging Society since 2012, connecting with Hōkūle'a and Hikianalia with the Mālama Honua -World-Wide Voyage in 2014-2017. He has continued his growth and development with Nainoa Thompson and Bruce Blankenfield with voyages to Ka Houpo o Kāne (InterTropical Convergence Zone) in May 2021 and the voyage to Papahānaumokuākea in June 2021. In 2022, he was selected for the crew on Hōkūle'a as it voyaged on the ancient searoad of Kealaikahiki to Arutua, Rangiroa and Papa'ete in Tahiti.



## Mark K. Ellis

Mark K. Ellis was born, raised, and currently lives with his 'ohana in Nu'uano, O'ahu. He is a husband and father of four children. Mark is a crew member and student of navigation with the Polynesian Voyaging Society. He is a past Fellow of the First Nations' Futures Institute at Stanford University. Mark received an undergraduate degree in Organisational Development and a master's degree in Instructional Technology and Design. He is currently a Sr. Instructional Designer with Kamehameha Schools.



Biographies continue on the following page.

## **Catherine Fuller**

Catherine Fuller is a sixth grade teacher at 'Iolani School in Honolulu. She is also a crew member on the Polynesian Voyaging Society's canoes Hōkūle'a and Hikianalia, and has held multiple roles on the canoes including navigator and captain. Catherine brings the lessons from her experiences to her students through the examination of the values, practices and decisions required to create a sustainable world. Her interests include outrigger canoe paddling, photography and reading.



## **Linda Furuto**

Dr Linda Furuto is from Hau'ula, O'ahu and a professor of Mathematics Education at the University of Hawai'i at Mānoa. Prior to joining UHM, Dr Furuto was an Associate Professor of Mathematics and Head of Mathematics and Science at University of Hawai'i West O'ahu, and a middle and high school mathematics teacher in Fiji, Japan, Los Angeles, and Boston. Dr Furuto completed her PhD at UCLA, her master's degree at Harvard University, and bachelor's degree at Brigham Young University. She is the director of the world's first degree program in ethnomathematics, which

received an official add-a-field licensure in ethnomathematics from the Hawai'i Teacher Standards Board. Dr Furuto has been part of the Polynesian Voyaging Society since 2007 and is an education specialist connecting voyaging on the ocean and land through ethnomathematics, access, equity, and STEM education.

Panel Presentation: Pelika Andrade, Kai Hoshijo, Haunani Kane,  
Randy Kosaki & Kanoe Morishige

# Weaving Knowledge Systems and Nurturing the Next Generation to Care for Papahānaumokuākea Marine National Monument

Thursday, January 5, 2022 | 15:30-16:15 | Onsite & Online

We will highlight the diverse ways in which Kānaka 'Ōiwi (Native Hawaiian) are active in weaving ancestral knowledge systems, values, practices into multi-disciplinary research and indigenous science. These collective efforts will highlight how these 'Ōiwi and the Papahānaumokuākea Native Hawaiian Cultural Working Group are integral to protecting Papahānaumokuākea where there is no division between natural and cultural resources. These efforts are part of more than two decades of 'Ōiwi leaders and communities building pilina and kuleana to care for Papahānaumokuākea as an extension of the communities we call home.



## Pelika Andrade

A native Hawaiian born and raised on the island of Kaua'i, Pelika Andrade works with Na Maka Onaona, a Hawaii-based non-profit, and the University of Hawaii Sea Grant College program. She has a long history of working with Hawaiian communities throughout the archipelago as a community member, sailor, voyager, cultural practitioner and researcher.

For the past twelve years, she has been developing alternate approaches to monitoring Hawai'i's watersheds and has been supporting the implementation of a management strategy that supports healthy balanced communities in Hawai'i. She is an ongoing participant in the Papahānaumokuākea Cultural Working Group and has served as chair from 2011-2014 and interim chair 2021-present. Pelika has a Master's degree in Hawaiian studies with a focus on Malama Aina (Hawaiian Conservation) and has visited the remote Northwestern Hawaiian Islands many times to conduct scientific and cultural research. "I feel both honoured and privileged to be a contributing part of caring for our islands, our elder siblings, and ensuring a healthy-thriving pae'aina (archipelago) for future generations."



## Kai Hoshijo

Kai Hoshijo is 25 years old and hails from Niu Valley, Oahu. She recently received her Master's degree from the University of Hawai'i at Mānoa in Natural Resources and Environmental Management (NREM) and graduated in 2019 with her BSc in NREM. She is a navigation student and volunteer crew member with the Polynesian Voyaging Society and the Maunalua Fishpond Heritage Center. Her recent work titled "O Niu ka inoa: Management lessons based on historical timelines and community stories of a degraded nearshore resource" featured archival research and community interviews to enhance the understanding of Konohiki

fishery management in Niu Ahupua'a. Kai loves being on the ocean and spending time near it. In her



free time, she teaches, makes pottery and loves working in her yard.

## Haunani Kane

Dr Haunani Hi'ilani Kane is a scientist, surfer, and voyager from Kailua, O'ahu. An Assistant Professor at the University of Hawai'i, Haunani's life is guided by the values and storied history of her kūpuna (ancestors). Haunani's research combines coastal geomorphology, paleo environmental reconstructions, spatial analysis, and the perspectives of a native islander to investigate how islands, reefs, and island people are impacted by changes in climate.

Haunani has been mentored since her youth in traditional Hawaiian wayfinding and navigation by the Polynesian Voyaging Society. Haunani has spent nearly 200 days at sea aboard both sailing and modern research vessels. As a voyager and climate scientist, Haunani's research and teaching rely upon reestablishing ancestral relationships to place. She hopes that through this process she may provide a more inclusive understanding of the impacts of environmental stressors and ensure that the best available climate science data is reflective of all stories of place and their people. Haunani is currently working with her students and colleagues at the MEGA Lab to better understand how islands in Papahānaumokuākea respond to rising sea levels and storms.



## Randy Kosaki

Dr Randy Kosaki is a coral reef fish ecologist with NOAA's Papahānaumokuākea Marine National Monument. Born and raised on O'ahu, Kosaki received his BA in Marine Biology from Occidental College, and his PhD in Zoology from the University of Hawai'i. Kosaki's research specialisation is in the use of advanced dive technologies, such as closed-circuit rebreathers, to explore the coral reef "twilight zone," or mesophotic (deep) coral reefs between 150 and 330 feet deep. His research is primarily focused on the remote reefs of the Northwestern Hawaiian Islands, but

has taken him to numerous localities across the tropical Pacific. In his spare time, Kosaki enjoys reading about fish, looking at fish, photographing fish, catching fish, cooking fish, and eating fish (while watching old Broadway musicals).



## Kanoe Morishige

Born and raised in Kapahulu on O'ahu, Kanoe Morishige is the Native Hawaiian Program Specialist and NOAA Affiliate for Papahānaumokuākea Marine National Monument supporting Native Hawaiian advocacy and engagement across research, policy, and management to guide the co-management of PMNM. For the past fourteen years through her work in the Native Hawaiian non-profit organisation, Nā Maka Onaona, she has been working alongside local communities perpetuating Native Hawaiian knowledge systems, integrating western scientific tools,

and building capacity of youth leadership to support 'āina momona, healthy and productive lands, oceans, and communities.



# Poster Presentations

**16:30-17:30 | 3F Hallway**

**Thursday Poster Session**

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

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### Literature/Literary Studies

66204 | *The Nature, the Coincidences in "Hanalei Bay" by Murakami Haruki*  
Piyanuch Wiriyawawat, Thammasat University, Thailand

"Hanalei Bay" is a short story by Murakami Haruki. It was published together with four other short stories in a 2005 book titled Tokyo's mysterious collections. The story is about Sachi, a middle-aged woman whose son died from cardiac arrest after being attacked by a shark while he was surfing in Hanalei Bay. Unlike the other stories, the setting of this one is Tokyo and Hanalei Bay, with the latter being the scene where all the momentous coincidences took place. This presentation will focus on the interpretation of the meaning of Nature, symbolized by Hanalei Bay, that contrasts with the image of the capital city, Tokyo. At the beginning of the story, Hanalei Bay was described as a harsh and deadly place. After ten years of annual trips to commemorate her son's passing, Sachi was finally released from grief. It all began with her picking up two young Japanese hitchhikers who were the same age as her son. In this story, it is evident that emphasis is on the dichotomy of nature, which, on the one hand, was cruel and violent, and a place for relief and release on the other. Here, in Hanalei Bay, Sachi could regain what she had lost in her life: her motherhood, and, most importantly, her 'real self'. The mystery of this story is not the sighting of a one-legged Japanese surfer, but rather the chance meeting with these two young men.

### Other Humanities

67016 | *Development of Multifaceted Character Culture Through Collaboration in Japan: The Sanrio Case*  
Soji Lee, Tokai University, Japan

According to a survey by Yano Research Institute, the size of the character business market in 2021 reached 1,256 billion yen. Character culture has long spread not only in Japan but also worldwide, and characters such as "Mickey Mouse" have been developed as characters from comics. Characters in Japan such as "Hello Kitty" and "Pokémon" are popular overseas. In particular, the existence of small characters is recognized as representative of the "Kawaii" culture. This research focuses on Sanrio's recent collaboration trend and consideration of character culture development. Sanrio was founded in 1960 with a history of over 60 years. It has created 21 types of characters, starting with "Hello Kitty" in 1974. In recent years, Sanrio has been actively promoting collaborations with other characters. The president of Sanrio said, "I created this company so that everyone in the world can get along." Recent collaborations are not only limited to "manga" such as "Shingeki no Kyojin" and "Kimetsu no Yaiba" but are also collaborating with game apps such as "Ragnadol." This strategy aims to acquire new fans to actively integrate with the new young culture. We examined Sanrio's activities in detail and found the following development features through collaboration. 1) Various combinations, such as collaborating with real convenience stores and drug stores, are developing. 2) Due to the variety of combinations, the character's characteristics are diversified and generate a new attractive individuality.

### Teaching and Learning

66790 | *Integrated Early STEM through PBL in Makerspaces: Lessons from Professional Development with K-3 Educators*  
Esther Ntuli, Idaho State University, United States  
Beverly Ray, Idaho State University, United States

Makerspaces have garnered attention in recent educational discussions that encourage engaging and hands-on spaces in constructivist classrooms. The current study reports on lessons learned from professional development with K-3 educators that integrated a project-based approach into makerspaces. The professional development was designed to allow teacher implementation with young learners. The study used pre-survey data that informed the professional development curriculum. A qualitative approach was used to collect and analyze data from nine teachers. Findings indicate that teachers have been using hands-on STEM activities with young learners in the classrooms; however, there is a general lack of effective teaching approaches, knowledge of developmentally appropriate terminology, and design processes used in makerspaces. In addition, findings revealed that professional development that integrates implementation with young learners in real time allows teachers to reflect on the practicality of concepts and potential adaptations of approaches. Recommendations for curriculum revisions required in teacher training and professional development programs that offer STEM courses will be discussed.

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

66235 | *Public Elementary School Teachers' Learning in the Professional Development of Culturally Responsive Teaching in Physical Education for Japanese Language Learners*

Yu Furuta, University of Tsukuba, Japan  
Takahiro Sato, University of Tsukuba, Japan  
Takafumi Tomura, University of Tsukuba, Japan  
Cynthia S. Hall, University of Tsukuba, Japan  
Hirohisa Kizuka, University of Tsukuba, Japan

This study explored Japanese elementary school teachers' learning experiences in a professional development (PD) program in relation to culturally responsive teaching in physical education (PE) for Japanese language learner (JLL) children in public elementary schools. This study was used in andragogy that explains the learning experiences of teachers (Knowles, 1986). In andragogy theory, the PD program was developed through case studies and self-evaluation. The program was consisted of ten modules of sixty minutes per session. The modules include cultural awareness; diversity and inclusion; culturally relevant; cross-curriculum teaching of health and PE; parental involvement; and practical cases for problem-solving application. Participants were eight public elementary school teachers who taught PE that includes JLL children. Data sources included a demographic questionnaire, online focus group interviews, and online semi-structured individual interviews. Based on the constant comparative analysis, three themes were identified: (a) realization of the importance of early cultural knowledge readiness, (b) needs of the specific teaching materials, and (c) benefits of an online course in support of interaction with other in-service teachers. The findings indicated that all eight Japanese public elementary teachers experienced a wide range of physical, emotional, and social struggles when they respond to the cultural background of JLL children in PE class. This study suggested that PE has the potential to enrich teachers' and children's cultural awareness and mutual understanding as a tool to raise awareness of social justice and diversity.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### Curriculum Design & Development

66092 | *Reforming Course Outcomes: A Distributed Leadership Approach*

Kathryn Jurns, Kanda University of International Studies, Japan

Phoebe Lyon, Kanda University of International Studies, Japan

Alexander Ito Maitland, Kanda University of International Studies, Japan

Amanda Yoshida, Kanda University of International Studies, Japan

This poster describes a multi-year process that involved revising the outcomes of the first and second year courses in the English language institute of a university in Japan starting in 2020. To produce culturally and linguistically diverse students (Johnson et al. 2015), the curriculum was designed around a Multiliteracies framework (New London Group, 1996). Utilizing a distributed leadership approach (Hallinger & Huber, 2012; Spillane, 2006) the revision process has included various levels of stakeholders within the institute, from beginning lecturers to management. Resulting collaboration led to the production of more specific outcomes and later identification and correction of gaps and redundancies across courses, resulting in a more streamlined program. In consideration of a student's entire four-year learning experience, third and fourth year content-based elective courses were also taken into account by modeling the new outcomes on the required format for those courses. The main purpose of the project was to give teachers a clearer understanding of eight overarching outcomes that frame the curriculum, giving instructors the tools to better teach their courses and, consequently, improve student learning outcomes. Student-friendly versions of the outcomes are in development in order to get student feedback on their understanding of the outcomes and how well they are being achieved. We will present an overview of the multi-step process and explain how the different stakeholders were involved at each stage, as well as how we plan to address continuing challenges for teachers and students.

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

66774 | *Enhancing Students' English Speaking Proficiency and Financial Knowledge with Digital Storytelling*

Hsiu-Ling Chen, National Taiwan University of Science and Technology, Taiwan

Ting-Yu Fan, National Taiwan University of Science and Technology, Taiwan

Recently, content and language integrated learning (CLIL) has received attention as an effective way to integrate English into real-life contexts in Taiwan. With advances of technology, digital storytelling (DST) is suitable for students to develop multiple skills, such as narrating real-life stories and recording them in English. Therefore, the purpose of this study was to investigate whether elementary school students can enhance their English speaking proficiency performance and financial knowledge by creating digital stories in a CLIL context. A pre-post quasi-experimental design was implemented throughout the 9-week course. The goal of the course was for the students to create a DST video, which required them to possess a certain level of financial knowledge and English speaking ability. The participants were 17 sixth-grade students in northern Taiwan. All the participants took the financial knowledge and English-speaking proficiency pre-tests and then received financial knowledge classes and digital storytelling instruction to help them effectively design digital storytelling videos which incorporated the concepts of financial knowledge and English-speaking skills. A paired t-test was adopted to examine the results of financial knowledge performance and the results of the speaking proficiency test. The results showed that digital storytelling in a CLIL context enhances not only financial knowledge but English-speaking skills among the participants. Furthermore, some implications for future education are discussed.

65848 | *Exploring Social-Emotional Augmentation through Human-Machine Hybridity: Outcomes of the Design Workshop*

Beste Ozcan, The Institute for Cognitive Sciences and Technologies, National Research Council of Italy (ISTC-CNR), Italy

Muriel De Boeck, University of Antwerp, Belgium

Designers carry great responsibility regarding the potential impact of their body-near products upon humans as social beings. They may have the ability to influence the way we interact socially, our sense of community, or even society as a whole. This research presents the outcomes and results of a 5-day (40-hour) workshop done in the University of Antwerp. The workshop focused on the design of future wearable products as an innovative approach to improve human social abilities, or in other words, to enable the social augmentation of humans. Ideation and conceptualization of future social augmentation products are explored by means of this workshop with fifteen bachelor students from the discipline of product development. Explicit and pragmatic means of critical thinking were encouraged through fast prototyping, followed by role-playing and debating. As such, this work describes the applied process and outcomes of the students and examines whether the proposed method is a good contribution to the design world for social innovation through human and machine hybridity.

66852 | *Visual Representation-based Creative Problem-solving*

Gon Namkoong, Old Dominion University, United States

In a highly competitive society, there is an urgent need for an engineering curriculum that enhances the creativity. While many creative problem-solving (CPS) strategies have been developed, a convergence strategy to come to the single solution still remains a priority. This is partly due to the lack of creative educational tools that can be readily adapted to various educational settings. Recently, visual literacy was suggested as an augmented way of promoting creativity through creative thinking and deep reflection on what students experience when they draw or view images. However, visual literacy was not fully implemented into engineering education yet. To this end, visual presentation-based CPS strategies are designed in a way that promotes student engagement and creativity in an image-rich environment. Particularly, visual representation using rough drawings is designed to include five essential stages, namely fact-finding, problem-finding, idea-finding, solution-finding and acceptance-finding. A series of CPS exercises in engineering problems start with critical reflection in which students identify the engineering problem (fact-finding); reflect on what they have already learned, and then undertake active inquiry and deep research on subject matter (problem-finding); brainstorming (idea-finding) that propels imaginative and divergent thinking from different perspectives; visualization and creation of unorthodox creative solutions (solution-finding); and contextualization linking between creative ideas and the underlying principle of the subject (acceptance-finding). The initial outcomes are positive and highlight visual representation as a new and authentic experience and creative and thought-provoking processes that allow students to better understand the subject, rather than memorize the equations and key characteristics.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

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

67333 | *Appraising Asset-based Community Development as ESD: Global Village 2019 Case Study*

Robert Dormer, Hiroshima Jogakuin University, Japan

Chu-Manh Trinh, Cu Lao Cham Marine Protected Area Authority, Vietnam

Ashley Hollenbeck, Western Washington University, United States

This paper outlines a study abroad experience involving Japanese, Vietnamese and United States university students which took place in central Vietnam in August 2019. The research paper discusses the fundamentals of Asset-Based Community Development by outlining the general history and a few examples of projects in central Vietnam. Further, through discussing the curriculum aims and design, the experience is discussed from an ESD perspective, touching on themes of place-based education, principles of genuine co-production as an aspect of sustainability education, and the student/community-generated projects themselves. The discussion is further informed by quantitative and qualitative feedback obtained from student participants and interviews with community members. This case study provides a valuable opportunity to examine the intersection of community development in developing contexts and sustainability education in developed higher education institutions. The paper examines the uptake of ABCD knowledge and affective development on the part of the Japanese participants, utilizing interviews and analysis of pre and post-fieldwork project conceptions of 'assets'. Also, the important issue of host community responses and reflections are outlined. It is argued that only where affective development, meaningful, co-produced projects, and positive community responses are achieved can the course and fieldwork component be considered successful.

### **Educational Policy, Leadership, Management & Administration**

65230 | *Early Childhood Education (ECE) Challenges in Pakistan 2022*

Mukammil Shah, De Laas Gul, Pakistan

This research looked into a variety of concerns and challenges in Pakistani Early Childhood Education (ECE). The study's aims were to look at the existing state of affairs, difficulties, offices, and procedures in early childhood public and private division schools. Stratified testing was used to select percentages of schools from both the public and private sectors. A total of 50 heads were chosen for the test, with 25 from each of the public and private division schools. From public and private division schools, three teachers were chosen from each school (50x3=150). Two separate surveys were created, one for CEOs and the other for instructors. Number rearranging mean, rate, and number manipulating mean were used to examine information in a quantitative way. The findings revealed that simplifying current status, practices, and offices at the ECE level is critical since it is incredibly important for children's future performance as well as enhancing proficiency rates, allowing children to more effectively enter the general public norm.

66574 | *Private Tutoring and Students' Attitudes in High and Low Socio-Economic Schools*

Audrey Addi-Racah, Tel-Aviv University, Israel

Viewing schools as open organizations, leaves room for schools to reflect upon their role and functioning. Hence, taking PT, as external school factor, can have impact on schools' processes and on students' attitudes toward schools. PT is also associated with social inequality as high socioeconomic (SES) students take PT more than low SES students to preserve their academic advantages. Accordingly, it is hypothesized that taking PT will be related with more negative attitudes toward teachers and school. This will be mainly in high than low SES schools. Based on representative national data of students in 10th-11th grades in Israeli high schools (n=8914), multilevel analyses were conducted. The dependent variables were: Attitudes toward school, such as teachers' capacities; school encourages students' academic success. The independent variables included: Taking PT, achievements; school SES. It was found that 41% of the students took PT. This occurred in high SES schools more than low SES schools. In low SES schools, high achievers took PT more than less achievers (41.6% versus 28%). In high SES schools this difference was smaller (50.2% versus 43.6%). Students who took PT reported lower attitudes toward school than those who did not take PT. This was found mainly in high SES schools. In high SES schools, PT seems to raise criticism regarding the school. In low SES schools, PT may be regarded as a complementary learning framework that can assist students in sustaining their achievement.

65947 | *Substitute Teachers: Building Teaching Capacity*

Cynthia Rapaido, California State University East Bay, United States

One year of a student's K-12 educational experience is taught by substitute teachers (Miller, R.T., Murnane, R.J., & Willett, J.B., 2008). Substitute teachers often struggle with classroom management (Byer, 2008) and are perceived by others as a "high-priced babysitter", "warm body" (Washington, Jr., 1972), or a "placeholder" (Glatfelter, 2006, p.93). Research reveals that on an average, a classroom teacher misses between six to eighteen days of school per year (Zubrzycki, 2012), which results in lower test performance results than peers whose teachers were less absent (Kronholz, 2013). Some examples of classroom teachers' absenteeism include short term such as illness, mental health, professional development, school business, or jury duty. Other examples include a longer-term absence such as bereavement of family members living abroad, maternity or paternity leave, medical leave, or leave to care for family member (Family Medical Leave Act). Site administrators, such as principals and assistant principals, are faced with many different challenges regarding substitutes covering for their faculty members. One challenge is finding and having effective substitute teachers, and making sure students are experiencing high-quality teaching (Zubrzycki, 2012). Additionally, there is a high attrition rate of substitute teachers due to student behavior (Glatfelter, 2006, p. 16). Site administrators face additional challenges when there are no substitutes available from the substitute pool. Often, site administrators either need to step into the role as the substitute teacher or they request other teachers at their school site to be a substitute teacher and cover their colleague's class a period at a time.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### **Educational Research, Development & Publishing**

67323 | *Development of Artificial Intelligence Chatbot to Protect Students From School Violence and Verification of Effectiveness*  
Seungki Shin, Seoul National University of Education, South Korea

The purpose of this study is to develop and apply an artificial intelligence chatbot for early screening and protection of students who are victims of school violence. To develop a chatbot, artificial intelligence modeling is performed by collecting cases of school violence based on natural language processing. Cases of school violence are collected online and offline to form a data dam, and LDA-based topic modeling is performed to derive keywords by type to extract intent. The chatbot engine responds according to the user's input word based on the intent classification model and the entity name recognition model. It implements an online-based chatbot system that analyzes the chatbot user's conversation content through a deep learning model and diagnoses whether or not there is a victim of school violence and the type of damage. In order to develop a chatbot, based on human-centered counseling, the flow through which counseling can be performed through three methods of empathic understanding, unconditional respect, and genuineness for the client is presented. Design a chatbot using a chatbot development API and a chatbot using a GPT model based on RNN deep learning. Comparing the two chatbots' designs, the effectiveness is analyzed through expert verification, and the research results are presented based on characteristic cases. The study result compared the contents of intent classification according to the input based on the entity and the contents of the output from flow control through sentence learning.

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

65916 | *Developing Animated Video Material to Enhance Learning of Conversational Formulaic Sequences in English and Motivation Toward Studying Abroad*  
Hiroya Tanaka, Hokkai-Gakuen University, Japan

This poster will introduce animated video materials to enhance English learners' knowledge of conversational formulaic sequences and their motivation toward study abroad experience. Following the previous work in 2015, I have developed five new short animated videos that describe a Japanese college student's study abroad experience in Canada. In the series of animated videos, learners are supposed to encounter various conversational formulaic sequences, or frequent multi-word units in conversation, with particular language functions such as giving advice, requesting, agreeing, and disagreeing. The topics of the videos include public speaking about one's hometown, part-time job interviews, complaint handling, and so on. In this poster presentation, I will introduce features of the developed animated videos and types of formulaic sequences that learners are expected to learn, and I will also discuss how Japanese college English learners perceive their usefulness for their own language learning. The videos are freely available on YouTube for those who wish to use them in their own educational environment.

66042 | *Students' Experience and Perspectives on Translanguaging in a CLIL Language Course in a Japanese University*  
Kiyu Itoi, Rikkyo University, Japan

In this presentation, I share findings from a case study that explored the experience and perspectives of students and teachers in a new CLIL course for both Japanese and English learners which incorporated the translanguaging pedagogy. Particularly, in this presentation, I focus on the students' perspectives on translanguaging. The study took place in a private university in Japan which offers a bilingual education. The university offers English and Japanese language programs, and this course was developed by a collaborative effort by English and Japanese language teachers. The course is unique in that it is the only dual-language based class in the language programs, draws upon translanguaging practices for all of the students across the class, and was developed and co-taught by both Japanese and English teachers. The presentation draws on interview data of 12 students and a written portfolio of 18 students who took the course. The findings of the study generated through thematic analysis suggested that while all the students see the benefits of translanguaging and CLIL in both content and language learning, they also felt the dilemma of using their L1 in a language course due to the monolingual ideology. I will discuss some challenges of developing and implementing a new type of language course as well as implications for researchers and teachers who advocate a new type of language course.

65142 | *The Importance of Wait Time in Teaching EFL to Children*  
Tomoko Kaneko, Showa Women's University, Japan

This action research attempts to find out what kinds of teacher questions in English as a Foreign Language (EFL) activities elicit more answers in English from Japanese elementary school first and second graders. In two studies administered, the researcher taught English to different groups of learners using the same English picture story. In Study 1, using recorded teacher questions and learner replies, four features were examined: question types and their goals (proposed by R. Ellis, 1984), whether the teacher questions were in English or Japanese, evaluation of the teacher question qualities by external evaluators, and finally the teacher's wait time after questions (described by Lightbown and Spada, 2013). As a result, two features, giving more English than Japanese questions and allowing longer wait times after teacher questions were especially found to have elicited more learner replies in English. In Study 2, the researcher focused on these two features to confirm whether they really work to increase English replies from the learners. In Study 1, the number of questions in Japanese was 6 times the number asked in English, while in Study 2, the number decreased to 2.6 times. Further, wait time increased in average from 2.3 minutes to 3.9 minutes in Study 2. Most interestingly, the learners' replies in English increased from 25.9% in Study 1 to 48.4% in Study 2. These results clearly indicate that, besides asking questions in English, allowing sufficient wait time after teacher questions increases the number of replies in English from EFL learners.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### Higher Education

66720 | *Examining the Type of Relationship that Exist Between Higher Education and Economic Growth in USA*  
Xianhua Luo, Delaware State University, United States

For a long time, economists and policymaker have argument relationship between higher education and economic growth (especially in long-term economic growth) In the face of the epidemic and financial shortages, some researchers have increased their interest in the rational use of limited resources to drive economic growth. The purpose of this paper is to examine the relationship among higher education investment, education acquisition, and growth rate. The fundamental determinants of growth theory for economic growth are human capital and labor. With the development of theoretical and empirical research in growth, a variety of viewpoints and controversies have been generated, and there are multiple development directions (Hanushek, E. A, 2016). The test results show that higher education expenditure indicators are factors that continue to affect economic growth fluctuations, both in the short-term and in the long-term, and have made contributions that cannot be ignored. Higher education has brought huge returns to personal income and reduced unemployment. The educational investment will not directly lead to economic growth but will ultimately affect growth through human capital accumulation and STEM technology innovation. The impact process is a dynamic, self-reinforcing, and circular process. Higher education investment is an essential source of human capital, and the positive effect of human capital on economic growth can only be seen for a long time. Therefore, investment in higher education requires a long-term vision and a quick and quick mindset.

67350 | *Getting Into and Navigating College Life: Exploring Experiences and Perspectives of Micronesian Students: A Qualitative Study*

Davis Rehuher, University of Hawaii at Manoa, United States  
Srue Wakuk, University of Hawaii at Manoa, United States  
Keisha Willis, University of Hawaii at Manoa, United States  
Avalon Hurd, University of Hawaii at Manoa, United States  
Erika Patrick, University of Hawaii at Manoa, United States

People from the Micronesian region have been migrating to the United States in increasing numbers over the past two decades. Educational attainment for this population remains low, both in their home islands and as migrants, particularly for higher education. Navigating the college application process and filling out financial aid forms can be an intimidating experience as non-native English speakers. Once in college, Micronesians face a myriad of challenges both as students and as newcomers adjusting to a faster-paced urban environment. Additional stressors are expectations from families and communities to do well in school, graduate on time, and return home to contribute to their societies. There is very little research examining Micronesian college life. Therefore, the purpose of this study is to explore the lived experiences of Micronesian college students. Interviews with twelve students were conducted around the following four topics: family and cultural attitudes towards higher education, how they prepared for getting accepted into college, how they have navigated being in college, and the coping strategies they use to deal with stress, anxiety, and other mental health issues associated with the pressures of being a college student. Thematic analysis will be conducted to identify patterns and themes. In addition to contributing to the limited literature in this area, findings from this study will help to inform the development of a "college 101" guide that will be distributed to Micronesian families and students as a resource for applying to college.

66282 | *How Can Nonbinary Singular "They" be Introduced to English Learners?*

Akie Nyui-Kozuka, Rikkyo University, Japan  
Kyoko Oda, Sugino Fashion College, Japan  
Yasue Kawamori, Rikkyo University, Japan

In English classes, the gender pronouns are one of the topics that should be taught. The generic "he/his/him" have long been obsolete and use of "singular they" has been becoming more prevalent. Now nonbinary pronouns "they/their/them," which are gender pronouns that a speaker/writer wants to use to express their self-identified gender have emerged. This presentation will show how this new usage of nonbinary singular "they" is introduced including some cases of universities in the United States. Then a preliminary study reports how much exposure to "my pronouns," or Preferred Gender Pronouns (PGP) Japanese college students in Japan have. Out of 298 students, only sixty-six (22.2%) of them were aware of the existence of PGPs. While multiple responses indicated a wide variety of ways to learn about the existence of PGP, including SNS, Internet information, and TV programs, 61 respondents (92.4%), answered they learned about the PGP at a school event or in class. This result suggests that Japanese English learners, whose exposure to English is quite limited on a daily basis, have very few opportunities to input information in English, and that English classes and other school education serve as a window into global affairs. Together, this presentation discusses how English teachers who teach English to speakers of other languages can inform students about this topic.

66709 | *Identifying the Level of Physical Activity (PA) in College Students*

Erick Kong, California State University East Bay, United States  
Dal-Hyun Moon, California State University East Bay, United States

Sedentary lifestyles have been proven to be a significant factor in many health diseases such as obesity and diabetes (Cleven et al, 2020). The COVID-19 pandemic has forced people, especially students to adopt new lifestyles in Physical Activity (PA) participation (Barkley et al., 2020). There has been a lack of research on how PA behaviors have changed since the majority of students are learning online. This study will be aimed at the impact of PA on college students at a California State University. The survey design will include the International Physical Activity Questionnaires (IPAQ) that comprise of questions on health-related physical activity. The plan is to administer a survey to students across campus inquiring about their level of PA. Correlation and t-test will be utilized for data analysis in assessing their PA. Also, descriptive data such as demographic information on the participants and their level of PA will be analyzed to have overall information on the participants. The results will identify the level of PA pre and during COVID. As a result, it will have a direct impact on what is needed to be in place on campus in order to support and promote normal levels of PA as recommended by the World Health Organization (WHO).

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### 67399 | *Research on Higher Education Fostering a Sense of Social Responsibility*

Akinori Yamabe, Jichi Medical University, Japan  
Rio Otsuka, Jichi Medical University, Japan  
Chiaki Mishima, Jichi Medical University, Japan

Since "social responsibility" is crucial in producing high-quality work. This study examines the effectiveness of learning using media materials focusing on research integrity fostering a sense of social responsibility. The subjects were 30 first-year medical students taking the "Science and Society" class using the Japanese version (JST) of THE LAB, a tool developed by HHS and ORI in the US. Students learn the characteristics of scientific research in a drama format through role-play. Four-choice response and free description were used to measure changes in learners' awareness before and after the lessons. With a response rate of 100%, pre- and post-lesson changes are shown as percentages (before→after). (1) Degree of interest in research misconduct and social responsibility: high 9%→36%, fair 36%→50%, slight 50%→14%, none 5%→0%. (2) Awareness of research misconduct and social responsibility: high 5%→32%, considerable 27%→41%, slight 55%→23%, none 14%→5%. (3) Explanation of background and reasons for research misconduct: good 0%→18%, fair 32%→73%, average 55%→9%, poor 14%→0%. (4) Proposal to prevent research misconduct: good 0%→14%, fair 41%→77%, average 41%→9%, poor 18%→0%. (5) Ability to explain how scientific papers should be written: good 0%→9%, fair 14%→73%, average 68%→18%, poor 18%→0%. It can be said that media materials to teach social responsibility was found to be highly effective. It led to positive perspectives about future education and learning.

### 66244 | *What is Mathematics and Mathematics Teaching?: A Study Exploring Prospective Teachers' Perceptions*

Katherine Baker, Elon University, United States  
Kayla Mead, Elon University, United States

Each prospective teacher (PT) has a different perception of mathematics and mathematics teaching, and these perceptions are based on their prior experiences with the subject. This research study was grounded in the belief that reform-based mathematics teaching invites learner participation and voice, and that mathematics learning is conceptual, creative, and involves discussions and multiple solutions paths. The research explored PTs' perceptions of what mathematics is and what mathematics teaching is, and how those perceptions might change over time through a semester-long mathematics course. PTs were enrolled in a university-based mathematics content course, specifically designed for K-8 future teachers. PTs' perceptions of mathematics were captured through an open-ended survey at the beginning and end of the course, and follow-up interviews. Survey data revealed a sometimes mismatch between PTs' perceptions of their own mathematics learning being negative, versus mathematics teaching being positive. Data also showed that perceptions can change over the length of a semester, and can improve to a more positive regard of mathematics and to perceptions of math teaching more aligned to the visions of reform-based teaching and learning. The interviews allowed us to connect these improvements to the following themes of pedagogy: the use of multiple problem solving strategies and time to process them, welcoming classroom environment and affirming teaching, connections from the higher education classroom to K-8 classrooms. We use these findings to suggest how teacher educators and teacher preparation programs might support PTs' in learning spaces and help shift their perceptions of mathematics and/or mathematics teaching.

## Interdisciplinary, Multidisciplinary & Transdisciplinary Education

### 65580 | *Developing Recreation Therapy Service Quality Using Quality of Service Instruments*

Erick Kong, California State University East Bay, United States  
Saehya Ann, California State University East Bay, United States  
Keelin Jardin, California State University East Bay, United States

The hospitality industry is a multibillion-dollar industry that depends on customer satisfaction. Schools that provide training for students entering the hospitality industry must recognize the importance of quality of service. This research study will explore the quality of service at an independent living facility using SERVQUAL, DINSERV, and LODGESERV within the senior population. A survey research design will be used in this research and will be given to senior residents at an independent living facility. There are five SERVQUAL dimensions that measure consumer perceptions of service quality, it includes reliability, assurance, responsiveness, tangibles, and empathy (Parasuraman, et al, 1988). DINESERV on the other hand is an adapted version of SERVQUAL that measures customer's perception of restaurant service quality (Markovic, 2010). Furthermore, LODGESERV measures customer's perception of service quality in the lodging industry (Keith, 2011). Up to this point, there has been little or no in-depth research in service quality at an independent living facility using SERVQUAL, DINESERV, and LODGESERV instruments. This study would provide valuable association between quality services in dining, lodging, and program services as they relate to service quality for students who are graduating and entering into the hospitality service industry. In addition, the Findings and Recommendations section will provide result findings and make recommendations on hospitality curriculum, training, and education in customer service and satisfaction for future hospitality students.

### 66326 | *Leveraging Digital Innovation for Teaching in any Discipline: Importing Ideas and Exporting New Knowledge*

Brett Becker, University College Dublin, Ireland

Technical advances are rapidly impacting Teaching and Learning across, and within, all disciplines. From tools based on artificial intelligence to 3D printing, teachers in all disciplines have access to tools that only a few years ago did not exist or were too prohibitive to use in the classroom. In some cases these advances have already been exploited and are fundamentally changing the way teaching and learning happens. AI-powered tools can now generate elegant text from short prompts – for instance, generating essays from one-sentence topics. This will likely impact every discipline, but some more – and differently – than others. Similar tools can translate between natural (and computer) languages, impacting disciplines in the arts and sciences differently. Other tools can generate creative images from text, obviously impacting the visual arts, but likely not exclusively. Some of these tools are already being used in the classroom, with interesting results. A practical course consisting of several independent learning units was constructed to allow educators to learn how to apply digital innovation practice to their disciplines, as well as apply successful techniques implemented in other disciplines, within their own. These units were constructed by interviewing and working with over 30 discipline-based experts including site visits and trials. This poster aims to disseminate these lessons as well as to gather new approaches and experiences that can be incorporated into an expanded course. This course will be freely available online for any educator, in any discipline in 2023.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### International Education

67018 | *An Alternative Grief Model for Third Culture Kids During Transition*

Tracy Trethewy, CQUniversity, Australia

Michelle Vanderburg, CQUniversity, Australia

Due to their mobile lifestyle Third Culture Kids face many challenges not faced by their domestic peers. Specifically, they are more likely to grieve for what they have left behind after their latest move across global boundaries and this may impact their transition experience. Schools are already considering how they support Third Culture Kids to ensure their transition experience is a positive one and managing associated grief is a significant component of the experience that needs to be given meaningful attention. As blogs and parental support groups discussing Third Culture Kids' grief are starting to become more prevalent, international schools also need to consider and include strategies for addressing Third Culture Kids' grief in their internal transition programs. This paper comes from a larger, ongoing doctoral research project focusing on the lived experience of a sample of English-speaking Third Culture Kids. By talking directly to the impacted Third Culture Kids and hearing their distinctive perspective, the interpretative phenomenological analysis research will examine their narratives and try to make sense of their experience through the lens of a grief model. As part of the study, this investigation will examine the current research surrounding several existing grief models, including the Kübler-Ross model, and will discuss how the subject of grief potentially impacts Third Culture Kids and school transition programs. The paper concludes with a suggested, alternative grief model, designed exclusively to address the specific issues encountered by Third Culture Kids as they transition into a new school.

### Language Development & Literacy

65163 | *STEM Picture Books- Identity and Representation: Whose Story Is Being Told Anyway?*

Vicky Cardullo, Auburn University, United States

This study investigated the representation of diversity in STEM picture books for primary grades. Research suggests that the inclusion or exclusion of various identities contributes to how children view their potential and sense of belonging, which can shape their STEM identity. Children often view books with the lens of understanding what role they can and cannot inhabit based on the characters they see represented within the pages of a book. Investing in literature to develop intentionality related to culturally responsive pedagogy, pairing books with additional research that diversifies the curriculum and stimulates STEM dispositions in students.

### Learning Experiences, Student Learning & Learner Diversity

67213 | *A Landscape of the Community of Practice for an International Volunteer Project on Zoom*

Tomomi Deguchi, Kindai University, Japan

Lately, international volunteering has emerged as an alternative learning opportunity to develop skills, such as foreign language proficiency and intercultural understanding. Therefore, this study's purpose was to discuss the characteristics of the community of practice (Wenger, et. al., 2012) among the members of an international volunteer project on Zoom, a communications platform. The project members were two German and two Japanese college students who taught English online to children studying at a not-for-profit organization called Cambodian Children's Destiny in Cambodia. This study analyzed the conversation data collected from six weekly meetings conducted by the project members on Zoom to discuss the teaching plans. Coding was performed in three steps using MaxQDA. First, descriptive coding was applied to each segment of the transcribed conversations. Next, the codes with similar meanings were grouped as sub-codes with more abstract names. Then, sub-categories were revisited and grouped into categories that described the characteristics of this community of practice. Consequently, the transcribed texts were coded into forty-two codes, twelve sub-codes, and three categories: "shared goal and passion" (domain), "becoming a member of the community" (community), and "engagement to the practice" (practice). Lastly, a model describing this community of practice was formulated to explain the relationships among emerged codes and categories. In this presentation, emerged codes and categories will be introduced with the raw data to discuss the learning process of the participants of this study through communication with each other to build a community of practice on Zoom.

66789 | *How Informal STEM Learning Shapes Student Professional Skills*

Rachel Rogers, Morehead State University, United States

Alyssa Turner, Morehead State University, United States

Ally Hall, Morehead State University, United States

The Hazel Green Academy special project is focused around restoring and repurposing a once STEM-based academy. One of the strategic goals of the leadership team is to transform one of the buildings to conduct community and educational outreach. As a STEM academy, the Craft Academy for Excellence in Science and Mathematics offers its students many educational opportunities beyond the classroom. The revitalization of Hazel Green Academy will serve the community socially, academically, and holistically. Informal STEM learning experiences can be defined as "lifelong learning in science, technology, engineering, and math (STEM) that takes place across a multitude of designed settings and experiences outside of the formal classroom" (CAISC, 2017). Students in traditional classroom settings will get exposure to STEM topics during their K-12 education, but according to research, there are additional benefits to STEM informal learning experiences (Denson et al., 2015). Informal learning environments can provide context and purpose to formal learning, students opportunity and access, and extend STEM content learning and student engagement (Roberts et al., 2018). Informal STEM experiences can extend and deepen STEM content learning while providing opportunity and access to content, settings, and materials where students otherwise would not have access (Roberts et al., 2018). Hazel Green Academy Special Project allows students to grow outside the classroom to give them real world experience. The special project offers students the opportunity to engage in their STEM education as well as serve the community.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### Mind, Brain & Psychology

67193 | *Age and Gender Comparisons of the Effect of the Global Pandemic on Anxiety, Depression, and Resilience in Adolescents*

William Merchant, The University of Northern Colorado, United States

Melanie Merchant, The University of Northern Colorado, United States

Stephen Wright, The University of Northern Colorado, United States

Becky DeOliveira, The University of Northern Colorado, United States

While the pandemic event has produced a tremendous shift in how many of us experience education, research and healthcare it is not yet clear how these dramatic changes may have affected the characteristics of the populations we teach, study and serve. There are many factors that determine who seeks services at a particular location, and it is beneficial to be familiar with the nature of these participants so that they can receive better service. This quantitative study examines the differences in frequency and intensity of anxiety, depression and resilience factors before and after COVID related lockdowns that were initiated in the spring of 2020. These overall changes were then compared between young (i.e. aged 18 and younger) and old (i.e. aged 19 and older) participants and three gender identifications (i.e. male, female, N/A) using a two-way Multiple Analysis of Variance (MANOVA). The results indicated that both depression and anxiety scores have increased since the onset of the pandemic and furthermore, that this increase in younger participants was significantly greater than their older counterparts. Prior to COVID related lockdowns the average GAD-7 score of "young" participants indicated "mild" anxiety and PHQ-9 scores indicating "mild" depression symptoms. In the participants whose data were collected after COVID related lockdowns these clinical classifications increased one level to "moderate" for anxiety and two levels to "moderately severe" for depression. There was no significant change over time for older participants and there were no significant differences between gender groups.

65412 | *Embodied Cognition: A Strength for Adolescents' Academic Achievement and Well-being in the Classroom?*

Lindsay Everaert, Hasselt University, Belgium

Wim Tops, Hasselt University, Belgium

Ruth Stevens, Hasselt University, Belgium

Hannelore Bové, Hasselt University, Belgium

Kris Janssens, Hasselt University, Belgium

Improved well-being, enhanced executive functions and better learning outcomes because of embodied cognition and physical activity, have been discovered in toddlers and elementary school children. So far, embodied cognition in adolescents has not received much research attention. Current research examined whether embodied cognition within a classroom context positively affects executive functioning, academic well-being and learning outcomes in adolescents (15 till 17 years old). A 5-week pilot study was run in 4th grade secondary school students (n = 16) performing cognitive and motor exercises using a SenseBall© while learning. Twenty-six 4th grade control students attended class without the embodied cognition training. Pre- and post-tests were administered in both groups to determine students' executive functions and well-being. The intervention's impact was also assessed on learning outcomes for Biology, French and Geography. Embodied cognitive training show positive effects (with small effect sizes) in terms of adolescents' working memory, satisfaction, social relationships, pedagogical climate and learning outcomes of French and Geography. Hence, current study may contribute to insights within cognitive processes intertwined with learning processes in adolescents.

67278 | *Examining the Effects of Discrimination on Academic and Socioemotional Outcomes in Mexican-origin Adolescents: A Parallel Mediation Model*

Carrie Badillo, Texas Tech University, United States

This study used the SPSS Process Macro to conduct a parallel mediation regression analysis examining the direct and indirect influence of adolescent perceptions of discrimination on academic outcomes and socioemotional adjustment through teacher and peer relationships in a sample of Mexican-origin adolescents from Northern California (N=674, M\_age=14.27), when controlling for socioeconomic status, English fluency, acculturation, and gender. The results of our study indicate that perceptions of discrimination significantly and negatively predicted the quality of relationships with teachers ( $\beta=-0.34, p<0.02$ ), but not peers. Teacher-child relationships, however, did not significantly predict academic performance. Interestingly, acculturation had a negative and significant relationship with all study variables, indicating that as acculturation increased, the quality of teacher and peer relationships, academic outcomes, and socioemotional adjustment decreased, suggesting high degrees of cultural cohesion in the community or possible school-level protective factors that offset these negative experiences (i.e. teacher/student ethnic match, inclusive learning environments, or socioemotional supports). Perceptions of discrimination both directly ( $c'=-0.27, p<0.00$ ) and indirectly affect socioemotional adjustment through teacher ( $a_1 b_1=-0.02, c=-.31$ ), and peer relationships ( $a_2 b_2=-0.01$ ). Future studies should examine these contexts to identify the specific school or community-level protective factors that shield Mexican-origin students from the harmful effects on academic performance but not socioemotional adjustment.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### Mind, Brain & Psychology

67127 | *Longitudinal Relation Between Parents' Familism Values and Latinx American Youth's School Disengagement: Identifying Potential Neural Moderators*

Varun Devakonda, Northwestern University, United States  
Zexi Zhou, The University of Texas at Austin, United States  
Yang Qu, Northwestern University, United States

Among Latinx American families, parents' familism values predict a variety of their children's academic outcomes, including school disengagement (Stein & Polo, 2014). However, given that adolescent brain development is sensitive to sociocultural input (Foulkes & Blakemore, 2018), it is unclear how cultural values such as familism interact with youth's neural systems to shape their academic adjustment. Therefore, the present study examined the longitudinal effects of parents' familism values on Latinx American youth's school disengagement, with attention to the moderating role of youth's neural sensitivity to personal reward. Data were obtained at baseline (T1) and one-year follow-up (T2) of the Adolescent Brain Cognitive Development (ABCD) study (N=1916). The Monetary Incentive Delay (MID) task was used at T1 to assess youth's ventral striatum activity during reward processing (i.e., reward anticipation and receipt) (Casey et al., 2018). In addition, parents reported their familism values at T1 (Knight et al., 2010), and school disengagement was reported by youth at both T1 and T2 (Zucker et al., 2018). Analyses indicated that parents' familism values predicted youth's lower school disengagement one year later over and above their baseline school disengagement and demographic covariates ( $\beta = -.07, p = .008$ ). Moreover, it was shown that among youth who exhibited low activity in the left ventral striatum during reward processing, parents' familism values predicted youth's lower school disengagement one year later ( $b = -.47, p < .001$ ). This association was not observed for youth who displayed higher neural activity during reward processing ( $b = .02, p = .88$ ).

65849 | *Perceptual Restoration in Seek of Educational Implications*

Mako Ishida, Keio University, Japan

Perceptual restoration is a phenomenon that people experience in daily situations when making sense of speech in adverse conditions. For example, when people listen to a public announcement at the airport, that announcement can be disrupted by random noise, but listeners are usually successful in understanding speech. This is because listeners perceptually restore disrupted portions of speech by integrating different kinds of cues and making sense of what was being said. The current study explores what kinds of cues are adopted in the perceptual restoration of disrupted speech in listeners' first and second language by reviewing past research projects (Ishida, Samuel, and Arai, 2016; Ishida & Arai, 2016; Ishida, 2021). These projects explored how listeners perceive words and pseudowords where a speech signal was partially or entirely distorted. For the partial distortion of speech, listeners listened to words and pseudowords where a phoneme in a word or pseudoword was deleted and replaced by noise. For the entire distortion of speech, listeners listened to words and pseudowords where every X-ms of speech signal was flipped in time. Here, the possible cues for perceptual restoration examined were lexical factors (word vs. pseudoword), phonemic factors (e.g., liquid vs. nasal), acoustic factors (presence vs. absence of a phoneme sound), and linguistic factors (first vs. second language). The results suggested that the biggest difference between the perceptual restoration by native and non-native listeners was the availability of lexical information, and acoustic and phonemic factors tended to be similarly processed in the first and second languages.

### Nurturing Creativity & Innovation: New, Innovative & Radical Education

66915 | *Educational Tasks and Practices as Antecedents of Students Creativity*

Zoran Krupka, University of Zagreb, Croatia  
Goran Vlastic, University of Zagreb, Croatia  
Jurica Pavicic, University of Zagreb, Croatia

The main purpose of this paper is to understand the possibility to influence students' creativity. Numerous and rapid changes, as well as technological development, characterize today's turbulent environment. The fact that information is available everywhere and always has led to the situation where students use templates for problem-solving without questioning it and without understanding the underlying principles of the problem trying to find a better and more effective way to solve the problem. The major role in developing students' creativity, and in the long-term creativity of the society, lies in schools and in what way educational workers, as well as educational policy and institutions, are addressing this problem. Therefore, the objectives of this paper are: (1) Identifying key elements of creativity and factors that affect the creativity of an individual (individual educational tasks for students and related educational practices); (2) Identifying key elements of creativity and factors influencing team creativity (group educational tasks for students and related educational practices); and (3) Identifying key features of structuring educational tasks and practices with the aim of encouraging a more creative approach to solving tasks. The ultimate result of this research will be understanding of creativity and encouraging creativity in students by formulating and structuring adequate educational tasks and practices.

### Professional Training, Development & Concerns in Education

66082 | *Efficient Endodontic Treatment Training Using Three-dimensional Printed Tooth Replicas*

Sungeun Yang, The Catholic University of Korea School of Medicine, South Korea

Aim: Efficient practical training on root canal treatment can be conducted using three-dimensional (3D) printed tooth replicas. Methodology: An extracted maxillary first premolar with a type II canal (Vertucci classification) was enlarged using Ni-Ti rotary files. Cone-beam computed tomography (CBCT) was used to scan the tooth and collect data for 3D printing. In particular, the part connecting the main canals (the isthmus), was designed with three parts (coronal, middle, and apical), and the lateral canal was designed on both sides of the apical area. Thirty-four 3D-printed tooth replicas were scanned with micro-computed tomography (micro-CT). Repeatability was evaluated in terms of the total volume and three area measurements by the ratio of the difference between the measured value and average reference value. The data were statistically analyzed using the Kruskal-Wallis test with the Bonferroni correction. Results: The ratio of the difference between the measured and reference values was significantly lower in the main area than in the lateral canal or isthmus ( $p < 0.001$ ). Upon a further subdivision, the differences for the entire canal and main canals were significantly lower than those for all other parts: coronal, middle, apical, subleft, and subright ( $p < 0.001$ ). Although there was a difference in repeatability between samples in a narrow area, there was no difference in the overall value. Conclusions: 3D printed tooth replicas using images of teeth of interest for root canal treatment practice seems to be a useful way to learn the actual treatment process.

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### 66168 | *Japanese Elementary School Teacher's Learning Experiences of Online Physical Education Professional Development Regarding Parental Involvement of Immigrants*

Takafumi Tomura, University of Tsukuba, Japan  
Yu Furuta, University of Tsukuba, Japan  
Hirotaka Kizuka, University of Tsukuba, Japan  
Cynthia Hall, University of Tsukuba, Japan  
Takahiro Sato, University of Tsukuba, Japan

The purpose of this study was to describe and explain Japanese elementary school teachers' learning experiences of online professional development program regarding parental involvement of immigrant parents as it pertains to physical education (PE). The study used the andragogy theory (Knowles, 1989), a descriptive-qualitative methodology with an explanatory case study design. The participants were eight elementary school teachers at public schools in Japan. All participants were involved in an online professional development program. They completed five modules including (a) parent involvement attitudes and beliefs, (b) cultural awareness when teachers work with immigrant parents, (c) communication strategies, (d) development of trust between parent and teacher, and (e) discussion meeting among the participated teachers. Data sources were self-reflective journals, focus group interviews, and semi-structured online interviews. Three themes emerged from the data: (1) the advantage of online professional development for being a self-directed learner, (2) critical thinking as a tool which helped teachers identify their learning needs, (3) the needs of professional learning community beyond the school districts. The results suggest that online professional development programs helped the teachers reach ideas and strategies that acquire their own problem-solving skills in collaborating with immigrant parents in order to promote their children' learning and prepare a safer learning environment in PE. Moreover, teachers can continuously grow their professional learning by using online platforms regardless of their working site, working schedule, and diverse population in each school.

### 62084 | *Modeling Secondary Teachers' Technological Pedagogical Content Knowledge (TPACK)*

Hyorim Lee, Kyungpook National University, South Korea

Early studies were based on the seven-factor TPACK model proposed by Mishra and Koehler (2006), but subsequent studies generally report difficulties in isolating all seven constructs. The purpose of this study is to empirically verify the TPACK theoretical model through confirmatory factor analyses with large teacher samples. Participants in this study were 400 secondary school teachers (340 women, 60 men) in Korea. This study analyses self-reporting opinions and perceptions of teachers about their TPACK levels, measured by responses to a survey developed by Chai et al. (2013) and revised in the Korean version by Park and Kang (2014). In the present study, structural equation modeling procedures are used to investigate the relationships between the seven variables of the TPACK model using AMOS 23.0. As a result of the study, the fitness index of the final model was  $\chi^2=50.737$ ,  $df=5$ ,  $p=.000$ ,  $RMR=.018$ ,  $GFI=.966$ ,  $TLI=.933$ , and  $CFI=.984$ . The influence on TPACK has been shown to be large in the order of TPK, TK and PK, which means the more knowledge teachers have about technology itself, the higher the TPACK. Based on the above-mentioned results, the importance of direct technology training for teachers was proposed.

### 67216 | *New Graduate Nurses' Work-life Balance Prediction Due to Patient Safety Incidents During Transition*

Youngjin Lee, Ajou University, South Korea  
Jiwon Kang, University of Minnesota, United States

This study predicts factors affecting new graduate nurses' work-life balance owing to patient safety incidents using classification and regression tree analysis techniques. Background: Patient safety accidents cause nurses' performance difficulties in providing nursing practice, which affects work-life balance, causing second and third victimization. Methods: This study was a secondary analysis of data from a cohort research project, which used a descriptive survey for data collection. Participants comprised 372 new graduate nurses. Data were collected from January to September 2021, on the general characteristics of clinical nurses, second damage, second damage support, third damage, and work-life balance using SurveyMonkey, a mobile-based survey software solution. The data were analyzed using Lasso. Variables with low explanatory power were excluded, thereafter, the variables selected by Lasso were analyzed with a classification and regression tree model to predict work-life balance. Results: A regression tree was applied to predict work-life balance using seven variables—education levels, marital status, position, physical distress, second victim support, turnover intentions, and absenteeism (selected through Lasso analysis). After pruning, at tree size four, if turnover intentions were  $<4.250$ , physical distress  $<2.875$ , and second victim support  $<2.345$ , the predicted work-life balance was 3.972. However, if turnover intentions were  $<4.25$ , physical distress  $<2.875$ , and second victim support  $\geq 2.345$ , then the predicted work-life balance was 2.76. Conclusions: This study's results can be used as fundamental data for formulating workforce risk management strategies, such as managing each nurse's occupational stress. Ultimately, they can help improve organizational culture to prevent the recurrence of additional accidents.

## Teaching Experiences, Pedagogy, Practice & Praxis

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

### 65945 | *College Educators' Use of Culture in Teaching Practice and Students' Creativity*

Jooyoung Shin, Indiana University Bloomington, United States  
Seoha Min, California State Polytechnic University, United States  
Claire Whang, California State Polytechnic University, United States

According to Leung and Chiu (2010), students' multicultural experience has positive influences on students' creative performance. However, there is little literature on educators' use of cultural elements in their teaching practice and its impact on students' creativity. Anvarjonovna (2021) analyzed educators' aesthetic culture and discussed potential use of the findings, but the study is limited to the context of early childhood education. To this end, the researchers explored college educators' use of culture in their classroom and its impact on students' creativity, employing both qualitative and quantitative research methods. First, the researchers interviewed eight college educators in the field of design. All of them have utilized cultural elements in varying extents in their classroom. They believe that students exposed to diverse cultures can expand their creative horizons by incorporating various cultural elements (e.g., aesthetics, materials, and techniques) into their design process. This is a "challenging problem-solving process" for students because they need to "study new things and find innovative ways." Participants further discussed that multicultural experience allows students to "see so much from outside their little pond, and grow so much." Additionally, 260 college students who took at least one culture-related course(s) were recruited via Qualtrics. Students who agreed that educators well used their cultural elements into the course ( $M=5.40$ ,  $SD=1.03$ ) demonstrated significantly higher creativity score compared to students who disagreed with instructors' use of cultural elements ( $M=4.93$ ,  $SD=0.92$ ),  $t(260)=-3.22$ ,  $p=0.001$ . This finding indicates that the importance of use of cultural elements in a classroom setting.

### 65232 | *Content Analysis of Feedback Journals for New Nurses from Preceptor Nurses using Text Network Analysis*

Shinhye Ahn, Chonnam National University Hospital, South Korea

The purpose of this study was to identify keywords, core topic areas, and sub-themes through analyzing feedback journals written by preceptor nurses to new nurses during the preceptorship period and to derive implications through word clustering. A total of 143 preceptor nurses' feedback journals for new nurses from March 2020 to January 2021 were converted into a database using Microsoft Office Excel. Text network analysis was performed using the NetMiner 4.3.3 program. After data pre-processing, simple frequency, degree centrality, closeness centrality, betweenness centrality, and community modularity were analyzed. In the feedback journals, words with high frequency and centrality were "study", "medication", "practice", "nursing", "method", "need", "effort", and "frustration", while "new nurses" showed low centrality. Five sub-themes were derived as follows: (1) learning necessity to 16 strengthen new nurses' competency, (2) independence of new nurses, (3) emphasis on accuracy in nursing skills, (4) difficulties in understanding the nursing tasks experienced by new nurses, and (5) basic competency of new nurses. Through the results of this study, it was possible to highlight the experiences of new nurses and, simultaneously, assess journal feedback content provided by preceptor nurses. Thus, this study provides basic data to develop a standardized education and competency empowerment program for preceptor nurses.

### 66708 | *Developing Resilient Practitioners for Turbulent Health Care Systems: A Radical Curriculum Redesign*

Nicole de Bosch Kemper, University of British Columbia, Canada  
Manuela Reekie, University of British Columbia Okanagan, Canada  
Jackie Denison, University of British Columbia Okanagan, Canada  
Patricia Marck, University of Victoria, Canada

Delivering quality nursing care in today's turbulent healthcare environments requires high levels of knowledge, sound psychomotor skills, diverse thinking and reasoning abilities, and strong professional identities. Research supports the creation of programs with substantive focused clinical practice to help students develop into reflective, resilient practitioners who can safely practice in a variety of complex clinical settings. However, student learning frequently takes place in clinical environments that are increasingly strained and unpredictable. We share how we drew on research in higher education, psychology, ethics, and nursing to radically redesign the pedagogical approach of our BSN curriculum to respond to the challenges of university and health system constraints, students' learning needs, and population health trends. Grounded in a philosophical perspective of constructivism and a pedagogical commitment to intentional learning and scaffolding, students are mentored by teachers and clinicians to actively align and critically integrate new information to prior learning in order to develop deeper levels of understanding and praxis. In addition, an intensified focus on integrating and levelling the sciences, relational ethics, inter-professional learning and evidence-based practice across all years has generated increased opportunities to collaborate with other healthcare providers. A wide range of program evaluation findings with students, faculty and employers indicate that despite the complications of a global pandemic, our pedagogical shift has supported new graduates to successfully transition to professional, accountable, responsible, ethical nurses during challenging times for health systems and our world.

### 66562 | *Effect of Team-based Professional Cardiopulmonary Resuscitation on Nursing Education Using a High-fidelity Patient Simulator*

Jina You, Chonnam National University Hospital, South Korea  
Hye Won Jeong, Chonnam National University Hospital, South Korea

Background: Clinical nurses are often the first rescuers of the incidence of in-hospital cardiac arrest, so they need sufficient CPR performance competency. Therefore, this study aims to understand the effects of nurses on ACLS knowledge, CPR self-efficacy, CPR stress, ACLS performance by constructing as team-based ACLS simulation program that reflects situations that occur frequently in actual clinical settings in scenarios. Methods: This study was used a pretest-posttest quasi-experimental design and data from 109 control group and 117 experimental group were used for analysis. Outcome variables were measured twice: before education and after education. The paired t-test, independent t-test was used to compare the differences between study variables pre-post simulation intervention. Results: ACLS knowledge and CPR self-efficacy of all participants increased significantly in the post-test compared to the pre-test, and the ACLS performance of the experimental group was significantly higher than the control group. Conclusions: The team-based ACLS simulation program was effected in improving ACLS knowledge, CPR self-efficacy, and ACLS performance for clinical nurses. Further research is needed to measure whether simulation education should be conducted continuously at some interval to maintain ACLS knowledge and performance ability.

### 65714 | *Exploring Early Childhood Teachers' Sense of Efficacy*

# 16:30-17:30 | Room 3F Hallway

## Thursday Poster Session

Denise Kennedy, California State Polytechnic University Pomona, United States

The purpose of this study was to explore teachers' sense of efficacy of young children. Teacher efficacy is the extent to which a teacher believes he or she has the capacity to effect student performance. Data includes 43 teachers in preschools and elementary schools both public and private in a large urban area. A mixed methods approach was used including surveys and open-ended responses. Mean teacher age is 40.38 (SD=10.54) and on average have taught for 14 years (m=14.20, SD=8.14). Measurement of efficacy included: Student engagement, Instructional Practice, Math Instruction, Nurturance, Limit setting, Satisfaction, Play, and Math outcome expectancy. Results show significant findings for efficacy for play ( $F(1,89) = 8.04, p < .001$ ), and math ( $F(1,89) = 3.80, p < .05$ ) between groups with toddler teachers showing less indications of play and math efficacy than preschool and elementary school teachers. Lower levels of satisfaction were seen in novice and expert teachers as compared to mid-career teachers ( $F(1,89) = 8.73, p < .001$ ) as well as a decline of nurturance efficacy in school age teachers ( $F(1,89) = 3.47, p < .05$ ). Finally, low math outcome expectancy for school age teachers was significantly lower  $F(1,89) = 6.21, p < .02$  than that for toddler and preschool teachers. The implications of these findings further examine teachers' efficacy beliefs at the toddler, preschool and primary school levels; specifically focusing on variables that might impact these beliefs (e.g., years of experience, level of training, other contextual variables associated with the school environment).

### 62177 | *Online and Face-to-Face Yoga Instruction: How Do These Compare in the Areas of Anxiety and Flexibility?*

Robyn Miller, Bowling Green State University, United States

Judy Lambert, University of Toledo, United States

This study employed a nonequivalent pretest-posttest comparison group design to measure whether online yoga is equal to or better than face-to-face yoga in terms of decreased anxiety, increased flexibility, and perceived behavioral intentions to practice yoga in the future. It is important to understand whether online yoga can be a viable method for improving the overall health and wellness of individuals. Based on results, the online format was significantly more effective in reducing the state anxiety of the students as compared to the F2F course. There was no significant difference between groups on trait anxiety. Furthermore, the F2F course was significantly more effective in reducing the appearance anxiety of students as compared to the online yoga course. There was no significant difference between groups on flexibility however, students in both modes of course delivery increased in flexibility. Results of this study suggest that online yoga can reduce certain types of anxiety and be effective in increasing flexibility, which is one of the key factors for maintaining health and wellness in individuals.



# Friday, January 7

## Parallel Sessions

**All times are in Hawaii Standard Time (UTC-10)**

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

09:00-10:40 | 318A

# Friday Onsite Presentation Session 1

Visual Arts Practices

Session Chair: Amanda Kline

**09:00-09:25**

65920 | *The Birth of Bada Shanren's Sleeping Cat*  
Xiao Sheng, Arizona State University, United States

In Bada Shanren's painting, *Cat and Rock*, dated 1696, a sleeping cat on the rock is vividly depicted by simple brush lines. The drawing of this cat looks casual, yet through all the cat images that Bada had produced, this cat is the result of repetitive practice and different attempts of the artist. Bada painted cats as a subject for the first time in 1684, and his extant paintings show his continuing interest in this subject over years. At the beginning, he was interested in practicing dynamic states of small animals, and therefore his cat in 1684 is in the motion of leaping. Later, however, Bada was more fascinated with the still form of a cat and depicted it sleeping. By 1692, Bada had already developed the composition of small animals on rock, which would frequently appear in his work from then. A cat on rock is one of the earliest examples of such composition. From 1694 on, Bada practiced cat images with the attempt of making its facial features more abstract; a cat image in 1695 shows that he had been successful in doing so. The practice and experiment led to the most successfully depicted cat in the 1696 *Cat and Rock*, in which Bada casually created the sleeping cat on the rock, endowing a personality with dignity to it, within only a few brush strokes. Bada Shanren's iconic sleeping cat was then born.

**09:25-09:50**

66784 | *Foregrounding Contemporary Perspectives on Asian Art with Community Voices*  
Dany Chan, The Walters Art Museum, United States

The Walters Art Museum (Maryland, USA), as part of its Diversity, Equity, Access, and Inclusion (DEAI) goals, actively seeks community partners to expand the histories and narratives the museum examines by including their perspectives in the galleries alongside museum perspectives. This initiative aims to feature community knowledge and expertise, whether gained through intergenerational learning, lived experiences, religious practice, art making, skilled labor, or cultural values. The initiative will debut with the opening of the new galleries of the Museum's Asian and Islamic art collections in April 2023. This presentation will discuss five case studies that feature the multiple strategies employed to foreground contemporary perspectives on Asian art with community voices as interpretatives in the galleries. The strategies include: 1) a college advisory group will offer college-age perspectives on the theme of literacy and learning, 2) a kusamono artist will offer an art response to a display of Japanese objects for the theme of pastimes and leisure, 3) a multidisciplinary artist will offer an oral poetic response to issues of gendering and queering expressed in a display of Avalokiteshvara images, 4) a community partner will offer a response on a Korean Buddha image from their multi-pronged perspective as a practicing Buddhist, a Korean diaspora, and a historian of East Asia, and 5) local tea purveyors will present in video format their insights on tea's capacity to build community in general and their personal journey in building a community in Baltimore through tea.

**09:50-10:15**

66338 | *Landscape Paintings Influenced by Climate in Noto Peninsula in Japan*  
Ran Kamiyama, Toyo University, Japan

*Pine Trees* by Hasegawa Tohaku (1539–1610) is the one of the most famous landscape ink (wash) paintings in Japan, and also known as the first original ink paintings ever made in Japan. Ink painting was introduced in the 14th century and traditionally many of Japanese painters are influenced by Chinese ink painting style. One of the reasons that *Pine Trees* by Tohaku considered as the only original is the representation of the actual Japanese climatic landscape. Typically landscape paintings are depicted are imaginary scenes, or rarely adapt the actual views. Especially the mountain landscapes are the one of the most common theme for ink paintings, however depicted mountains are highly deformed the actual mountain or imitated the ideal shape. Therefore, the purpose of this research is to identify the characteristics of the climate and landscape of his homeland and to contribute to the aesthetic of his painting.

**10:15-10:40**

66249 | *Women of the United States National Park Service: An Oral History Fine Art Film*  
Amanda Kline, Otterbein University, United States

*Open a Window: Women of the National Park Service* is a short film that presents the experiences, memories, and knowledge of women employees of the National Park Service. I combine oral histories told by women in recorded video interviews with artfully composed film footage that showcase the unique landscapes and other natural features of national parks. The importance of oral histories, including my film project, is that they can tell the stories that might otherwise be left out of written records. They provide diverse viewpoints and alternatives to generalizations. Oral histories fill in the gaps found in written histories and provide a fuller picture of a time, place, or event. The National Park Service remains a male-dominated institution. In going through the National Park Service websites, I found a variety of short written articles on women's involvement. My objective is to add to the existing literature and media about women's contributions, but in a way that intentionally includes visual art. Films and stories have the power to create complex, absorbing views of the world we all inhabit. The women interviewed in my film tell their own stories in their own words. They go beyond objective lists of dry facts to sharing how they think and feel about their experiences. I champion these subjectivities and use elements and principles of art to visually support and emphasize them. These women are equally responsible for the success of the National Parks Services as a long-standing public institution.

10:55-12:35 | 318A

# Friday Onsite Presentation Session 2

Media, Film Studies, Theatre, Communication

Session Chair: Nan Wang

10:55-11:20

66229 | *The Representation of Japanese American History in Mother Country (1962)*

Miyoko Shimura, Nihon University, Japan

Risa Nakayama, Wako University, Japan

Mother Country or Sanga ari (1962) is an epic film directed and written by Zenzo Matsuyama, and his wife Hideko Takamine, one of the big stars of the Japanese cinema in the post-WWII era, played the leading role. The film set between 1918 to 1946 depicts the hardships experienced by Japanese immigrants in Hawaii. As the Japan/US relations improved after the war, Japanese films began to utilize the image of Hawaii as a paradise to promote tourism, which was similar to the tendency of the Hollywood films set in Hawaii. Therefore, Mother Country was unprecedented in that it portrays a history of Japanese Americans in Hawaii, especially focusing on their sufferings and resilience. Yet, the contemporary reviews were not all positive. The director's incompetence could be to blame, however, Japanese people's lack of understanding on how and why Japanese Americans fought against Japan during the war and how they contributed to the post-war restoration of Japan could make the film underrated. This paper analyses the image of Japanese Americans in Mother Country and attempts to elucidate some characteristics of the representation of Hawaii in Japanese film. The paper surveys Japanese films set in Hawaii, and explains how Japanese Americans cooperated the production and how location shooting affects the text of those films. By analyzing the image of Japanese Americans in the scenes of wartime cooperation and comparing both Japanese and Hawaiian reviews, the paper explains the distinctive features and historical importance of Mother Country from various viewpoints.

11:20-11:45

67269 | *Romanticizing Shanghai: Nostalgia for Republican Era Shanghai in Contemporary Hong Kong Cinema*

Yongli Li, College of the Holy Cross, United States

My paper examines the nostalgic films about the Republican Era (1912-1949) Shanghai produced in post-84 Hong Kong and argues that through reimagining the golden era of Shanghai film industry, which represents the once flourishing Shanghai cosmopolitan modernity, Hong Kong filmmakers renegotiate and reposition their identity-in-crisis in the years prior to the handover of Hong Kong to the People's Republic of China (PRC). Beginning in the early 1980s, Republican-era Shanghai reemerged in various cultural productions, including literature, film, and television originating in both Hong Kong and the PRC, as China's neoliberal economic reform deepened.

By analyzing Hong Kong director Stanley Kwan's 1991 production Center Stage, I argue that the film's self-mythologization reflects an identity-in-crisis in the Hong Kong film industry and sheds light on its crucial role in bringing nostalgic expression to China's modernity. Through reading Center Stage and the representation of the legendary film actress Ruan Lingyu's life in the film, I tackle a series of questions about this cycle of Hong Kong films, including the qualities of Republican Era Shanghai that have intrigued these New Hong Kong Cinema filmmakers, and how nostalgia for Republican Era Shanghai operated in a post-1984 Hong Kong film culture. Ultimately the most important question I address is what Hong Kong's nostalgia for Republican Shanghai tells us about the present.

11:45-12:10

66240 | *Space, Illness, and an Alternative History of Modernity in Dr. Ma's Country Clinic*

Nan Wang, University of Hawaii at Manoa, United States

Cong Feng's 2007 documentary Dr. Ma's Country Clinic presents the audience with a microcosm of the rural life in the town of Huangyangchuan, Gansu Province, located in the northwestern area of China. Centered on Doctor Ma, the only doctor in that area, and his daily life in his clinic, the camera stretches out to the patients' families, the landscape of northwest China, the villagers' migration, and the scenes of folk rituals. The various spaces presented in the film provide a unique perspective to reexamine the formation of illness in modern society, which calls into question the concept of "modern." This paper examines the various spaces presented in the film which are interrelated with each other through the medium of illness, illustrates the way villagers establish and develop their social relations within the spaces, and sheds light on how those social relations are in contrast to or at least challenging the linear historical narrative of modernity. With Michel Foucault's theory of biopolitics, this paper scrutinizes the mechanism of controlling the human body in modern society that leads to people's illness and calls for a reevaluation of rural life which is considered to be an obsolete wasteland.

12:10-12:35

65144 | *Film Noir in the Land of the Midnight Sun*

Paul McNeill, Houston Community College, United States

Indigenous storytelling lives in many genres and mediums, including film, and indigenous films are often connected to more ancient forms of storytelling and oral history. This presentation connects an indigenous film – On the Ice – to not only its older Inuit and Iñupiaq roots but also to a more recently created film genre and style: film noir. This presentation argues for the film's placement in the film noir genre, comparing it to classic noirs such as Double Indemnity, Chinatown, and others. Through an analysis of the film's plot, its setting, the relationship of the film's two male main characters, male-female relationships, the inescapable influence of fate, and the inevitable punishment of immoral behaviors - as well as comparisons of 1920s and 1930s France and Germany (the environments where noir was born) to the present-day North Slope of Alaska - this presentation argues that the film equally lives in the realms of Iñupiaq storytelling and film noir, thus creating a unique work of art.

12:50-13:40 | 318A

# Friday Onsite Presentation Session 3

## Academic Writing (Workshop)

12:50-13:40

66921 | *Strengthening Academic Writing for Entry-Level Doctoral Students*

Denese Wolff-Hilliard, Houston Christian University, United States

Faced with writing the most comprehensive document in their lives, most doctoral candidates have concerns about the dissertation. Students enrolled in doctoral programs learn academic writing haphazardly, struggle with APA format, and labor to develop a scholarly voice. Throughout the doctoral process, this trial-and-error system of learning the academic writing style may fuel the students' lack of confidence as scholars and cause some to exit the program before graduation. At the dissertation level, doctoral students encounter the academic writing style in relative isolation. Intervention with academic writing at the beginning of the program will allow entry-level doctoral students to grow as emerging scholars with improved self-perception, strengthened critical reading and thinking, and scholarly writing skills. An introductory academic writing course will guide entry-level doctoral students through the academic writing process with direct instruction, modeling, and ample practice. When doctoral students experience the critical attributes of academic writing by practicing paraphrasing, summarizing, creating an annotated bibliography, and developing a mini-lit review, they gain experience and confidence as emerging scholars. Through consistent, guided instruction, professors can teach the progression of academic writing and guide doctoral students through the process of developing an emerging scholar mindset and academic writing style. Participants in this presentation will gain insight into developing entry-level doctoral students' academic writing skills by including regular and sustained writing tasks in their courses that weave in APA guidelines and the critical attributes of academic writing.

13:55-15:35 | 318A

# Friday Onsite Presentation Session 4

International Arts Practices

Session Chair: Gerrit Scheepers

13:55-14:20

66201 | *K-means Clustering of Customer for SUPERGUCCI Collaboration in the Non-Fungible Token Market*  
Chen Qiuying, Chonnam National University, South Korea

Luxury brands are increasingly starting to mint their own non-fungible token (NFT) to meet customer on digital world and get a chance to make a new business model. SUPERGUCCI NFT were minted by collaboration with Gucci one of luxury brand and Superplastic global entertainment brand. This study aimed to understand what types of consumers exist in the NFT market for SUPERGUCCI luxury brands. Data collection was performed on the most popular NFT exchange platform, OpenSea by using Python-automated testing tools, and x-path analysis was used to obtain the key information. The owner characteristics of the SUPERGUCCI portfolio were classified using a K-means clustering analysis. We can segment into three types of luxury NFT customers (crypto-natives, speculators, and casual collectors) and get deep understanding of market segmentation. In view of these results, the co-branded NFT consumer segmentation provides companies around the world with an analysis of luxury collaborations.

14:20-14:45

67260 | *Poetry Writing of Thomas Wyatt in Europe – Considering the Influence of Location of Composition*  
Yoshiko Kusunoki, Hiroshima Institute of Technology, Japan

Thomas Wyatt (1503-1542) wrote poems in various situations and places. Some are courtly love poems written in the court of Henry VIII, and others, which sometimes contain romantic and political implications, were written away from the court. In one of Wyatt's satires, "Myne owne John Poyns," written probably during his exile from the court, life in the country is joyfully depicted with friendly advice for his courtier friend, ambivalently creating a sense of alienation. One prominent feature of Wyatt's poems is this irresistible desire to be close to the center of authority. Several of his poems seem to have been composed on a distant continent while Wyatt traveled to Europe as a diplomat. Interspersed with descriptions of nature and place names from Europe, many of these works are relatively free, sometimes faithful reproductions of the sources, including Petrarch. The continent was then the center of humanism. As R. A. Rebholz and other critics have pointed out, Wyatt's works are richly infused with humanist elements. In this study, looking at Wyatt's poems by location or situation of composition, I will mainly examine those written during his diplomatic mission in Europe. It could be pointed out that, significantly influenced by authentic materials of humanism, Wyatt depicts an intense longing for his homeland, the court, and the lover in his own words. His poems not only prove to be the sophistication of a leading poet by imitating the originals but also consistently express the nostalgia of an estranged courtier in the marginal land.

14:45-15:10

67155 | *Woman in Nature: a Case Study of the Video Content by Chinese Vlogger Li Ziqi*  
Yangyu Zhang, the University of Tokyo, Japan

With more than 100 million followers on social media sites and video sharing websites inside and outside China, Chinese vlogger Li Ziqi has fashioned a pastoral lifestyle with a vaguely traditional aesthetic. Even after more than a year of inactivity, Li still holds the Guinness World Record for the most subscribers to a YouTube Chinese-language channel. Li, who lives seclusively with her grandmother in a distant mountain with picturesque surroundings in Sichuan Province, is shown to be versatile, hardy, and appealing in the videos. She skillfully crafts various items by hand, from food to furniture, using only the most basic equipment and resources. The aesthetics rendered in these contents invoke a nostalgic sentiment towards a constructed image of ancient/rural China in the urbanites living in the post-Socialist, neoliberal age by recalling their encounters with "traditional" cultures, which range from living and traveling experiences in the countryside to classic landscape paintings and contemporary Xianxia novels. Li's work thus aligns with the mainstream Han-centered nation-state narrative, whether intentionally or not, which is a significant reason for its mass popularity and official endorsement. On the other hand, her work presents a model of self-sufficiency focusing on here and now that doesn't seem to imply a shared reproductive future. Therefore, it also invites a queer feminist interpretation that distinguishes itself from the ecofeminist discourse that predominates the philosophical critique of "woman in nature" as it integrates a fertile natural environment and a personal life that rejects heterosexual promises.

15:10-15:35

66694 | *Uniting a Nation Through Song: The Choral Music Landscape of a 21st Century South Africa*  
Gerrit Scheepers, South Dakota School of Mines and Technology, United States  
Sabelo Mthembu, Professional Conductor, South Africa

South Africa's choral culture is vibrant, diverse, and unique. Singing in a choir is an essential part of a lot of people in this young democracy. This nation at the southern tip of Africa boasts world-class choirs, conductors, and composers. What have the leaders in this field done to contribute to the unification of a people after the fall of apartheid in the 1990s? What makes the choral scene in South Africa so unique? Is it our colonial past? Our multiple official languages? This session shares key points from the presenters' experiences as current/former choral conductors in South Africa, and how song was and is still used in nation-building in South Africa.

15:50-17:30 | 318A

# Friday Onsite Presentation Session 5

Media, Film Studies, Theatre, Communication

Session Chair: Dashi Zhang

15:50-16:15

66909 | *Kenney's Ride: Albertan Populist Myths and the Symbology of a Blue Dodge Ram*

Chaseten Remillard, Royal Roads University, Canada

Tyler Nagel, Southern Alberta Institute of Technology, Canada

In 2019, Jason Kenney was elected Premier of Alberta, Canada. Alberta is an oil rich province with a long history of electing (almost) exclusively conservative governments. Jason Kenney's politics and election win followed on the 2016 election victory of Donald Trump, and much of Kenney's platform followed a similar populist rhetoric. A significant visual component of Kenney's election campaign was his use of a blue Dodge Ram 1500 truck as his campaign vehicle. He and his truck traveled around Alberta campaigning to "Unite the Right" – a tactic that ultimately put him into power in 2019. Our chapter considers Jason Kenney's blue Dodge Ram truck as a form of visual communication. The semiotics of the vehicle are rich and nuanced. The truck is a dog-whistle symbol, communicating (without explicitly saying) that the neo-liberal populist myths are on the road again. Our reading of Kenney's pickup as a form of visual communication reveals much about our current political climate in western democracies. We suggest the truck acts as a symbol of populist politics and a version of political culture that wants to "Make Whatever Place Great Again". Such symbols, the truck, the border wall, the confederate flag, mobilize myths of cultural and political identities that are (we argue) larger and more powerful than the politicians that conjure them. In other words, the blue truck—like Stephen King's Plymouth Christine—has a life of its own.

16:15-16:40

66303 | *The 'Sadcom' Story of a Washed-Up Horse: "BoJack Horseman" as a Tragedy of American Loneliness*

Reuben Martens, University of Waterloo, Canada

In this presentation, I want to argue that, though the "BoJack Horseman" series (2014-2020) is always given accolades for the ways it depicts depression, substance abuse, LGBTQIA+ issues, racism and trauma, it crucially does something else even better: it offers an outstanding depiction of what Kristen Radtke in her semi-fictional graphic novel "Seek You" (2021) has identified as 'American Loneliness'. American loneliness, she argues, is a particular mode of loneliness that is the direct result of the failure of the American Dream, linked to the emergence of mass popular culture, amongst which specifically the sitcom and the western, and a long cultural and literary tradition that has celebrated loneliness in many forms. Through the framework of Hannah Arendt's conceptualisation of loneliness, and using Radtke's graphic novel as a companion piece to the tv series, this presentation wants to explore the hypothesis that, perhaps, "depression is the prime, and only, form of loneliness in this hyper-connected world", and that BoJack Horseman offers a rare and intrinsic view into this destructive affect and what is particularly 'American' about it. Furthermore, this presentation will show how BoJack's 'dysphoria' (a term borrowed from Dominic Fox)—the state in which one is incapable of taking pleasure in the world—and accompanying loneliness are facilitated through capitalism, American societal structures, and the city-/mediascape of Los Angeles. However, BoJack Horseman also offers a potential solution to this American loneliness in the form of 'disengagement' (Fox 2009), which will be the final exploration of this presentation.

16:40-17:05

65511 | *Exploring Traditional Cultural Roots of Sustainable Development in China: An Educational Perspective*

Dashi Zhang, University of Melbourne, Australia

To put the concepts of building a harmonious society into action, China promotes the Corporate Social Responsibility (CSR) standards like CSC9000T to integrate well into the global supply chain and create a fair market (2008). As sustainable development governance involves the interplay of the polity, politics, and policy to force humanistic and ecologically sustainable value creation, each country would have its characteristics according to cultural, historical, developmental, and local situations. Misunderstanding culture, with the dominant Western approaches, can lead to failures in communication and cause offences and disengagement (Crossman, Bordia & Mills, 2011). Studying cultural roots of sustainable development in China brings a fresh interdisciplinary perspective to the area. It advances the discipline by exploring culture heritage of sustainable development in China beyond the technical and bureaucratic aspects and has significant implications to other countries. This study will draw upon Yang's (2012) definition of culture, "a complex set of beliefs, values, and social norms shared by a group of individuals" (p. 166). Yang (2012) posited three cultural forces that have influenced China: Confucianism, socialism, and capitalism. However, Confucianism could not represent all the Chinese culture. I will employ I-Ching (the origin of Confucianism and Taoism), Taoism, Sunzi (militarists), Mohism, Confucianism, and Buddhism to analyze Chinese culture.

17:05-17:30

66071 | *Audience Evaluations of Diversity in Streaming Media*

Rebecca Lind, University of Illinois at Chicago, United States

Video streaming services present a vast quantity of content; some analysts say we are in a new Golden Age of television, enjoying a period of "Peak TV". Even though not all offerings are of superior quality, the very number of programs available affords greater opportunity to present diverse characters and stories. This research asks "How do viewers evaluate diversity in streaming media?" and enhances our understanding of diversity in streaming media by going beyond analyses of content, media industries, or media effects to learn more about what "diversity" means to viewers. There is no literature directly addressing this topic, thus this research addresses a clear gap in our knowledge. This qualitative research is based on a close reading of transcripts from 41 in-depth open-ended interviews with young adult streaming media subscribers. Analysis of the interviews revealed three main findings. First, interviewees consider diversity very broadly, and from both quantitative and qualitative perspectives. Diversity begins with sufficient numbers of diverse people, but it extends into who is represented and how. Second, interviewees believe that diversity in streaming media is of vital importance to individuals and society. They believe that diverse media content performs an educational function; that it can increase tolerance and reduces discrimination and stereotyping; and that it can help give individual viewers hope, confidence, and even improve their mental health. Finally, most interviewees believed that streaming media were more diverse than traditional television, with some attributing that to organizational and other factors associated with legacy media conglomerates.

09:00-10:40 | 318B

# Friday Onsite Presentation Session 1

Ethnicity, Difference, Identity

Session Chair: Cynthia Northington-Purdie

09:00-09:25

66867 | *Decolonial French Cuisine: Recipe Books & Culinary Identities*

Audrey Brunetaux, Colby College, United States

Food is a complex dynamic, "a system of communication, a body of images, a protocol of usages, situations, and behavior" as Roland Barthes effectively stated, which transpires through the design, structure, and narratives of French recipe books. But what constitutes "French" food per se? One may ask how recent cookbooks on so-called "French Cuisine" stage and re-present French culinary practices and foodstuffs. What do these food narratives tell us about French cultural and national identities today, and about France's colonial legacy? Which ingredients, savoir-faire, and traditions are highlighted in these recipe books, and whose voices do we hear? This presentation seeks to re-evaluate and critique French cuisine through a decolonial exploration of Tessa Kiros' "From Provence to Pondicherry: Recipes from France and Faraway," Chef Anto's "Goût d'Afrique – Recettes et rencontres", and Nathalie Brigaud Ngoum's "Mon imprécis de cuisine", among others. These food writers, bloggers, and chefs are portraying French cuisine and gastronomy in very different ways, either reinforcing the exoticism of "faraway lands" and establishing a Eurocentric hierarchy of taste, or decentering the narratives on food and culinary traditions in France to embrace a more inclusive, multifaceted mosaic of foodstuffs, culinary practices, and flavors that enrich and modernize French cuisine.

09:25-09:50

67347 | *What Makes a 'Good Life?' Perspectives from Black Youth in Ontario*

Uzo Anucha, York University, Canada

Rahma Said-Togane, York University, Canada

Sinthu Srikanthan, The Youth Research and Evaluation eXchange (YouthREX), Canada

Carol Wade, The Youth Research and Evaluation eXchange (YouthREX), Canada

Cyril Cromwell, The Youth Research and Evaluation eXchange (YouthREX), Canada

Clementine Utchay, The Youth Research and Evaluation eXchange (YouthREX), Canada

Although Canada is widely regarded as a 'progressive country' with high standards of living, many youth face barriers related to race, poverty, immigration, and other sources of marginalization. For example, Black youth in Canada experience widespread anti-Black racism, which leads to disparities across various sectors, including the labour market, education, health and mental health, and so forth. All of this is exacerbated by the current coronavirus (COVID-19) pandemic, which saw racialized inequities that disproportionately impacted Black communities. To understand what supports youth in Ontario, particularly within the context of COVID-19, require to thrive, that is, to live a 'good life', we conducted a mixed-method study, inclusive of surveys and in-depth interviews with youth across Ontario. We present survey data findings, including thematic coding of open-ended responses, from 249 Black youth participants. The participants defined a 'good life' as being inclusive of mental health, self-awareness, aspirations, love, relationships, and financial stability – all at the individual, familial, and community levels. The participants also identified several barriers to a 'good life,' including insecurity and self-blame (internalized oppression) as well as structural and socio-economic challenges. Finally, participants identified systems changes to improve mental health services and affordability of living as opportunities to enable a good life.

09:50-10:15

66815 | *Issues in the Measuring and Reporting of Diversity*

Jeffrey Haber, Iona University, United States

Since the killing of George Floyd diversity, equity and inclusion (DEI) issues have risen to the forefront of public consciousness. Companies, institutions and governments are all making efforts to right the wrongs of the past and create a better future for those that have had an unlevel playing field. This paper is focused on DEI and the issues surrounding how metrics are developed, measured, and reported. DEI efforts are applaudable and serve a societal good. Organizations are going to select from among a variety of options regarding what variables to measure and collect and how to report their progress. There is no right answer, and no one-size fits all. But there are considerations that should be discussed and understood before decisions are made. There have been recent news reports of "window dressing" an organization's progress with diversity. Well-meaning and well-intentioned action should not be a cause of headline risk and negative publicity, and careful consideration of the measuring and reporting issues should mitigate those risks. When it comes to DEI, honest, accurate and straight-forward reporting might also be highly misleading. It is important to understand the myriad possible interpretations of the reporting to avoid others from ascribing inaccurate motivations to the misleading reporting. Having an understanding of the potential for misleading reporting allows an organization to provide a fuller explanation of what they are trying to convey and avoid negative connotation.

10:15-10:40

65784 | *Imaging Revolutionary Revelation: A Black Wild Woman's Liberation Journey*

Menah Pratt, Virginia Tech, United States

What does it mean to be a revolutionary Black feminist scholar-activist? For us as Black women to walk into our destinies of greatness, we have to be, by nature, revolutionary. Not necessarily in the sense of how we have typically understood revolutionary in terms of violence. But revolutionary in its Latin-based roots, "to revolve, turn around." Autobiographical and biographical writing by Black women is often a radical and rebellious act. In order for our writing to be revolutionary, we must engage in the work of revelation – revealing to the world parts of ourselves that may have been hidden. This revolutionary revelation writing requires a unique tool that is flexible, fluid, empowering, creative, liberating, and personal. A Black Wild Womanist Autoethnography is such a tool that facilitates an understanding of the initiation journey from Blackgirlhood to Blackwomanhood. It is a transdisciplinary tool that draws from multiple theoretical, methodological, and praxis frameworks and foundations. A Black Wild Womanist Autoethnography includes Black women's autobiographical writings; critical praxis autoethnography; Black Girl cartography; Black Feminist Thought and Black girlhood studies; critical Black feminism, including Hip Hop Feminism, Crunk Feminism, and the New Black Feminism; womanist thought; womanist theology; and the wild woman archetype. A Black Wild Womanist Autoethnography, as a methodology, is applied to 45 years of journals, chronicling a Black woman's initiation journey from Blackgirlhood to Blackwomanhood. Revelations include lessons about reclaiming personal power; reconciliation; and the challenges of managing race and gender in America as a Black woman.

10:55-12:35 | 318B

# Friday Onsite Presentation Session 2

Philosophy, Ethics, Consciousness

Session Chair: Evie Holmberg

10:55-11:20

67280 | *Reshaping the Resilience of Women's Bodies After the Pandemic in a Totalitarian Country Like Iran*  
Faegheh Hajhosseini, University at Buffalo, United States

Each society and country has been affected differently by the pandemic. Nevertheless, I believe its impact on societies with dictatorial politics that control almost every aspect of people's lives could be more profound. During the last three years, citizens of these countries have been able to live their lives however they wished since they didn't have to worry about the 'public'; as a result, the sphere of their 'private' lives has been expanded to include their 'public' lives. Now we are back to 'normal life.' In these countries, 'normal life' is closely tied to the laws and forces of the state. However, living for three years more freely opens the possibility for the citizens of these countries the "I can" belief: "I can" live however I wish. Iran is among these dictatorship-ruled countries where we observe women's uprisings these days. These uprisings or protests are reactions to the "morality police" who control women's clothing and hijab. In my paper, I argue that the effect of living in isolation for almost three years in Iran has reshaped and reframed the resilience of women in a closed society like Iran. They have experienced living more freely during the pandemic, while the public sphere was not an issue for them. And as a result, now they are resilient to the state's dictatorship. I will use Sandra Harding's view of women's bodies as an objection to show how this new shape of resilience is the resilience of women's 'figurative body.'

11:20-11:45

66061 | *Artificial Intelligence, Labour and the Common Good*  
Justin Nnaemeka Onyeukaziri, Fu Jen Catholic University, Taiwan

The objective of this paper is to emphasize that like every other phenomenon in the human society, the Common Good should be the Grundnorm and the Ultimate End for artificial intelligence (AI) research and development. It maintains that the end of artificial intelligence research should not be for a Private (individual or Nation-State) Good, as in: Not Money! Not Power! Not Technological Supremacy! Not Information/Data Control! Not Fame! Not Intellectual Vanity! Not Playing God! It argues that Science and Technology in general should be ordained toward the Common Good. Thus, artificial intelligence research and technology, therefore should be for the holistic advancement (flourishment) of the Human Person and the Human (Global) Society, which is the Common Good. As it is presently and in the nearest future, the artificial intelligent systems developed and produced (so called weak AI or Narrow AI) have (or will have) their greatest impact on human labour, and its related problematics, such as ethical and legal responsibility in the use of artificial intelligence. This paper therefore sets out to expose the socio-philosophical implications of the research and development of artificial intelligence on the notion of labour, in respect to the importance of the common good.

11:45-12:10

65963 | *Examining the Healing Power of the Philosophical Question: Why Should I Live?*  
Gwendolyn Dolske, California State Polytechnic University, United States

This paper will look to three thinkers in the existential tradition to examine the connection between a meaningful life and death contemplation. My aim is to demonstrate how an honest look at the reasons one should live is far from a tragic approach or a symptom of despair. It is rather an important existential journey for zeroing in on one's purpose and one's joys. The amount of time and effort such a journey takes is often shelved for the immediacy of the tasks of habit, convention, and even social media. I will argue that the consequence of pushing this matter to the side leads to higher rates of depression and a general malaise. How can we dismantle the feelings of being thrown into a system of being or way of being? How can we pause to appreciate and learn an authentic mode of existence? In a world where image is gaining more traction of importance than character, how can we stay true to our personal growth? By employing the works of Tolstoy, de Beauvoir, and the contemporary theologian Rev Dr Gorrell, I will unpack their philosophical works into this very question and formulate tools for incorporating this into our everyday lives.

12:10-12:35

65979 | *Physical Manifestations of an Awakened Spiritual Quest*  
Evie Holmberg, Boston University, United States

According to Platonic philosophy it is possible to transcend the physical perception of reality. Plato in his Republic is speaking of the necessity to raise the soul's power to the contemplation of truth which can be experienced through means other than the physical senses and the traditional functioning of the intellectual and emotional mind. The paradox is that on the way to this "spiritual" evolution one encounters a variety of physical manifestations of the energy moving through the physical body. Within the constraints of conventional language, Plato refers to a special organ as a facilitator in this process, which he calls the "eye of the soul". The same idea is expressed in Matthew and Luke where the eye is referred to as the light of the body and there is an interesting reference in Luke to a "simple" or "single" eye through which one's body becomes full of light. In Yoga the symbolism is quite obvious: the Single eye, third eye or the eye of the soul can be accessed at the level of the 6th chakra and is associated with the Pineal gland. This paper concentrates on the physical manifestations of such spiritual transformations and the fairly recent psychoanalytical experiments involving the study of the pineal gland as connected to the inducement of altered states of consciousness similar in some cases to those experienced in meditation and near-death experiences.

12:50-13:40 | 318B

# Friday Onsite Presentation Session 3

## Clinical Supervision Forum

12:50-13:40

64977 | *Clinical Supervision Forum*

Gillian Smith, Simon Fraser University and Adler University, Canada

This interactive forum will begin with an introduction to three models of counsellor supervision: the seven-eyed model, the developmental model and the reflecting team model. Based on these ideas, participants are invited to bring forward to our group supervision session client cases for which they wish to gain ideas, counsellor peer supervision and support. Members will leave with a better understanding of how models of clinical supervision can be helpful in their work as mental health professionals as well as receive some specific help with cases they are working alongside. Clients and institutions are de-identified for confidentiality purposes.

13:55-15:35 | 318B

# Friday Onsite Presentation Session 4

Science, Environment, and the Humanities

Session Chair: Ann DuHamel

13:55-14:20

65420 | *Investigating Barriers to Low-Carbon Policy Implementation Among Mining Companies in Ghana*

Seth Adom, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

Efforts for carbon emission reduction have been identified as a major climate change mitigation target in the Paris Agreement. COP26 highlighted the worldwide effort for cleaner and greener mining, urging the mineral industry to embrace greener operational emissions reduction technologies and strategies. Ghana pledged at the Paris Conference to reduce CO2 emissions by 15% and increase renewable energy penetration to 10% of the national energy mix. Ghana's efforts to implement low-carbon policy were hampered by a number of reasons. Ghana is Africa's leading gold producer and the world's seventh largest producer. Mining has contributed significantly to foreign currency acquisition and government revenue. The gold mining sector contributes approximately 95% of Ghana's total mineral revenue. Considering these situations, the fundamental question is how Ghana's mining industry can contribute to CO2 emission reductions. This paper investigates the barriers to the low-carbon emission policy implementation among mining companies in Ghana. The questionnaire survey was used to understand the barriers to implementing low-carbon emission policies among four large-scale gold mining companies. The results show that the companies expressed issues of cost, inadequate information, and lack of a government-specific policy framework to reduce carbon emissions. We found that a major challenge among companies was the expected cost involved in implementing low-carbon emission policy. Also, the government lacks a specific policy framework to influence companies to adopt carbon reduction policies. There is a need for the government to provide specific carbon reduction laws and regulations to enforce company complaints.

14:20-14:45

66325 | *Agile Architecture: Adaptability, Mutability + Resilience with Sustainability in the Crosshairs*

Brian Sinclair, University of Calgary, Canada

Contemporary times have ushered in a plethora of challenges to the ways we conceive, design, develop, built then occupy our spaces and places. Global crises around climate change, resource depletion, public health and escalating inequities together demand built environments that have greater ability to react and respond to changing conditions. Historically users have been the focus of change – that is, people needed to adapt to static and fixed environments. However, in an era of growing awareness around existential threats to humanity, and an understanding of the physical environment's negative contributions to global warming, pandemics, pollution and the like, it is vital for architects and architecture to seriously shift directions. Rather than having people adjust to environments, it is imperative to craft and create environments that are responsive, flexible, adjustable and responsible. Technologies, both computational and constructional, have advanced to levels where buildings can be designed to move and maneuver to meet the vibrant needs of inhabitants. Agile Architecture and its counterparts, such as Open Building, produce buildings and landscapes that morph and modify based on fluctuating requirements around spatial programming and use expectations. Rather than forcing people to shoehorn into unforgiving facilities, agile architecture incorporates elements that move, spaces that adjust, and systems that accommodate. The present research considers theory and practice, including a range of compelling case studies, which demonstrate the ability of environments to synergistically work with users – resulting in buildings, blocks and cities that heighten sustainability, foster adaptability, and increase the quality of life.

14:45-15:10

66298 | *Prayers for a Feverish Planet: New Music to Spur Action for Climate Change*

Ann DuHamel, University of Minnesota Morris, United States

In the fall of 2019, pianist Ann DuHamel was feeling despondent about climate change. Wanting to do something, she launched a call for scores on January 1, 2020, requesting works for piano that respond in some way to the threat and urgency of climate disruption. She received an astounding number of pieces: more than 170 composers in over 35 countries shared more than 300 discrete movements of music. Of these, DuHamel selected 60 works for her project *\*Prayers for a Feverish Planet: New Music about Climate Change.\** The works are wide ranging: Vanessa Cornett's "Our World So Freely Given" combines the hymn "For the Beauty of the Earth" with the Dies Irae. The electronic track of Gunter Gaupp's "Those Who Watch" samples voices of news anchors and billionaires who profit from fossil fuels, while voices of scientists are distorted and only truly audible in quiet moments. The score of Stephen F. Lilly's "Vanishing" is a literal map; the performer chooses sonic events that depict islands and the encroaching rising seas. Kristian Twombly's "Interdecadal Oscillations," inspired by Rauschenberg's "Erased de Koonig," filters a work of Brahms until it is practically nonexistent, like dying coral reefs. These and other imaginative, thought-provoking pieces comprise the series. This session will provide a brief overview of the project, which encompasses more than eight hours of music. The presentation will feature themes that emerged in the series alongside short sound clips; if a piano is available for a lecture-recital format, short selections may be shared.

15:10-15:35

67245 | *Design Thinking in Education as a Catalyst to Discover and Maintain a Sense of Hope, Agency, and Confidence for Students*

Min Jung Cho, Leiden University, Netherlands

Ann Trevenen-Jones, The Global Alliance for Improved Nutrition (GAIN), Netherlands

Learning about 'wicked problems (WP)' in sustainability such as pollution, urban waste, and food and water shortages could incur a sense of helplessness among students. WP is complex to understand and challenging to teach. Our experience suggests how these concepts are taught is as important for student learning as is teaching the concepts of WP. The following question guided our research: What pedagogical approaches do we need to ignite creativity and to foster hope of a sustainable future when teaching about WP? This case study explores students' perceptions upon taking the WP Design Thinking (DT) program at Leiden University College (LUC in Netherlands). Students' creativity and desires for a positive change were examined using content analysis of their reflective journals, in-depth interviews and a focus group discussion. We specifically focused on a sense of hope leading to fostered emotional stability, proactive engagement (e.g. creativity or innovative solutions) and learning in a time of pandemic, COVID-19. Based on our findings, students who applied the DT approach to tackling the WP of household urban waste, demonstrated readiness toward team cooperation, emotional resilience, and self-awareness of their own environmental behavior. Students found interdisciplinary and multifaceted approaches to learning helpful in clarifying personal priorities, concerns and values. We conclude by sharing our lessons learned and a step-by-step guide for educators to innovatively connect active learning pedagogy such as DT into their curriculum content to encourage a sense of possibility in students to overcome hopelessness in university classrooms and beyond.

15:50-17:30 | 318B

# Friday Onsite Presentation Session 5

International Humanities

Session Chair: Albina Veltman

**15:50-16:15**

66047 | *Helping Family Caregivers of Older Community-Based Family Members as the End of Life Approaches*

Donna Wilson, University of Alberta, Canada

Gail Low, University of Alberta, Canada

With more deaths in developed countries taking place outside of hospitals now, families need to be recognized for their extremely important end-of-life role. Families now normally plan and provide much, if not all, of the care needed by dying family members. Moreover, most deaths involve older family members who pass away after a process of decline that is recognized as such by both the dying individual and their family. The end-of-life care that is provided by family members, generally women and often over weeks or months of evident decline, along with the emotional and practical family ties that exist, necessitates insight into what family caregivers need in terms of support or assistance. This four-part research study sought to gain insight from family caregivers as to what help they needed over the end-of-life trajectory of their older loved one, and also what was high quality support. Moreover, it sought to determine which older family care recipients died in hospital, and why end-of-life admissions to a hospital or a nursing home occurred. Interventions that were identified as the most needed and the most welcomed by family caregivers are highlighted, for policy and practice consideration.

**16:15-16:40**

65634 | *Older Adults' Experience of Companion Animal Death: Findings of a Bereavement and Disenfranchised Grief Survey*

Cary Brown, University of Alberta, Canada

Donna Wilson, University of Alberta, Canada

Eloise Carr, University of Calgary, Canada

Doug Gross, University of Alberta, Canada

Maxi Miciak, University of Alberta, Canada

Jean Wallace, University of Calgary, Canada

Background: The number of older adults living with a companion animal (CA) is increasing. There is a dearth of research regarding companion animal death and subsequent human grieving. Emerging research suggests that grief over CA death is often discounted and unrecognized (disenfranchised) by others. The extent and consequences of this disenfranchised grief (DG) are poorly understood. This study deepens our understanding of older adults' experience of DG in relation to companion animal death.

Methods: Participants were recruited through social media platforms to participate in an online questionnaire that collected demographic information and standardized measures of companion animal attachment, bereavement, and DG.

Results: The majority of the 98 participants were between 60 and 70 years of age, female, and lived alone. Following their CA's death, many identified a decrease in their physical activity and 47% reported decreased emotional health. One-third identified they needed to be careful about who they disclosed their grief to and not being certain that they would be supported. This group had a significantly greater likelihood of a perceived decrease in physical health and scoring higher on the Bereavement Questionnaire.

Conclusions: This study adds weight to the emergent body of evidence highlighting CA bereavement as an impactful health and wellbeing issue. We found DG is experienced by a sizable group of older adults following CA death and that many participants perceived socially-legitimized recognition of loss and accompanying bereavement resources were lacking. These shortfalls contribute to health risks that decrease older adults' ability to successfully age in the community.

**16:40-17:05**

66329 | *ACTing like Everything is Alright: Grief and Loss in ACT Team Workers (and Other Health Professionals)*

Albina Veltman, McMaster University, Canada

Tara La Rose, McMaster University, Canada

Clients of Assertive Community Treatment Teams (ACTT) experience complex mental health needs made more acute by factors such as stigma, isolation, poverty, and side effects leading to iatrogenic conditions; factors which place them at risk of early death. For many ACTT clients, the relationships they share with ACTT staff are some of the few consistent relationships they experience. When ACTT clients die, it is often the role of the Team to plan funeral/memorial services. Literature on the topic of grief among mental healthcare workers following a death of a client is severely limited with the bulk of the scholarship focused on death by suicide. At present, there is almost no research available on the topic of grieving "natural death" of mental health clients. ACTT workers' grief remains an area of much needed scholarship. Because of the intense and longstanding relationships that often develop between ACTT clients and workers, the grief experienced by ACTT workers after the loss of a client can be profound. However, there are no standardized policies/guidelines available regarding the topic of grief in ACTT workers, despite the fact that other ACT practices are highly standardized. During this presentation, findings will be reported from a project which engaged in inquiry into the experiences of ACTT workers (through 26 individual interviews with workers across Ontario, Canada) as they attempt to cope with grief, seeking to develop a more comprehensive understanding of the needs of ACTT workers in order to improve resiliency and prevent burnout and compassion fatigue.

09:00-10:40 | 321A

# Friday Onsite Presentation Session 1

Literature/Literary Studies

Session Chair: Jeong-ae Park

**09:00-09:25**

67331 | *Shirley Jackson's the Haunting of Hill House: Critique on the Gender Role Rearrangement in Postwar American Society*  
Jung Eun Seo, Korea National University of Transportation, South Korea

My paper aims to read Shirley Jackson's classical modern gothic as the writer's critique to the rearrangement of gender roles in postwar America social reality where women were restricted to a private domestic sphere for the sake of the veterans who wanted their jobs, feminine services and a sweet home fantasy back. In her autobiographical essays which are collected under the title of, Shirley Jackson often depicts how her career as a writer failed to be registered as a significant social identity while the one as a homemaker is forced onto her regardless of her own will. Eleanor Vance, the deranged protagonist of in many ways represents the female anger and anxiety which arose from the aspiration to be someone else than a homemaker and the horror of insecurity which women had to face when they managed to free themselves from the domestic boundaries. Focusing on the psychic turbulence of Eleanor Vance who wishes to run away from the suffocation of the conventional home but feels overwhelming fear about the social insecurity which an unmarried woman had to endure, this paper will analyze the way Jackson dramatizes the violence of the postwar American society on females to satisfy its nostalgic dream for "home, sweet home".

**09:25-09:50**

66440 | *Puruyanan: The Waray Concept of Home in Selected Poems of Victor N. Sugbo*  
Lakan Uhay Alegre, Center for Liberalism & Democracy, Philippines

To examine how puruyanan, the Waray concept of home, is integral to the overall poetics of Victor N. Sugbo, this study appropriates Prospero R. Covar's concept of kapaligiran which is composed of three realms—namely kalikasan or the natural realm, the cultural realm, and the supernatural realm—as constituent parts of puruyanan. The Waray and English self-translations of the poems are read side by side and treated as liminal reflections that create a translucent layer of poetics. This layer together with the analysis of the works that are solely written in English as an innate bilingual text, enriches knowledge that emerges from the in-between space of Waray and English. What manifests in the examination, through situating the poems in a specific realm, are the many distinct articulations of the Waray for home. Kalikasan is often a space for solace. The cultural realm highlights the importance of relationships and interrelationships. And the supernatural realm is a sacred realm.

**09:50-10:15**

66882 | *The Images of Food in Raymond Carver's "A Small, Good Thing"*  
Takeshi Kurihara, The Prefectural University of Hiroshima, Japan

Today's discourse of the contemporary experience of eating—what we should eat and how our foods should be produced—is a highly political issue rather than merely a matter of personal taste and choice. So-called "Gastropolitics" refers to the various social activism for "food justice" and wide-ranging academic discussions, including gastronomy, sociology, cultural studies, environmental criticism, and other related disciplinary fields. In the 1960s, mirroring the increasing public attention to ecological concerns, hippies took on their attempt to realize a self-sufficient diet in their communities as an alternative to industrial agriculture with the widespread use of chemical fertilizer. Growing social awareness of the various problem caused by the fast-food industry gave worldwide momentum to the slow food movement in the 1980s and the popularity of locavorism. Following these activists, the multitude of publications on the experience of contemporary eating since around the 2000s took shape as an interdisciplinary academic field now known as "food studies". Our ordinary daily act of eating and choosing food is political and should be understood as a part of a larger social environment. In this context, Raymond Carver's representation of eating and food calls for sociopolitical examination and should be reinterpreted in the new light of food studies' discourse. This paper will explore Carver's images of food in "A Small, Good Thing" and reach a new understanding of the story.

**10:15-10:40**

67026 | *A Study on the Application of Tiger Metaphors in Tae Keller's Novel, "When You Trap a Tiger"*  
Jeong-Ae Park, Kangwon National University, South Korea

Korean-American author Tae Keller applied Korean tiger stories to the 2021 Newbery Award-winning book 'When You Trap a Tiger'. In this growth narrative of diaspora women, the aspects of tiger metaphors being used can be summarized into four categories: First of all, the tiger symbolizes the destructive energy of the unconscious or shadow. In this novel, Lily, the main character, needed the power of the unconscious to break through the persona of the 'quiet Asian girl'. Lily goes down to the basement of her grandmother's house at night as if entering the unconscious world. The tiger also symbolizes death itself or the god of death, which mortals fear. In order for the grandmother Ae-Cha to accept the new stage of life's journey, and for Lily to realize the secret of life with death, they must communicate with the tiger as a reaper. The third is the tiger as the guardian of stories. It helps two women reconstruct their narratives without ignoring the painful history. Finally, the tiger serves as a guide that leads humans, who rarely understand the world as a whole, to an integrated understanding. The healing that the tiger promised to Lily was not simply a cure for disease, but a reconstruction of one's own story through an integrated understanding. Not only Ae-Cha, but Lily is also healed through integrative understanding, which means that Lily is successful in establishing a new identity as a 'Super Tiger Girl' by embracing herself with two worlds and taming her inner tiger.

10:55-12:35 | 321A

# Friday Onsite Presentation Session 2

Language Development and Literacy

Session Chair: Roxanne Belanger

10:55-11:20

67256 | *The Veil Between Worlds: Examining the Present by Exploring the Fantastic in a Secondary Classroom*  
Deb Bergman Wood, University of British Columbia, Canada

Common rhetoric in literary and educational circles is that what you read shapes you, but within high school literature classes in British Columbia there is an unspoken literary hierarchy of texts that are worthy of shaping young minds. Speculative fiction (SF) is one of the fastest-growing genres of Young Adult fiction, but teachers aren't teaching it. Genre gatekeeping is enforced as SF is dismissed and looked down upon for lacking literary merit. While there is space for post-WWII speculative fiction, there is resistance against using contemporary SF in the classroom. In his introduction to Bradbury's *Fahrenheit 451*, Neil Gaiman writes that fiction "is a lie that tells us true things, over and over" (2011, p. xvi). This study contends that these truths and ideas that travel between the fantastic and our current world are what make the vast genre so valuable a tool for teaching students to interrogate their world. Indeed, the richness and potential of SF texts make them perfect vehicles for teaching and practicing critical literacy—the act and art of reading the world. Speculative texts provide students with an entry point into critical analysis of their worlds through the alterity present in the very nature of a speculative fiction text. One of the curricular big ideas of English Studies 12 is that "[t]he exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world" (Province of BC, 2021), and SF can provide a powerful framework for that exploration.

11:20-11:45

66737 | *What are Teachers' Beliefs and Practices for Developing Metacognition for Speaking?*  
Robbie Lee Sabnani, National Institute of Education, Nanyang Technological University, Singapore

Speaking is vital for students' academic success. It enables their thoughtful participation in discussions to improve their grasp of subject matter, as a substantive portion of teaching takes place in the verbal mode. Despite the importance of speaking, relatively less is known about the ways in which teachers develop students' metacognition, or knowledge and critical thinking about speaking to guide them on conveying meaning effectively. In this presentation I share findings from a study of experienced teachers' beliefs and practices to enhance young ESL learners' metacognitive awareness. Examination of data from interviews and lesson observations offered insights on their beliefs about the significance of speaking for students' holistic development. It illuminated how they helped students manage anxiety in delivering presentations by providing them with ideas and vocabulary. I describe how the input alleviated the heavy cognitive demands and in so doing, enabled the children to participate in speaking activities right away. I conclude the session with a discussion of the implications of including a metacognitive dimension in classroom instruction. This study contributes to theory-building and pedagogical innovations by shedding light on teachers' beliefs and practices, otherwise hidden and intertwined in their daily work, to underscore the nuanced nature of expertise in speaking instruction.

11:45-12:10

64901 | *Language Development as a Marker of Student Success: Important Concepts in Review*  
Roxanne Bélanger, Laurentian University, Canada

It is widely accepted that language skills support school readiness and predict later self-regulation and academic performance (Ramsook, Welsh, & Bierman, 2020). Although vocabulary is often discussed, some research has shown that the appropriate use of language in social contexts, or social communication skills, is also critical (Bishop, 1998). In this presentation, evidence-based concepts will be shared in order to better understand how early language development can shape future learning, academic success and social communication skills. The longitudinal contribution of risk and protective factors on language development will be presented. The characteristics of Developmental Language Disorder (DLD) will be presented, affecting approximately 7% of all children and having a negative effect on writing, literacy, academic performance and future employment (Aguilar-Mediavilla et al., 2019; Cronin, 2017; Norbury et al., 2016; Tomblin et al., 1997). Finally, strategies to support language development and social communication skills will be presented in order to promote school readiness.

12:50-13:40 | 321A

# Friday Onsite Presentation Session 3

## Literary Arts Practices (Workshop)

12:50-13:40

67061 | *Serious Play, Funny Resilience: Surrealist Dream Writing Workshop*

Loren Goodman, Yonsei University, South Korea

In Freud's seminal essay, "Creative Writers and Day-Dreaming" (1908), he states, "The creative writer does the same as the child at play," that this is a sort of play the child "takes very seriously", and furthermore, that "the opposite of play is not what is serious, but what is real". In reaction and resistance to classicism, hyper-rationalism and excessive materialism that led to the horrors of World War I, the Surrealists demonstrated incredible resilience and resourcefulness in seeking out alternatives for artistic expression through the exploration of dreams, collaborative play, and automatic, associational composition. Inspired by the dramatic, evocative juxtapositions of dream language and imagery, Surrealist artists and writers embraced the unity of dreaming and waking life, the synchronicities and random processes of the universe, abandoning all systems of oppression to give flight to the fully-ranged (or de-ranged) imagination and expression.

This workshop encourages participants to approach dreams as a rich and abundant source for literary artistic production both in verse and prose. In it, we will experiment primarily with the collaborative, collage-like Surrealist technique known as the "exquisite corpse," a technique for generating literary artistic texts which Surrealist pioneer André Breton described as having started as a game, "in fun", which "then became playful and enriching". Experimenting with this method will allow us to practice artistic strategies of resilience and recovery while producing, sharing and offering insights into our own dream literature collaborations. This workshop is designed for audiences and participants of all levels and backgrounds.

13:55-15:35 | 321A

# Friday Onsite Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Windy Roberts

**13:55-14:20**

67190 | *Does Peer Leadership Make a Difference? Impact of Students in Leadership Roles on Group Work Engagement in the Second Language*

Masahiro Yoshimura, Ryukoku University, Japan

Tomohito Hiromori, Meiji University, Japan

Makoto Mitsugi, Otaru University of Commerce, Japan

This study examined the effect of the presence of a leader-role student or their leadership on group work engagement in the second language (L2). The participants were a total of 72 Japanese English-as-a-foreign-language (EFL) university students. They were assigned to groups of three, either with or without a student in the leadership role (24 groups in total). A picture description task was used in this study, in which participants were asked to collaborate with their group members to write the content in English within 20 minutes. The task was conducted online, and all students' interactions were audio/video-recorded and transcribed. Participants' engagement with the task was analyzed from multiple aspects, including behavioral (i.e., words produced and turns exchanged), cognitive (i.e., language-related episodes), and affective (i.e., motivational changes during the task). Results showed that: (1) approximately 1.4 times more speech and 1.3 times more turn were observed in the group with a leader than in the group without a leader; (2) there was little difference between the groups with and without a leader in terms of the number of language-related episodes during the task; and (3) motivation tended to be consistently higher in the group with a leader, but the difference was small and not statistically significant. The findings of this study suggest that while including students in leadership roles in group work can at least encourage students' proactive engagement, it may be insufficient to promote more "authentic" engagement that involves deeper thinking about the language.

**14:20-14:45**

66854 | *On Teaching and Learning: Advancing Cultural Competence through Dialogue Education*

R. Pam Barger, Wheaton College, United States

As graduates in higher education engage with multiple constituencies all around the world, having cultural competency skills is valuable. Cultural competence enables people to have the critical skills needed to initiate and sustain dialogues among their diverse colleagues, and members of the globalized community. In this presentation which is adapted from the chapter that was written in Cross-Cultural Competence in Higher Education, Barger examines the role of dialogue education in attaining cultural competency in graduate courses. Dialogue education values inquiry, integrity, and commitment to equity. People should be treated with respect and be recognized for their knowledge and experience to the community of learning. Therefore, dialogue education empowers learners to have a safe and inclusive place to voice their perspectives and opinions. This presentation utilizes the reflections of a professor (me) who has taught a graduate Intercultural Communication course in a private liberal-arts college. In the narrative, she discusses teaching and learning strategies to help adult learners understand the importance of cultural competence and their interactions in a multicultural and multilingual world. Some classroom methods include creating a learning needs and resource assessment (LNRA) to discover the students' present learning skills, needs and learning goals as well as providing practical strategies in creating a welcoming community of learning.

**14:45-15:10**

66292 | *A Public University and a Small-Town Library: Community-Engaged Learners Foster Literacy, Diversity and Bilingual Identity in Rural Minnesota*

James Wojtaszek, University of Minnesota, United States

Windy González Roberts, University of Minnesota, United States

The United States is an increasingly diverse and multi-lingual society, but when Americans imagine populations of native Spanish or bilingual speakers, they often imagine large urban areas or parts of the Southwest. We happen to live and work in a small, rural community in Minnesota whose Spanish-speaking/bilingual population has increased steadily over the past two decades, creating a significant cohort of young people ideally poised to develop a truly bilingual and bicultural identity. However, the local community and education system face challenges (in terms of funding and expertise) in effectively serving this population in this way. Embracing a key element of our university's mission, we have explored ways to incorporate community-engaged learning strategies into our academic program as a way to both expand students' experience with language and culture and work toward a more inclusive community that can better position this young population to fulfill its bilingual and bicultural possibilities. We have begun regularly assisting our local public library staff in expanding their collection of authentic and high-quality materials in Spanish to give ample opportunities for Spanish-speaking children and teens in the local community to maintain and develop language and literacy skills and cultural connections. At the same time, we involve and empower our advanced and intermediate-level university students in the process of selecting, evaluating, and promoting these materials to the local Latinx community, using tasks and assignments tailored to the needs and abilities of both groups and offering them many of the documented benefits associated with bilingualism.

**15:10-15:35**

66171 | *An Examination of First Year Students' Perceptions of the Historically Black College and University (HBCU) College Environment*

William Johnson, Bowie State University, United States

Barbara Smith, Bowie State University, United States

Issues of engagement are at the forefront for administrators of Historically Black Colleges and Universities (HBCUs). Several studies address institutional retention efforts of 4-year Predominantly White Institutions (PWIs); however, a significant gap exists of research concerning the retention practices, persistence and self-perceptions of HBCU collegiate Freshmen students. This study assists policy makers, higher education administrators, institutional researchers, and program directors in regards to the best practices of programs that promote persistence at HBCUs. Guided by C. Robert Pace's "Quality of Effort Theoretical Framework", this study was conducted to examine the differences, that exists, among institutional retention efforts at one public HBCU in the Mid-Atlantic region of the United States. Additional comparisons were examined among other collegiate institutions that belonging to the State Higher Education Association; and, other peer HBCUs in the District of Columbia, Maryland and Virginia (DMV) metropolitan region. This study analyzed the self-perceived gains reported on the National Survey of Student Engagement (NSSE), regarding how first students' felt about their experiences relating to the college environment and their interaction with faculty. To address the research questions of this study, an analysis of pre-existing data was used to address two groups of dependent variables (perceptions of the college environment, quality of effort with faculty). The independent variables were first-time, first-year HBCU Freshmen Students. The results of the study indicate that significant differences exist among the perceptions of sampled groups (Regional HBCUs and USM Students); and, the affinity of First Year students' perceptions of the HBCU.

15:50-17:30 | 321A

# Friday Onsite Presentation Session 5

International Humanities

Session Chair: Lorn Sheehan

15:50-16:15

64980 | *Eco-Populism or Eco-Fascism*

James Stone, Mt. San Antonio College, United States

With the failure of the Biden administration's "Build Back Better" Act and the onset of spiraling inflation and the war in Ukraine, the democratic nations of the world appear to be assigning climate change a lower priority. They are rushing to secure access to fossil fuels to replace those provided by Russia and to lower fuel costs for their citizens. These developments have thrown into sharp relief the choice confronting the world. The effort to resist Russian aggression makes continued reliance on Russian coal, oil, and gas which helps to fund Russia's military, strategically and ethically untenable for the world's democracies. Simultaneously, the expansion of fossil fuel extraction and infrastructure seems to presage a continued reliance on fossil fuels that will doom the Paris Agreement's goal of limiting warming to 1.5 ° Celsius, making the survival of democracy and perhaps even human civilization untenable. In a parallel development the failure of the "Build Back Better" Act seems to doom the climate commitments made by President Joe Biden at COP 26 in Glasgow. Given this context, this paper will draw on my book "Populism, Eco-Populism, and the Future of Environmentalism" to argue that the world faces a stark choice between an eco-populism that might salvage a livable future and democracy, on the one hand, and an eco-fascism as the extraction and burning of fossil fuels worsen the effects of climate change leading to a zero-sum struggle for the world's remaining resources and habitable areas on the planet.

16:15-16:40

65164 | *Avoiding Collapse, Assuming Responsibility: Rapid 'Ohi'a Death and American Imperialism*

William Shivers, University of Virginia, United States

The United States is no stranger to environmental collapse. The climate crisis is intensifying the threats posed to the country, its ecosystems, and its people. In total, its natural security. This paper examines the ecological and cultural significance of the 'Ohi'a Lehua tree and how its threat of collapse can catalyze new methods of reparation in the United States. Today Hawai'i is on the threshold of collapse with the lethal pathogen Rapid 'Ohi'a Death sweeping across the Big Island, potentially killing off 'Ohi'a Lehua trees which account for about half of the island's tree canopy. This mirrors historic environmental precedent of loss with examples like American Elm and Ash along with cultural loss through the American occupation of the islands and its resulting cultural assimilation. However, This doesn't go without attempts towards solutions with examples like the Civilian Conservation Corps and years of advocacy for cultural preservation and authority. What is at stake here is the opportunity for the US to address its complex history with the Hawaiian islands, its land, and its people. This paper focuses on the ongoing popularity of mass tree planting programs and offers how this climate adaptation strategy can be applied to the island through the lens of indigenous stewardship. The paper further argues that if the US is to maintain a stable national and natural security, it must actively take responsibility and work towards repairing the complex legacies of American imperial occupation and exploitation that have helped accelerate and intensify the climate crisis.

16:40-17:05

66029 | *Tourism in the Context of the Blue Economy: An Analysis of the Sustainability of National Policies in Latin American/ Caribbean Countries*

Lorn Sheehan, Dalhousie University, Canada

Katia Corral Quijada, Dalhousie University, Canada

Shannon Lin, Dalhousie University, Canada

The blue economy (BE) is ideologically well aligned with tourism opportunities that achieve economic development and marine conservation objectives along with social equity. For the Latin America and Caribbean (LAC) region, coastal and marine tourism is a crucial sector of the economy. This paper assesses the degree to which countries in LAC have strategies and plans to develop the BE and the degree to which the strategies and plans address the role of coastal and marine tourism in the development of the BE. A systematic review process identified official BE strategies, reports, and plans for each country. Then, each country was categorized based on the level of development of a BE plan or strategy. Lastly, a sustainability analysis of each National BE strategy was completed based on the Sustainable Development Goals (SDGs) and their relevance to tourism. Key findings show that LAC countries are at a variety of different developmental stages with respect to their plans for both the BE and tourism ranging from no strategy or plan to fully developed strategies/plans reflecting thorough analysis and the commitment of resources. Many LAC countries see potential for the development of tourism as part of their BE. Specifically, the involvement of local communities and the development of the cruise and yachting industry are the most commonly discussed. From these findings, key opportunities for improvement and future research related to tourism in the development of a sustainable blue economy are presented.

17:05-17:30

60832 | *The Pilgrimage in Judaism; Essence, Meaning and Goals With a Glimpse to Christianity and Islam*

Uri Zur, Ariel University, Israel

Pilgrimage is a form of immigration. Pilgrimage is an important religious commandment in Judaism, practiced when the First and Second Temple existed, based on the verse (Exodus 23:14). Since the Temples were destroyed, this commandment cannot be fulfilled at present. The essence of pilgrimage is the journey of one person or several people to a holy place, following their religion or faith. The ancient literal meaning of the "pilgrimage" was the physical ascent by foot of representatives from all the Israelite tribes between the 12th and 8th centuries BCE, to a site that was rounded as a foot (regel in Hebrew), building on the hillside (rather than altitude) characteristic of nomadic transient areas for the purpose of offering a sacrifice to God. The aims of the paper are identifying the phenomenon of immigration-type immigration. Different aspects of pilgrimage are comparatively between the three major religions Judaism, Christianity and Islam. Examination of the dimensions of pilgrimage in the three religions. Indication of special geographical sites for pilgrimage, like Jerusalem. The study will focus on the essence of pilgrimage in Judaism, with a glimpse into Christianity and Islam. The ideology and theology of pilgrimage. Pilgrimage as a social process, the existential, spontaneous and normative communes. The research approach is based on the research interpretation of pilgrimage that expresses immigration. Exploring the traditions of pilgrimage and their meaning. Exploring the history of pilgrimage, historical chronicles and geographical writings.

09:00-10:40 | 321B

# Friday Onsite Presentation Session 1

Higher Education

Session Chair: Lyle Benson

09:00-09:25

65930 | *The Ebb and Flow of COVID is Still Causing Ripples in the Language Classroom*  
Promnitz-Hayashi Lara, Keiai University, Japan

In Japan, 2020 saw the chaotic introduction of ERT (Emergency Remote Teaching), 2021 saw classrooms gradually going back to F2F (Face-to-Face teaching), and 2022 has seen a mix of teaching methods as Covid, once again, ebbs and flows. Struggles students have at my university in the third year of Covid are varied. They have gone from challenges of learning new technology and feeling isolated during online classes in 2020, to an overwhelming array of class formats including F2F, online, online/F2F, hybrid, on-demand or on-demand/f2f in 2021 and now again in 2022. As the world is returning to a more 'normalized' lifestyle whereby classrooms do not require masks and reduced social distancing, Japan is not even near considering that. However, these continual strict measures are no longer preventing the spread of Covid among students and wearing masks in class while offering protection, can also hinder learning and motivation. Students need to see teachers' facial expressions, especially when learning a foreign language and teachers need to be able to hear their students! Furthermore, as teachers, we need to present interesting and motivating activities to our students or we lose them, and in these unique Covid times this is more important than ever. This presentation will discuss the challenges our students (and faculty) at our private university have faced and continue to face in class during this never-ending pandemic and some solutions. It will also discuss successful English activities that motivated students, which are straight from the mouths of the students themselves.

09:25-09:50

65146 | *Teaching for Resilience: Collaborative Multimodal Projects in the First-Year Undergraduate Writing Classroom*  
Kate Albrecht, University of Miami, United States

With the advent of the COVID19 pandemic, incorporating digital tools into the undergraduate classroom became necessary. This challenge to educators across all levels provided an opportunity to develop resilience, creativity, and to experiment with new pedagogical tools in their virtual, hybrid, and in-person classrooms. This presentation will provide a case study of best practices in the first-year writing classroom, across modalities with a special emphasis on digital tools. It will discuss how to nurture resilience in first-year undergraduate students in the writing classroom and beyond. Where educators are now mentors, this session will tackle the idea of resilient and adaptable pedagogy in two parts 1) the need to foreground mentorship meetings in the writing classroom and 2) the importance of providing students independent approaches to writing, critical thinking, and communication. Finally, this presentation will discuss how teaching multimodal projects in lieu of traditional research papers can create empathy, resilience, and flexibility in first-year writing students. This presentation will lay out examples of first-year writing multimodal projects alongside the scaffolding used to implement such collaborative and creative work. These projects which critically think about tangible solutions to climate crisis, provide a kind of transferrable knowledge beyond the first-year writing classroom. Ultimately, this presentation asks: how can digital tools and collaboration help us as teachers and scholars reimagine what worthwhile critical thinking looks like? What topics should be at the forefront of our pedagogy? How does teaching for social justice impact student resilience?

09:50-10:15

66654 | *Students' Witten Comments on Teaching: What Do they Divulge?*  
Fadia Nasser-Abu Alhija, Tel Aviv University, Israel  
Aamer Badarneh, Tel Aviv University, Israel

Since the early twenties, extensive attention in educational research and literature has been devoted to student evaluation of teaching (SET) in higher education institutions. The importance of SET stems from serving as an indicator of teaching quality, assisting in making pedagogical decisions and managerial decisions. This study aimed to identify the main topics in students' written comments regarding quality teaching. Participants were 36577 students, of whom 57.26% were women and 42.74% were men studying in 690 courses (only one course for each lecturer) from eight faculties at a large university in Israel. Of the instructors of these courses, 42.47% were women, and 57.53% were men at different ranks. Students wrote freely what they were satisfied with throughout the course and what they suggested to improve teaching. Data mining and content analysis of students' responses yielded 29 topics categorized into three super-categories (domains).

1. Good teaching Characteristics with two subcategories: a. The good instructor's character comprises pedagogical characteristics (i.e., professional) and personal characteristics (i.e., attentive). b. Good teaching strategies with three subcategories: (1) General characteristics of good teaching (i.e., clear), (2) use of teaching aids (i.e., use of examples) and (3) Efficiency (i.e., teaching pace).
2. Course characteristics with two subcategories: a. Good course characteristics (i.e., relevance) b. Course context (i.e., size).
3. Lesson characteristics (general characteristics atmosphere)

Understanding students' conceptions of quality teaching and their recommendations for improving teaching can inform the development of training and instruction programs for instructors to strengthen dimensions of good teaching and increase student satisfaction.

10:15-10:40

67267 | *A Model of Implementation and Impact for Reducing University Students Academic Misconduct: Preliminary Results*  
Lyle Benson, MacEwan University, Canada  
Rickard Enström, MacEwan University, Canada

We know students both intentionally and unintentionally commit academic misconduct. The question is how can a university reduce academic misconduct and increase academic integrity? Based on the literature review, a Model of Implementation and Impact for Reducing Academic Misconduct was created. The underlying rationale of the model is that voluntary participation by students and faculty members in individual academic integrity events or random courses will have less impact on reducing academic misconduct and that required enrolment in academic integrity activities in school or faculty introductory core courses will have a greater impact in reducing academic misconduct. This paper will describe the steps that the School of Business, MacEwan University, Canada, took to reduce academic misconduct amongst its student population showing how two online academic tutorials were developed and implemented as required tutorials in introductory core courses in the School of Business. Then the preliminary results in reducing reported academic misconduct incidents will be reported and discussed.

10:55-12:35 | 321B

# Friday Onsite Presentation Session 2

Higher Education

Session Chair: Omphemetse Sibanda

10:55-11:20

66729 | *Meeting New Generational Learning and Professional Needs in the Classroom*

Katia Moles, Santa Clara University, United States

Laura Robinson, Santa Clara University, United States

We contribute to research on Gen Z as well as creative conflict by examining how Gen Zers can use digital communication platforms (DCPs) such as Teams and Slack to engage in creative conflict that benefits both Gen Zers and organizations. We offer evidence of what we term the Seven Cs of Creative Conflict: clarity, candor, contribution, cooperation, challenge, confidence, and collegiality. These interrelated soft skills are important for older Gen Zers who grew up digital and have less robust organizational experience due to the pandemic. We find that Gen Zers derive benefits from participation in DCPs that have established norms of courteous engagement and are 1) non-synchronous, 2) associated with participants' real names, and 3) visible to all participants. Within the specified parameters, we show that DCP participation enhances Gen Zers' ability to achieve clarity in their reception of others' ideas, their confidence in articulating their own views, and an increased willingness to contribute to organizational engagements. These pro-social behaviors create a powerful "push" encouraging them to become adept at deploying interrelated soft skills that enable them to better participate in diverse organizations. At the same time, they also experience the "pull" of interactional well-being produced by cooperation and being challenged to grow. These pro-social "pulls" not only sharpen their abilities to provide constructive critiques, but also socializes them to better hear these critiques from others. This combination makes them more confident problem solvers and better colleagues.

11:20-11:45

65837 | *The Influence of Service Quality of the Office of Academic Promotion and Registration on the Satisfaction of University Students Thailand*

Pichyada Pheunpha, Ubon Ratchathani University, Thailand

The research aimed 1) to study the level of service quality of the Office of Academic Promotion and Registration and the level of student satisfaction. And 2) to study the influence of personal traits and service quality of the Office of Academic Promotion and Registration that affect the happiness of university students. The population was 15,519 Ubon Ratchathani University students in Thailand, and the sample was 400 students from the Business School, Liberal Arts Faculty, Science Faculty, and Engineering Faculty. The research instrument was a questionnaire with a confidence coefficient of 0.95. The statistics used in the research were frequency, percentage, mean, standard deviation, and multiple regression analysis. The results showed that the service quality level was moderate. Ranked were tangibility, assurance, reliability, responsiveness to service receivers, and empathy. Student satisfaction was average. Ranked were characteristics of service, administration, registration, and technology. The age, students' faculty, and service quality had a statistically significant effect on student satisfaction. Moreover, the Ranked effect size was responsiveness to student needs, student faculty, tangibility, reliability, age, assurance, and empathy. Furthermore, student traits and service quality could explain the variance in student satisfaction. They accounted for 63.4 % at a high level. Therefore, Ubon Ratchathani University should continuously improve the quality of the Office of Academic Promotion and Registration services in all aspects, especially in responsiveness and tangibility. Reduce differences between faculty and age to provide students satisfaction in services, convenience, speed, accuracy, and modern technology for increasing students' happiness in higher education.

11:45-12:10

64806 | *A Dynamic PhD: Preparing Globally Responsive Higher Education Leaders in a Post-Pandemic World*

Lisa Lambert Snodgrass, Purdue University, United States

Christine Rienstra-Kiracofe, Purdue University, United States

The field of higher education has changed rapidly in recent decades. The COVID pandemic has heightened the importance of flexibility and availability of rigorous doctoral level education available to students worldwide who will teach and lead in higher educational institutions across the globe. As the world becomes increasingly globalized, there is a need for responsive PhD programs that prepare scholars and leaders for the future in the field of higher education. This presentation outlines a dynamic, responsive PhD in Higher Education re-envisioned for the 21st Century including: student co-authored peer-reviewed publications, international collaboration experiences, and a project-based internship. This rigorous four-year PhD program, offered by Purdue University in West Lafayette, Indiana, United States, will welcome its fourth cohort in Fall 2022. This presentation, delivered by the Program Director and Associate Director of this new program, will engage participants in a discussion of what doctoral students need to be adequately prepared to teach and lead international institutions of higher education in the years to come. Best practices and lessons learned will be shared, and input will be solicited. The program, and presentation, will focus on international collaboration and partnership efforts in a post-COVID environment.

12:10-12:35

66143 | *The Impact of Multimodal Teaching and Learning Approach Amid Covid-19 Pandemic: Fork in the Road for South African Universities*

Omphemetse Sibanda, University of Limpopo, South Africa

The shift to emergency online teaching and learning following the break of COVID-19 Pandemic provided manifold curriculum digitisation opportunities and challenges for institutions of higher learning in South Africa. The Council on Higher Education, which is the Quality Council for Higher Education in South Africa, in 2020, 2021 and 2022 provided a concession to institutions accredited for the contact mode of delivery continued to be deemed to be accredited despite the shift to emergency remote teaching and learning. This concession has been extended to the year 2023 subject to: a) Teaching, learning and research remain responsive to the needs of students from diverse backgrounds; b) Ongoing monitoring and quality assurance of all teaching, learning and research activities; c) Enhanced support and training of academics, support units, and students for the different modalities; and d) Appropriate and sufficient resourcing of teaching and learning strategies. This paper reports on how selected IHLs embraced and implemented the shift to emergency online teaching and learning during 2020 to 2022. Preliminary research results show mixed success stories, for example: students left behind due to limited or no access to WiFi/Internet; exponential increase of pass rates in some courses and sharp drop in others; intermittent cases of academic misconduct by students such as contract cheating; and possible lapses in quality assurance measures and reputational risks. This paper aims to provide insights into how IHLs addressed multi-modal teaching and learning policies; administration structures and practices to align to online environment; and student support measures and assessment designs.

12:50-13:40 | 321B

# Friday Onsite Presentation Session 3

## Professional Training, Development & Concerns in Education (Workshop)

12:50-13:40

66035 | *Building and Sustaining High-Performing Resilient Teams in the Classroom*

Nate Poling, Texas A&M University, United States

Bahman Shahri, Texas A&M University, United States

Students today are expected to collaborate effectively in an increasingly interdisciplinary and global context. However, collaborating with diverse classmates can be one of the most challenging, complex, and crucial tasks students engage in academically and professionally. This workshop focuses on some best practices and approaches to supporting students working together on medium- and long-term small team projects. This interactive workshop examines how instructors can leverage strategic planning, intentional structuring, scaffolded activities, and timely intervention to promote student resilience and success. Participants will learn practical and proactive approaches to creating team assignments and will also explore strategies that support effective small teams to maximize student learning, individual/group accountability, and project success through engaging in a series of modeled activities and facilitated group discussions. Instructors, educational developers, administrators, and other staff in higher education may particularly benefit from this workshop.

13:55-15:35 | 321B

# Friday Onsite Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Robyn Gibson

13:55-14:20

65990 | *Differential Treatment of Children in Early Childhood Education and Care Settings*

Michal Perlman, University of Toronto, Canada

Gabriella Nocita, University of Toronto, Canada

Olesya Falenchuk, University of Toronto, Canada

Jennifer Jenkins, University of Toronto, Canada

Differential treatment (DT) refers to the extent to which adults treat children differently. Some Differentiation to meet children's unique needs is considered good caregiving. However, high levels or unjustified DT may be problematic. DT by educators in early childhood education and care (ECEC) settings has rarely been studied. In this study we examined DT of children in ECEC settings in Toronto. We also tested child, educator and classroom level predictors of DT. We operationalized DT using educator reports of their Closeness and Conflict with children (n = 610) as well as observations of the Positive Language, Warmth, Engagement, and Literacy and Math Instruction from educators towards different children (n = 819). We used multilevel modeling to account for the nested structure of our data. Results revealed substantial DT across all of the domains examined in this study. Educators reported closer and less conflicted relationships with more prosocial children. They also directed more positive support and engagement towards children with oppositional behaviour suggesting that DT in this context reflected educator's efforts to meet children's needs. DT was not associated with family and classroom resources. However, since DT by parents has been found to be harmful for all children, the high levels of DT found in this sample of ECEC classrooms warrant more attention. Finally, the fact that individual children have quite different experiences in ECEC raises questions about what is being captured by commonly used classroom level measures of process quality that do not account for the high levels of DT.

14:20-14:45

65922 | *Supporting Student Transitions and Resilience: A Literature Review*

Anomi Bearden, Red Deer Polytechnic, Canada

Ashely Curtis, University of Calgary, Canada

There is a growing concern that high school students are ill prepared for their transition into post-secondary institutions (Walburg, 2014). There has been speculation that this maladjustment may broadly reflect a lack of resiliency (Walburg, 2014). Student resiliency, however, is a multifaceted phenomenon that is influenced by a number of intersecting factors that are not necessarily uniform across all students. Transitioning into post-secondary institutions brings with it a variety of interpersonal and intrapersonal challenges. Not only are first year post-secondary students challenged to adjust to new academic standards, they must also regulate their newfound personal freedom, manage new responsibilities, form and maintain new interpersonal relationships, and navigate new and often complex environments. It is not surprising, then, that student resilience in the face of all these challenges has become the focus in this realm of research (Eells, 2017). This review provides a comprehensive summary of the existing literature surrounding student resilience and specific areas of vulnerability and strength in students. What follows is an in-depth overview of the prevalence of student mental health concerns, existing tools that have been developed for the identification of risk, as well as evidence-based strategies for building student resilience. Central components of resilience-building, including the role of educational institutions are explored - specifically as they pertain to trends in the current literature regarding student health and well-being. This review includes a discussion of resilience-building initiatives, gaps in current research, and implications for future research.

14:45-15:10

65948 | *Maximizing High-Impact Practices in a Curriculum Model – A Pilot Study*

C. Ben Farrow, Auburn University, United States

Ana Marie Hanger, Auburn University, United States

As Universities seek to enhance the student experience, one approach is to engage students in High Impact Educational Practices (HIPs), a common set of effective educational practices. One Southeastern U.S. University has measured the quantity and quality of HIPs based on responses from graduating undergraduate students since 2019. Four specific types of HIPs were studied: study abroad, internships and co-ops, undergraduate research, and e-portfolios. In addition, students were asked qualitatively to offer their peak learning experience during their tenure as an undergraduate. While this work provides data on HIPs and peak experiences, minimal work has been completed to convey to undergraduates the value of HIPs and the peak experiences garnered by recent graduates. If a curriculum model could convey relevant classes as well as key opportunities for HIPs and peak experiences, a student would have a specific map to follow to not only meet graduation requirements for credits earned but also to be exposed to multiple opportunities for HIPs and peak moments. This study considers the results of 61 graduating students in an Environmental Design program and identifies HIPs experience and peak moments identified. Key themes in the peak experiences were used to connect with appropriate HIPs. Results indicate high participation in HIPs related to e-portfolio and internships while peak educational experiences focus on mentorship and opportunities for self-development. Key connections emerge in areas of project-based learning and study abroad/study away. Based on student responses, a revised curriculum map was developed to show required courses and key opportunities for HIPs and peak experiences throughout the curriculum. While introductory in nature, this approach provides an approach where students can plan deeper engagement and learning within the context of a higher education program.

15:10-15:35

66365 | *An Additional 4Cs*

Robyn Gibson, University of Sydney, Australia

Robyn Ewing, University of Sydney, Australia

In the 19th century, 'The 3 Rs' - reading, writing and arithmetic - were seen as the foundations of all education. With rapid advancements in the digital age, not surprisingly, 21st-century educators founding the Partnership for 21st Century Skills (2002) looked for knowledge and skills that were more relevant to success in the modern world and would equip learners with the flexibility to cope with ever-accelerating change. The long list became known as 'the 4Cs' deemed the most important skills of 21st-century learning: critical thinking, communication, collaboration and creativity. Our research, however, lead us to ask: Is this skillset all that is required in order to flourish in a future of innovation, uncertainty and change? To this end, we proposed a further 4Cs to be added to this list to empower educators and learners to move forward: curiosity, compassion, connection and courage. Skills that are at the heart of the transformative power of art education. This paper explores our rationale for their inclusion and how these ideas have contemporary relevance across the Arts disciplines.

15:50-17:30 | 321B

# Friday Onsite Presentation Session 5

Nurturing Creativity & Innovation: New, Innovative & Radical Education

Session Chair: Jeff Feng

**15:50-16:15**

67244 | *Piloting a Design Thinking Based Pedagogy for Teaching Innovation and Co-Creation at a Liberal Arts and Science College in Netherlands*

Min Jung Cho, Leiden University, Netherlands

Ann Trevenen-Jones, Global Alliance for Improved Nutrition (GAIN), Netherlands

This research aims to describe the Design Thinking (DT) based Global Citizenship program and the institutional context at Liberal Arts and Science (LAS) education at Leiden University College (LUC) in Netherlands, with the goal of sharing lessons learned for similar initiatives at LAS around the world. A case study approach was used to examine diverse DT activities conducted at LAS-LUC with undergraduates along with review of institutional mechanisms supporting these activities. Data were collected through literature and document reviews, observations, in-depth interviews, student focus group discussions (FGD) and faculty in-depth interviews.

This case study of a DT program implemented at a major LAS college in the Netherlands, illustrates how such a program can be successfully introduced. A qualitative analysis showed a positive association between DT and students' perceptions of their creativity and personal growth in understanding sustainability practices. Students reported that the DT approach was enriching and demonstrated appreciation for multifaceted application of knowledge across disciplines. Nonetheless, results from FGD show that students encounter difficulties in abstracting ideas from real situations to tractable innovative solutions.

The findings from our study can inform and support the ongoing transformation in LAS education to go beyond traditional disciplinary ways of teaching. We call for educators to engage students in the complex interactions between social, economic and environmental systems to build students' capacities to address and solve wicked problems in the real world. We aim to share highlights of our curricula and pedagogy to encourage the development of DT based curricula.

**16:15-16:40**

66126 | *Enrolling in the Metaversity: A Meta-Analysis of Virtual World University Campuses in the Metaverse*

John Pavlik, The State University of New Jersey, United States

Among the innovations in higher education during the Covid-19 pandemic are university-based initiatives in the metaverse. This paper provides a meta-analysis of a series of these university educational undertakings in the emerging networked virtual worlds, or the metaverse. It is posited these efforts are part of the resilience of higher education during a time of enormous challenge to adapt and provide quality education in an era of disruptive change. The theoretical framework this paper employs draws upon structural analysis (Nasongkhla, 2015). This framework offers a four-part model of educational innovation in the metaverse, including adaptation in educational 1) systems and organization, 2) curricula and course content, 3) student engagement, and 4) pedagogical practices. The meta analysis offers findings from an examination of ten international university-based campuses in the metaverse. These include: 1) University of California, San Diego (UCSD); 2) Tecnológico de Monterrey; Davenport University; 3) Fundación Universitaria San Pablo CEU; 4) Guangdong University of Technology – China; 5) Nanyang Technological University – Singapore; 6) Korea Advanced Institute of Science and Technology (KAIST); 7) University College of London(UCL); 8) Sabancı University – Turkey; 9) University of Miami; and, 10) Chulalongkorn University. Findings suggest international universities are investing resources to establish a presence in the metaverse. The efforts range widely and reflect adaptation on multiple levels, including pedagogical approaches, systemic changes, new ways to engage students, and research-based endeavors. Problems are emerging including the digital divide, protecting student privacy and ensuring educational benefits across a diverse, inclusive and equitable fashion.

**16:40-17:05**

66312 | *The Grit of Innovation – The Process and Key Ingredients in Creative Problem Solving*

Jeff Feng, University of Houston, United States

The creative process in problem-solving has been a domain filled with research studies across disciplines. Through an examination of the innovative practice of designers, engineers, and other professionals, a set of primary factors is identified in enhancing people's creative performance in problem-solving. A framework of the creative process was developed to structure teaching and learning in the context of an undergraduate design studio in an industrial design program. The framework was tested and refined through 5 design studios of more than 100 students over 5 years. Specifically, the framework was applied to the same design challenge for a consecutive 5 years. Every year, a class of about 20 junior students was guided through the framework process from the initial research and exploration to idea generation, and the final design development. The student's creative process from the early infancy of an idea to a fully developed design is carefully documented and analyzed. Surveys and group discussions were organized at the end of the project to collect students' feedback. Deliberation of students' successes and failures shed light on an optimized innovation process with emphasis on a set of key ingredients. The process focuses on strategic sequential steps from immersive discovery research in learning and knowledge building to interactive solution generation and experimentation. The core values of empathy development, critical thinking practice, and the engaging nature of participation indicate a wider application potential in multiple academic fields as well as professional practice.

09:00-10:40 | 323A

# Friday Onsite Presentation Session 1

International Education

Session Chair: Bonnie Lee

**09:00-09:25**

66306 | *Engaging International Students and Faculty Across Culture, Space, and Time Using ActiveFlex*

Letitia Bergantz, Athens State University, United States

Morgan Stanford, Athens State University, United States

Mark Gale, Athens State University, United States

Marla Williams, Athens State University, United States

During this polarized time of shifting borders and mass migration, the university's task of bridge building is more urgent than ever. In the summer of 2022, a partnership with Vijayanagara Sri University (VSKU) and Kuvempu University was established to help meet the strategic goals of recruiting well-prepared international students and collaborating with overseas universities. This further strengthened global ties and fostered university relationships with foreign universities. The partnership launched with a morning Symposium on Teaching and Learning hosted in Athens, Alabama. This professional development kicked off with a Zoom session where participants shared various popular phrases to greet someone across cultures. The participants were then cross-grouped into breakout rooms to discuss engagement strategies. The following combined professional development initiated in the evening from India and highlighted innovative teaching practices with a technology focus while sharing a repository of favorite recipes across campuses. These sessions continued across very different cultures and several time zones. The next phase of the partnership enrolled 24 students from both VSKU and Kuvempu University in UNV 300: Pathways to Success in Business. UNV 300 was offered in an ActiveFlex format with six different sections, allowing international students to choose their method of attendance while participating in active engagement projects with students in Alabama. Faculty and students navigated across cultural and technological barriers, collaborated between nations and time zones, and were offered support sessions along the way. This session will discuss strategies to engage international students and faculty across time, space, and culture using the ActiveFlex model.

**09:25-09:50**

65132 | *Transition Programs and Third Culture Kids in International Schools*

Tracy Trethewy, CQUniversity, Australia

The rise of globally mobile families has led to an increase in the number of students enrolling at international schools. The students' parents expect these schools to provide a comparable education to what a student would receive in their home or passport country, but as Third Culture Kids, these students may face additional challenges compared with domestic students. This paper comes from a larger doctoral research project focusing on the lived experience of English-speaking Third Culture Kids who attend an international school where although the language of instruction is English, the language spoken by most of the students is not. Schools need to consider how they support Third Culture Kids and what strategies would ensure the transition experience is a positive one. By talking directly to the students, this interpretative phenomenological analysis research will specifically explore how, from Third Culture Kids' perspective, schools have supported their transition into a new international school. It also offers suggestions as to how schools may improve the transition experience for English-speaking Third Culture Kids. This paper illustrates one student's story.

**09:50-10:15**

66246 | *Japanese EFL Students' Perception of Telecollaboration: Telecollaboration for Cultivating Pragmatic Competence*

Yukie Saito, Chuo University, Japan

Telecollaboration, where learners of different languages interact online with one another for intercultural exchange and foreign language learning (Helm & Guth, 2016) can be integrated into English classes offered online. This presentation focuses on how Japanese EFL students perceive telecollaboration with students learning Japanese in a university in the U.S., whether there are differences in students' perception toward telecollaboration in two different English levels' classes, and whether it helps them cultivate their pragmatic competence, primarily pragmatic competence in initiating and maintaining a conversation, which Japanese EFL students often find difficult. Telecollaboration may help students acquire pragmatic competence in constructing small talk (Barron & Black, 2014) and improve pragmatic comprehension and competence in initiating and maintaining a conversation (Rafieyan, Sharafi-Nejad, Khavari, Eng, & Mohamed, 2014). To seek the possibility, a telecollaboration project of four language exchanges with first-year university students learning English in Japan and students learning Japanese in the U.S. was integrated into two English classes, one for higher intermediate students and the other for lower intermediate students. In this presentation, I will provide the results of content analysis of the students' journals written after each session of telecollaboration in terms of pragmatic competence and the questionnaire survey collected after the telecollaboration project. The comparative results of the questionnaire survey are provided to explore if there are differences in the students' perception of telecollaboration in the two classes. The pedagogical implications of integrating telecollaboration into English classes will be discussed based on the results.

**10:15-10:40**

66701 | *A Social Constructivist Pedagogy for Teaching International and Diversity Courses*

Bonnie Lee, University of Lethbridge, Canada

I will first describe the principles of a Social Constructivist pedagogy and how this pedagogy can be applied in a four-step process in the design of courses with an international and diversity focus. We will consider how Social Constructivist principles and steps have been applied to number of courses I have taught including Internationalization-at-Home, Field Studies abroad, religion and spirituality in counselling and health, health promotion and family counselling across cultures. I will illustrate how to take into account the diversity of students' prior knowledge, their life experiences and how students can be challenged to increase in self-awareness and expand their knowledge through exposure to plurality along with experiential and interactive activities. We can use reflection exercises and dialogue with the empirical literature to consolidate students' new learning. Lastly, we will discuss how to assess students' changes in perceptions, values, skills, knowledge and understanding through this Social Constructivist pedagogical process.

10:55-12:35 | 323A

# Friday Onsite Presentation Session 2

## Assessment Theories & Methodologies

Session Chair: James McNally

10:55-11:20

67171 | *Application of the Elo Rating System to the Development of the Automated Test Maker for English Education*

Sei Sumi, Kwansai Gakuin University, Japan

Tomomi Deguchi, Kindai University, Japan

We present a new item response model and apply it to develop the Automated Test Maker (ATM). Testing itself in language education has a long history, and a variety of models based on the Item Response Theory have been developed. These sophisticated mathematical models contributed to the emergence of the global standardized tests in language education. As a result, the standardized tests have become powerful tools that turn classroom-based practices to subject-specific test performance and overwhelm curriculum-based and teacher-made tests regardless of how different they are. Testing is an area of study or a tool that makes it possible to monitor and improve teaching practices in the classroom. However, it well left behind practitioners and students in the process of its development with complexity. To ameliorate the situation, we applied the Elo Rating System (ERS) and developed the ATM. The ERS was originally developed by Elo in 1978 to rate chess players in a fair manner. The ERS uses a simple formula and has been widely employed for ranking players in online games or sports and language education. The ATM automatically generates a set of multiple-choice questions, reading comprehension tests, and computer adaptive tests. The test item difficulty parameters are automatically estimated in response to students' responses and we have come to monitor students' performance real-time along with lessons. These new features made it possible to integrate practice, assessment, and technology towards better practices and contributed to the improvement of students' English vocabulary learning.

11:20-11:45

67310 | *Factors Affecting Changes of Lecture Evaluation After Teaching Practice in Higher Education*

Hisaki Kawamoto, Tokyo Institute of Technology, Japan

Yuki Watanabe, Tokyo University of Science, Japan

Most universities conduct course evaluations to improve their educational qualities. However, there is still room for the improvement of the lecture quality measurements from a different perspective. The course evaluation is usually conducted at the end of the semester, but some students realize values of the lecture after certain period of time. Therefore, a reevaluation process may be needed to improve the quality measurement. A primary purpose of this study is to find factors to affect change of students' lecture evaluations after experience of a teaching practice. The subjects took the lecture, teaching methods and skills, in 2019, and took the teaching practice in 2020. The quantitative and qualitative survey about the lecture were conducted to seventeen students after the teaching practice. The results of correlation analysis showed that the factors of immediacy, coherence, resonance, presence, and openness were significantly and positively related to changes of the lecture evaluation. In addition, the text analysis showed that the factors of immediacy, resonance, intent, and trust were related to the changes of the lecture evaluation. In conclusion, students' lecture evaluation could be changed through the practical experience. Therefore, a follow-up survey could have an important role for realizing more accurate course evaluation.

11:45-12:10

64406 | *Student Learning Outcomes Assessment Methodology for ABET Accreditation: A Case Study of Construction Management Programs*

Mohamed Askar, Southern Utah University, United States

Jared Baker, Southern Utah University, United States

Accreditation in higher education is a collegial method that considers self and peers assessment. Accreditation improves academic quality, leads to better educational content and delivery of degree programs and allows them to acquire high-quality students and faculty members. So, obtaining academic accreditation for degree programs is a top priority for universities worldwide. One well-known organization that has the directive to accredit construction management programs is the Applied and Natural Science Accreditation Commission (ANSAC) of the Accreditation Board for Engineering and Technology (ABET). This paper offers a detailed approach to student learning outcomes (SLOs) assessment and evaluation strategies for ABET accreditation of construction management programs. The assessment is primarily accomplished through different direct and indirect assessment methods, including direct examination or observation of student knowledge against quantifiable SLOs and indirect assessment methods, such as surveys, exit interviews, focus groups, and external reviewers. The collected data from these different sources are classified and analyzed to measure the accomplishment of SLOs. Data also forms the base of the continuous improvement method activities that are the keystone of any accreditation-related activity. The paper provides particulars on the challenges that were handled during the accreditation process and the most important conclusions of these strategies that were adopted to undertake these problems. A unique aspect of the assessment approach is using Canvas Learning Mystery outcomes in the assessment and continuous improvement. Another contribution of this paper is that it performs as a model for institutions to accredit their construction management programs.

12:10-12:35

67400 | *The Growth of Team Science Frameworks in Teaching: A Multidisciplinary Approach*

James McNally, University of Michigan, United States

The National Academies of Science defines Team Science as a new interdisciplinary field that empirically examines the processes by which large and small scientific teams, research centers, and institutes organize, communicate, and conduct research. This includes understanding how teams connect and collaborate to achieve scientific breakthroughs that are not attainable by either individual or simply additive efforts. Integrating this new approach to learning and sharing information needs to be better integrated into the curriculum of college-level education as a foundational approach to understanding different epistemological perspectives. The Team Science framework, driven by accepting the validity of alternative analysis, teaching, and interpretive approaches, encourages the development of multidisciplinary pedagogy within a classroom environment. This multidisciplinary approach enhances cross-disciplinary communication and a broad understanding of different ways of knowing when working collaboratively with other educators. This presentation will explore emerging practices incorporating multidisciplinary approaches into traditional monodisciplinary curriculums. While these approaches do not require expertise in multiple unrelated disciplines, they provide tools to effectively collaborate with researchers in traditionally conflicted fields. The use of Team Science significantly enhances our understanding of the human condition, bridging epistemological differences between bio-medical, social science, liberal arts, and educational disciplines. Team Science has facilitated substantive discourse between qualitative and quantitative specialists. Multidisciplinary research driven by a Team Science framework increasingly represents a critical aspect of the overall development of students regardless of their field of study.

12:50-13:40 | 323A

# Friday Onsite Presentation Session 3

## Cultural Competency (Workshop)

12:50-13:40

66578 | *Cultural Competency: Providing Equitable Math Instruction through Cultural Relevance*

India White, University of Florida, United States

Scores from the National Assessment of Educational Progress suggest that if current educational practices in math classrooms remain the same, the achievement gap between Caucasians and African descent demographics will be eliminated in approximately 217 years. To close the academic achievement gap for all students, teachers must be equipped with methods to conduct equitable instruction that is culturally relevant. In this session, attendees will learn methods for providing cultural relevance within specific academic settings. Participants will be empowered with strategies that will engage students in a relevant manner as well as acquire pedagogy, perspective, and practices to implement in the math classroom.

13:55-15:35 | 323A

# Friday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Charlotte Brenner

**13:55-14:20**

66783 | *Addressing the Shortage of ESL/EFL Teachers Amid the Pandemic: An Investigation into Teacher Burnout in a Profit-Driven Context*

Nguyen Hanh Ly, Yola Education Joint Stock Company, Vietnam  
Thao Thanh Ly, Yola Education Joint Stock Company, Vietnam

The conundrum of ESL/EFL shortage has been exacerbated due to the Covid-19 outbreak as many Vietnamese public schools have undergone an alarming spike in teacher turnover rates. One of the influencing factors of teachers' decision to leave their profession has been reported to be being drained from work. Very little, however, is known about the teachers in the private sector, which is profit-driven. The study addresses this gap in teaching practices in Vietnam, exploring teacher burnout in several language institutes in Ho Chi Minh City, Vietnam. A mixed-method approach adopted from Seidman's Teacher Burnout Scale was employed to measure the burnout score. To gain a more insightful understanding of the determinants, participants, including teachers and academic leaders, were invited to reflect on their experience regarding their school leadership and how it has affected their career paths. The findings reveal that the teachers' age and years in service are not correlated to their burnout scores. Although the mean score is slightly low compared to the total score ( $M = 53.35/126$ ), mixed results are reflected in the qualitative data from open-ended questions in the survey. During semi-structured interviews, more emerging factors which contribute to teachers' well-being were also discussed. Finally, this study proposes some solutions for profit-driven school leaders to ensure sustainable growth.

**14:20-14:45**

65835 | *The Lived Online Education Experiences and the e-competencies of the Teacher Education Institutions*

Sabrina Albarina Ramos, University of Baguio, Philippines

The sudden shift into online education has greatly affected the Teacher Education Institutions (TEIs) since they were forced to move to the virtual classroom without preparations. Thus, using concurrent nested mixed-method research, this study investigated the lived experiences of 59 teachers of the 4 TEIs in their conduct of online learning. An open-ended questionnaire was used to gather data on the respondents' lived experiences. Also empirically studied was the level of knowledge and extent of competence of 64 teachers on professional responsibility, digital pedagogy, community building, learner engagement, digital citizenship, diverse instruction, and assessment and measurement. Correlation between level of knowledge and extent of competence on the e-competencies was also determined using Pearson's correlation coefficient. The status of the TEIs, the support they provided to their teachers, and their solutions to the problems were also investigated using an open-ended questionnaire. The teachers' lived experiences were of diverse themes, mostly positive, showing that they were eventually able to cope with. They also had good level of knowledge and moderately high extent of competence. However, their level of knowledge and the extent of their competence were not significantly correlated. In addition, the four TEIs adjusted to the needs of the time, showed support to their faculty, and created contextualized solutions to the challenges of online learning.

**14:45-15:10**

65802 | *Self-observation Using Zoom Videos and Teaching Journals as a Form of Reflective Practice*

Aviva Ueno, Meiji Gakuin University, Japan

The shift to online teaching and learning caused by the global pandemic has presented numerous challenges for instructors and learners. However, it has also created an opportunity for instructors to develop new and more effective teaching approaches and to reflect on their practice as they adapt to the online mode of instruction. Farrell describes reflective practice as an approach where "teachers actively collect data about their teaching beliefs and practices and then reflect on the data in order to direct future teaching decisions." (2018, p.11). Richards and Farrell(2005) suggest that using self-observation to objectively collect information about one's teaching behavior and practices through lesson reports and audio or video recordings can be a basis for making decisions about possible behavior changes. This presentation reports on action research using qualitative and quantitative analysis for self-observation and reflection of online teaching practices. The presenter will share data from Zoom class recordings, and a teaching journal collected weekly from her online academic English classes at a university in Japan. She will show how her analysis of her self-observations and journal led to modifications in her delivery, teacher talk, task design, and technical skills, and how these modifications enhanced her learner's online learning experience. This presentation is for instructors looking for meaningful ways to reflect on their practice.

**15:10-15:35**

66599 | *Supportive and Constraining Features of Teacher Education Contexts: Teacher Candidates' Perspectives*

Charlotte Brenner, University of Lethbridge, Canada

Most teacher education programs aim to help teacher candidates' (TCs) to develop and implement teaching practices that foster students' underlying learning processes (e.g., motivation, metacognition and strategic learning). From a self-regulated learning(SRL)perspective the development of these processes leads to positive academic, social, and emotional outcomes for diverse students across learning contexts. However, the complexity of these teaching practices often presents challenges for TCs' implementation of them. This study examined the experiences of four TCs enrolled in a teacher education program (TEP) in western Canada over the course of eleven months. Features of TCs' learning contexts (i.e., motivational supports and structural supports) were examined in relation to TCs' development and implementation of SRL promoting practices (SRLPPs). SRL theory and self-determination theory (SDT) informed this purpose. Data analyzed included: a questionnaire, interviews, documents, and in-class observations. Results reveal five forms of motivational supports and constraints for TCs' self-determined motivation and implementation of SRLPPs.

15:50-17:30 | 323A

# Friday Onsite Presentation Session 5

Assessment Theories & Methodologies

Session Chair: Samantha Thompson

15:50-16:15

66301 | *Using Unbiased Recursive Partitioning to Plan Curricula, Predict Student Outcomes and Repair Equity Gaps*

Sandra Kahn, San Diego State University, United States

Marilee Bresciani Ludvik, University of Texas at Arlington, United States

Stephen Schellenberg, San Diego State University, United States

This study focuses on the relationship between end-of-term cumulative grade-point average (GPA) and intrapersonal competencies such as self-compassion, sense of belonging and psychological well-being, for diverse groups of first-time university students. Intrapersonal competencies have been shown to correlate with institutional performance indicators of student success such as GPA, persistence and academic probation. An interdisciplinary team of researchers at a large US public university assembled measures of intrapersonal competency into an online survey, and collected responses from 3,725 students prior to and at the end of the first semester. Student demographic variables were merged with survey results, and unbiased conditional inference trees, a non-parametric machine learning method, were employed for partitioning and predictive purposes. Results of the post-survey revealed significant differences in grade point averages, when students were partitioned into homogenous groups. Perceived stress was a significant factor predicting GPA for all students, and especially for students of color and for those who qualified for federal aid. Sense of belonging measures such as classroom comfort and perceived peer support varied in their prediction of GPA, by sex and socio-economic background. Facets of psychological well-being such as having a sense of autonomy and a sense of purpose in life were also predictive of GPA, depending on level of perceived stress, and whether a student was living on campus or commuting. Overall, this analysis provided decision trees that could be interpreted relatively easily for intersecting student populations, informing the need for population-specific seminar sections with tailored curricula in support of closing equity gaps.

16:15-16:40

67328 | *Toward a Guided Self-Placement Testing Model for Greater Equality and Social Justice among Underrepresented College Student Populations*

Stephen Peridore, College of Southern Nevada, United States

Levia Hayes, College of Southern Nevada, United States

Based on the premise that remedial education at the college level does not solve the problem of high student attrition levels, the Nevada System of Higher education's (NSHE) colleges and universities followed the nationwide trend of eliminating remedial courses in favor of an alternative "corequisite" supportive model. The College of Southern Nevada (CSN), NSHE's largest institution of higher learning, is a Hispanic-Serving Institution (HSI) with a diverse student population. Despite open enrollment, access to college-level writing curriculum has not been guaranteed, and identification of English Language Learning needs were not included, due to the summative and prescriptive nature of CSN's long-standing standardized single-measure placement test. More than 50% of all students consistently scored as underprepared, limiting access to college level English composition courses, marginalizing a large segment of its rich and diverse linguistic, ethnic, and socio-economic student population. CSN needed a descriptive and inclusive English placement tool to validate each student's unique set of educational experiences and provide social justice to those underrepresented students who have been marginalized under a high-stake standardized assessment framework. With the development of a "Guided Self-Placement" (GSP) model, CSN has been able to fully restore open access to college composition. Its GSP questionnaire calls upon students' metacognitive processes to reflect on their own unique and personal reading and writing experiences where their responses are quantified into a composite score, which they use to choose the most appropriate English course, including sheltered courses for ELL students. Allowing students to make their own placement decisions empowers them

16:40-17:05

66834 | *Transforming the Culture of Assessment to an Online Model: "There is More than Meets the Eye"*

Regina Ramsey, Southern University Law Center, United States

Prentice White, Southern University Law Center, United States

Angela Bruns Turner, Southern University Law Center, United States

Samantha Thompson, Southern University Law Center, United States

Luria Young, Southern University Law Center, United States

The unprecedented COVID-19 pandemic required higher education institutions to transform their academic and technological infrastructures with the goal of continuing to provide their students with high-quality academic services in an environment conducive to learning. One such institution is the Southern University Law Center (SULC), which needed to subvert the trap of institutional inertia, manage crises, and exhibit its adaptability, resilience, and dedication to continuously improve its program of legal education during the COVID-19 pandemic. Using a retrospective analytical approach, the presenters examined the processes, challenges, and successes of transforming a traditional, student-centered, in-person formative assessment process for over 900 students into a novel online method. Disruptions of in-person learning during the pandemic required SULC, a graduate-level professional school, to implement new assessment technologies and different pedagogical modalities through a Learning Management System (LMS). These changes were implemented while balancing myriad challenges of increasing student accommodations, expanding our curricular offerings, and training faculty, staff, and students to use online learning platforms and techniques. Presenters will provide strategies and resources to help professional schools and other higher education institutions utilize innovative assessment practices to collect and analyze data in assessment processes and improve student learning. The presentation aims to facilitate the exchange of ideas and explore more effective assessment practices and methods for the ongoing evaluation of an institution's educational programs, augment student learning outcomes, and discuss ways to successfully engage students in virtual learning environments.

17:05-17:30

66219 | *"They're Going Above and Beyond": Teacher Perspectives on Working With Perfectionistic Students*

Danielle Molnar, Brock University, Canada

Dawn Zinga, Brock University, Canada

Natalie Tacuri, McGill University, Canada

Melissa Blackburn, Brock University, Canada

While progress is being made in understanding how teachers may impact the development of perfectionism among adolescents, we still do not understand how teachers perceive perfectionism among their students. The current research examined teachers' beliefs about how perfectionism manifests in their students and the strategies teachers implement when working with perfectionistic students. Participants were 197 teachers (83% women, 17% men; 66% elementary teachers, 34% high school teachers; teaching experience range 2 – 48 years; 52% self-identified as a perfectionist) who completed surveys that included both quantitative and open-response questions. Results indicated that, on average, teachers reported approximately 21 – 30% of their students were perfectionistic. When considering the perceived advantages and disadvantages of perfectionism for students, teachers perceived perfectionism as advantageous overall. However, this appeared to be fueled by its perceived benefits with respect to academic achievement, as teachers expressed that student perfectionism was disadvantageous with respect to mental and physical health, stress, and relationships. These results suggest that teachers are putting more weight on academic achievement rather than health, stress, and relational functioning when assessing the adaptiveness of perfectionism for students. In analyzing strategies for working with perfectionistic students, reflective thematic coding identified the following themes in an open-response question: growth mindset, promoting self-care, providing positive feedback, communication, managing expectations, focusing on process, helping students prioritize, structure and time management, and confronting perfectionism. Overall, results provide insights into teacher experiences of student perfectionism. Implications of the current findings for teachers and students will be discussed, including potential supports and resources.

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09:00-10:40 | 323B

# Friday Onsite Presentation Session 1

Adult, Lifelong & Distance Learning

Session Chair: Carl Becker

**09:00-09:25**

66874 | *Educating Medical Professionals, Social Workers, and Families to Improve Resilience from Severe Grief after Bereavement – Results of an All-Japan Survey*

Carl Becker, Kyoto University, Japan

Background: Severe grief may adversely affect the health of bereaved families, potentially burdening medical and community health services as well as families. Education may improve the resilience of bereaved families, if high-risk cohorts can be identified in advance. Rationale: We wanted to determine (A) the medical services upon which the bereaved most rely, and (B) what characterizes those most vulnerable bereaved, to facilitate education for resilience.

Method: We distributed questionnaires to adult Japanese who had presided at funerals within the past year, receiving 1078 complete voluntary responses nationwide. Statistical analyses found correlations between more severe grief and dependency upon medical and pharmaceutical services.

Results: Half of the severe grief group (n=143) reported adverse effects on their health and daily lives, including the need for pharmacological, medical, or welfare support. Losses of husbands or children particularly correlated to severe grief; "unexpected" death from cancer caused the greatest shock. Even part-time employment buffered against severe grief; grief was greater for the unemployed, and worse for those who lost a significant source of income at the same time as they lost a loved one. Dissatisfaction with funerals was another danger sign.

Conclusion: Our findings document serious impact of bereavement on national health services, suggesting that better preparation may reduce the psychological and economic shocks which increase subsequent medical dependence. Medical professionals and community health workers should target in advance the family members in greatest danger of heavy grief, to educate to mitigate the worst effects of grief on their physical and psychological resilience

**09:25-09:50**

65150 | *A Communication Device and Platform for Connecting Isolated Elderly People with Absolutely No Internet Skills*

Hiromi Oda, Tokyo Online University, Japan

Noriyuki Enomoto, Tokyo Online University, Japan

Satsuki Obe, Alpha Medical Welfare College, Japan

Mizuho Imahashi, Ibaraki Christian University, Japan

Noritaka Fujita, Tokyo Online University, Japan

Do you know elderly people who live alone but reject Internet technology? How do you enlighten them about the benefit of being connected online, especially in the post-Covid19 era? Past attempts often tried to teach advanced technology with a lot of help from assistant staff, often volunteers, but most of those projects were short-lived. This project aims to create a long-lasting communication environment in which elderly participants with no Internet skills can be connected using a custom-made, easy-to-use communication device. The device has only six buttons, a speaker, and a power switch. Pushing a button plays a pre-recorded phrase such as "Good morning", "How are you today?", or "I'm not feeling well." If a button is pressed on one device, all other devices play the same phrase. This simple system is intended to solve existing problems, such as teaching Internet skills to elderly participants, the need for dedicated staff, online harassment, flame war, and privacy. Two preliminary trials with 12 participants each were conducted in cooperation with the Council of Social Welfare of Ayase City, Kanagawa, Japan. The participants in their 70s to 90s quickly understood the usage of the device. The device and the communication platform worked flawlessly, but some participants still seemed to have hesitations in pushing buttons. The post-trial interview revealed that almost all participants were comfortable with the device and could feel they were connected to other people. We are trying to expand the trial to other areas of the city.

**09:50-10:15**

66897 | *Using Manga to Educate Elder Families' Resilience through Advanced Care Planning for End-of-Life Care at Home*

Atsuko Ishii, Kyoto College of Nursing Graduate School, Japan

Carl Becker, Kyoto University, Japan

Shigehiko Haeno, Haeno Oushin Clinic, Japan

In Japan as in Hawaii, a growing elderly population must rely on home care, but caregivers feel unprepared for medical decisions near the end of life. Should they encourage a terminal patient with no appetite to accept a feeding tube? Non-therapeutic diagnostic examinations? Artificial ventilation? Intubation to prolong life as far as medically possible? Or accept the natural course of events? Doctors prolong life by "doing everything possible," yet "everything possible" is often neither painless, productive, nor preferable to patients and families. Decisions about such treatments need to be made while patients are still coherent and competent, but families often resist discussing and deciding such issues until too late. Without an advance care plan (ACP), their loved ones often receive undesirable treatment, leaving unpleasant memories. Prior ACP discussion also improves subsequent resilience of surviving families, but lacking information and stimulus to face these decisions in advance, caregivers postpone choices about the inevitable. We hired Japanese illustrators to create manga showing probable outcomes of each decision for an elderly man. Then we asked home-visiting nurses to use the manga in discussing these situations with patients and their families. Nurses felt that our manga facilitated decision-making, and in some cases relieved the onus of their decisions not to "do everything medically possible". They confirmed that manga deepened their interactions with families, while re-educating the nurses themselves. Our presentation shows clinical cases, examples of use, advantages and dangers of using such manga to educate about advance care planning.

10:55-12:35 | 323B

# Friday Onsite Presentation Session 2

Higher Education

Session Chair: Elaine Correa

10:55-11:20

66193 | *Indigenous Peoples and Higher Education Governance in Canada: Shifting Policy From Within*  
Merli Tamtik, University of Manitoba, Canada

Higher education governance in Canada is changing. Indigenous individuals have made important strides in shifting policy, gaining access to and creating new leadership positions, advocating for increased funding in academia (Pidgeon 2019, Gaudry & Lawrence, 2018; Stonechild, 2006). This paper is grounded in the critical policy analysis literature examining the discourses of policy change towards equity, diversity and inclusion. Specifically, this paper analyzes changes in institutional governance structures and policy (strategic plans, hiring and employment policies) in relation to Indigenous individuals. The paper draws on document analysis of 15 research intensive universities and conversations with 15 Indigenous faculty members. Conceptually, this paper adopts critical policy analysis approach, where policies are viewed as participatory, "struggled over, not delivered" (Ozga, 2000, p. 2). The paper uses Ball's (1994) notion of a policy cycle as an analytical frame to examine where and how policy is made and re-made in the context of higher education. The three contexts of the Ball's policy cycle include: a) Context of influence, where interest groups struggle over the construction of policy discourses; b) Context of policy text production, where texts represent policies; c) Context of practice, where policy is subject to interpretation and recreation (Lall, 2007, p. 5). The paper highlights the ways in which institutional structures tend to be grounded in advocacy work from within. This paper provides evidence on how Indigenous communities in Canada have been able to contribute to shifting norms and values, activating many groups within universities in their work.

11:20-11:45 (Move to Virtual Presentation)

65221 | *Assessing Ability: Making the Case for a Mental Health Promotion Approach to Inclusive Education*  
Natalie Frandsen, University of Victoria and Simon Fraser University, Canada

Post-secondary education plays an important role on societal and individual levels. The human capital developed during post-secondary education programs fosters social and economic prosperity by developing the country's workforce. Completing higher education contributes to increased lifetime earning potential for everybody, but might be particularly beneficial for people with mental health related disabilities (MHRD). Therefore, as the number of students attending post-secondary with mental health related challenges continues to rise, it is critical that these students have access to post-secondary education that meet their needs. The purpose of this PhD study was to examine experiences of post-secondary students with MHRD in online classes in order to understand the ways in which the institution is supportive and non-supportive of them. Data from interviews with 14 university students, 15 instructors and seven student support staff members indicate that the accommodation model currently in place is problematic, potentially causing harmful and disabling effects. Adopting an accessibility model with a mental health promotion orientation has the potential to improve learning, prevent harm, and promote health for all students, particularly those with mental health related challenges studying online. Key findings from this study will be presented along with practical strategies for creating more inclusive online classes and more accessible post-secondary institutions. This presentation will be relevant to learning designers, educators and university administrators.

11:45-12:10

62044 | *In the Spirit of Reconciliation? The BSW Learning Circle*  
William James Pelech, University of Calgary, Canada

In Canada, and other colonized territories, educational programs have historically been utilized by a dominant settler regime to further a racist colonial agenda. In order to redress the trauma wrought by the Government of Canada's genocidal policies, that included forced attendance by thousands of Indigenous children at residential schools, the Truth and Reconciliation Commission (TRC) included several calls to action that involved the decolonization of post-secondary educational programs. The BSW Learning Circle, which was innovated prior to the TRC's Calls, brought together Indigenous and Western knowledge systems to prepare social workers for culturally affirming practice. This presentation will provide an overview and critical analysis of the BSW Learning Circles curriculum as an example of how Indigenous and non-Indigenous academics can potentially work together in the spirit of reconciliation.

12:10-12:35

65823 | *Free is Not Enough! Open Educational Resources (OER) and Open Educational Pedagogy (OEP) Culturally Relevant and Digitally Inclusive Teaching*  
Elaine Correa, California State University, Bakersfield, United States  
Matthias Sturm, Simon Fraser University, Canada

In a global pandemic, attention is fixated on how affordable learning solutions [Open Educational Resources (OER), and Open Educational Pedagogy (OEP)] are utilized by faculty to address the most important concerns: academic quality, affordability, and high degree completion rates for students (Colvard et al. (2018). While research on OER/OEP has demonstrated that performance gaps have narrowed, and failure/withdrawal rates have been reduced (Winitzky-Stephens et al., 2017), more attention is needed to ensure that culturally relevant content and pedagogy (Ladson-Billings, 1995) as well as digital inclusion and equity (Sturm et al., 2021) are integrals parts of OER/OEP adoption. The Remixing of OER Textbooks using an Equity Lens (ROTEL) invites students to contribute to their own learning in scholarly conversations by using their own voices and experiences. The challenge to educators is not to simply ensure that course content is free, but that OER/OEP is culturally relevant and digitally inclusive. We highlight the impact of OER/OEP on learner retention and success, with a focus on low-income and underrepresented minority student populations. The implications of limited digital access, stable Wi-Fi connections or connectivity, broadband availability, and digital literacy skills contribute to different levels digital distress when navigating learning on-line (Reid & Correa, 2021). For education to be affordable and accessible, inclusive teaching practices must include the remixing of OER/OEP with an equity lens. Institutional survey data is examined with a focus on improving how faculty seek, curate, expand, and promote OER/OEP adoption of free, culturally relevant, digitally inclusive affordable instructional materials and pedagogies.

12:50-13:40 | 323B

# Friday Onsite Presentation Session 3

## Breaking Barriers and Building Communities (Panel Presentation)

12:50-13:40

66120 | *Breaking Barriers and Building Communities: The Power and Unity of Music and Strategies for Refocusing the Lens of Orchestral Performances*

Kira Omelchenko, Wilfrid Laurier University, Canada

Colleen Ferguson, Texas A & M University, Kingsville, United States

Hyeyoun Jang, Ewha Womans University, South Korea

In today's ever-changing world there is an increasing need for relevancy and innovation in classical music ensemble concerts. This session will discuss how an orchestra performance can approach and build communities in relevant and innovative ways. This session also explores various manners to modernize the traditional symphony orchestra concert and elevate the concert-goer's experience. Questions addressed include the purposes and intentions of orchestral performances and how music educators can help shape concerts to be more accessible to a wider audience. Presenters will share insights and strategies to tackle the challenges of shifting the orchestral concert paradigm. Topics discussed are gathered from the presenters' first-hand experiences and will highlight what has worked well, challenges faced, and lessons learned. Subjects include reimagining the role of the ensemble, reshaping the concert experience, building bridges, promoting diversity and inclusion, and creating innovative interdisciplinary performances. Examples of case studies involve collaborations with Indigenous music makers and technology as an integral part of community engagement. Additionally, presenters will discuss strategies for creating time and space for the advancement of diversity, equity, inclusion, and access (DEIA) in orchestral concerts. This session strives to inspire attendees to find the opportunities through the obstacles and aims to empower future generations to foster community interaction, create interdisciplinary connections, and become change-makers.

13:55-15:35 | 323B

# Friday Onsite Presentation Session 4

Professional Training, Development & Concerns in Education

Session Chair: Hye Won Jeong

13:55-14:20

64842 | *A Model for Bridging the Gap in the Perception of Self-efficacy Between Graduated Nursing School and Between 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.

14:20-14:45

65072 | *Building Capacity of Undergraduate Nursing Faculty and Nursing Students Through Mentored Research Projects During the Early Months of COVID-19*

Melissa Dykhuizen, Saskatchewan Polytechnic, Canada

Alexandra Hodson, University of Regina, Canada

Dana Laczko, Saskatchewan polytechnic, Canada

This presentation aims to share the experiences of our novice collaborative faculty-student research project that began in May of 2020. In March 2020, as the world suddenly was thrust into a pandemic, nursing students and faculty needed to adapt to teaching, learning, and research in an untraditional way. During this time, several faculty from the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBSCN) program came together with two nursing students from the psychiatric nursing program and a student from the SCBSCN program. The team was formed through a mutual desire to explore undergraduate nursing students' mental health and wellness during the early months of the pandemic. However, all group members had little or no experience in research. The team utilized mentorship as a critical touchstone in their project design to build the capacity of each team member to grow skills in nursing education research. The group experienced many challenges. Unique situations arose, such as lack of textbook access on methodology due to libraries being shut down and the inability to do confidential in-person interviews. The team also faced a lack of expertise in their selected research methodology. Despite challenges, the nursing students and faculty persevered with creative solutions. They produced meaningful research that contributed to a growing body of literature on how covid-19 impacted undergraduate students and specific key strategies to buffer these negative impacts.

14:45-15:10

65159 | *New Nurses' Experiences and Critical Thinking in Preceptorship Periods: Text Network Analysis of Critical Reflective Journals*

Hye Won Jeong, Chonnam National University Hospital, South Korea

In this study, the content of the critical reflective journals written by new nurses during their orientation were analyzed and shared through a text network. This study aimed to find ways to reduce turnover and improve clinical field adaptability among new nurses. We analyzed the content of reflective journals written by 143 new nurses from March 2020 to January 2021. Text network analysis was performed using NetMiner 4.3.3 program. After data preprocessing, simple frequency, degree centrality, closeness centrality, betweenness centrality, and eigenvector community were analyzed. Totally, 453 words were extracted and refined, and words with high simple frequency and centrality were "incompetence", "preparation", "explanation", "injection", "time", "examination", and "first try". "Medication" was at the top for simple occurrence frequency, and "incompetence" was the most important keyword in centrality analysis. Additionally, cohesive analysis and eigenvector community analysis revealed three sub-topic groups: 1) basic nursing skills required for new nurses, 2) insufficient competency, and 3) explanation of nursing work. This study is significant in that it analyzed the subjective experiences of the critical reflective journals using the text network method. The findings reveal that changes are needed to improve the educational system for new nurses and promote efficient sharing of nursing tasks.

15:10-15:35

64805 | *Evaluation of Virtual Cultural Responsivity Professional Development on Secondary STEM Teacher Awareness*

Lisa Lambert Snodgrass, Purdue University, United States

Denise Whitford, Purdue University, United States

Since the 1970's millions of dollars have been spent and innumerable studies have permeated the research literature on discriminatory discipline practices and social justice pedagogy, particularly as related to culturally and linguistically diverse (CLD) students. The literature indicates that classroom practices used with CLD students are habitually problematic, impacting school climate and students' academic achievement. Reflective of these practices, much of the literature has focused on classroom or school-wide interventions that alter student behavior. Little research has been published focused on changing teacher perceptions and behaviors through teacher training. The lack of this research and of educator training programs surrounding culturally responsive practices, as well as access and inclusion for all students, continues to plague the educational attainment of students from several at-risk categories (e.g., economically disadvantaged and marginalized populations). This presentation offers evidence from two research studies in which researchers examined the positive impact that intense structured training had on improving teachers' cultural responsiveness and cultural competency (CRCC) in the classroom, and in turn, how those teachers' use of CRCC impacts student discipline. Specifically, the research questions were (1) can a 12-week intervention for teachers significantly improve their cultural responsiveness and cultural competency when working with students from CLD backgrounds and (2) does that translate into improved student disciplinary outcomes? This presentation shares the findings from these studies and shares the effective design, implementation, and evaluation of educator training as it relates to cultural competency and responsiveness.

15:50-17:30 | 323B

# Friday Onsite Presentation Session 5

Adult, Lifelong & Distance Learning

Session Chair: Xiao Fang Bi

**15:50-16:15**

66366 | *Effective Teaching Presence as Defined by Online Learners*

Laura McNeill, University of Alabama, United States

Academic research has identified teaching presence as an influencer of various student success measures in online learning, including achievement, learning satisfaction, and motivation. Educational literature also supports many teaching presence strategies, including identifying clear goals and objectives for students, offering timely feedback, and providing meaningful instruction. Historically, the academic literature also indicates that well-executed teaching presence can predict student success in online learning. However, as enrollment in virtual programs continue to rise, it is prudent to examine teaching presence from the online student's perspective with the aim of gaining additional insight into how online students define and describe the concept of teaching presence. In this qualitative case study, the researchers conducted semi-structured interviews with online graduate students in a specific asynchronous course at a large public institution. Applying a constructivist grounded theory approach, the researcher examined students' perceptions to identify how this group defines and describes teaching presence. The results of this study provide faculty, administrators, and instructional designers the capability to better comprehend student views and opinions to capitalize on that knowledge when designing and developing online courses. Areas of focus include student viewpoints on course design and organization, methods of enhancing communication and discussion, and ways to deliver instruction more effectively to online learners. The study also provides evidence of the need for a thoughtful approach to teaching presence, which enhances meaningful learning, student satisfaction, and the overall online educational experience.

**16:15-16:40**

62148 | *Unlikely Partnerships for Resilience and Innovation: Lessons from the Pandemic for Teaching, Learning, and Leading*

Kate Trujillo, Metropolitan State University of Denver, United States

Eileen Starr, Metropolitan State University of Denver, United States

Dawn Matera Bassett, Metropolitan State University of Denver, United States

Daniel Trujillo, University of Denver, United States

We are a diverse group of educators, administrators, and principal investigators from Social Work, Real Estate, Construction, and Mental Health who aim to share the most salient strategies we have found for resilience during the pandemic. As we teach and lead (or parent and feed the dog- "Wait! Did you feed the dog?!") while managing contracts and grants, with multiple universities, state and federal governments, and our colleagues, we have relied on new and unlikely partnerships to build strategies to sustain our work and thrive. We gratefully and with humor, will share our strategies for success and engage our fellow adult-learning communities who are doing the same. We also aim to have a lively and heartfelt connection with the attendees of our session who come from additional disciplines and likely have additional strategies. Our goal is that attendees will leave with a renewed sense of hope and at least three specific strategies for leadership while facing adversity and setbacks. We have come to believe that by embracing ways we can work together and across disciplines that we are more prepared to think creatively about how to face uncertain future with more technology and fewer shared physical spaces but with more time collaborating, and less time commuting. Rather than mourning the old way of doing things, we are energized by possibility.

**16:40-17:05**

66744 | *Critical Core Skills Profiling and Development in Singaporean Workforce*

Xiao Fang Bi, Singapore University of Social Sciences, Singapore

Bao Zhen Tan, Singapore University of Social Sciences, Singapore

Soft skills, core competencies and generic competencies are exchangeable terminologies often used to represent a similar concept. In the Singapore context, such skills are currently being referred to as Critical Core Skills (CCS). Though CCS is of high importance for the development of workforce's employability, there is little attention paid to the CCS profiling and development across occupations. A better understanding of how CCS are distributed across the economy, and the potential best practices regarding their development among adults, will thus significantly enhance SSG's career guidance services as well as training providers' services to graduates and workers, and guide organizations in their hiring for soft skills. Drawing on the survey results from 2000 participants, this study managed to profile them into seven occupation groups based on the different patterns of importance and confidence levels of the use of CCS. In the meantime, the most effective development modes for CCS in each occupation group were also identified through semi-structured interviews of selected participants. The results have significant implications for different stakeholders, i.e., employers, training providers, individuals, and policy makers. For example, training providers will need to raise their awareness of the need to design CCS training programs and materials in a more targeted and authentic way to better meet the individual needs and job requirements.

09:00-10:40 | 317A

# Friday Onsite Presentation Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Bumyong Choi

**09:00-09:25**

67194 | *English as a Lingua Franca in Model United Nations Simulations*  
Lori Zenuk-Nishide, Kobe City University of Foreign Studies, Japan  
Donna Tatsuki, Kobe City University of Foreign Studies, Japan

This presentation will introduce some insights drawn from research on ELF (English as a Lingua Franca) in MUN (Model United Nations) simulations and will summarize some of the best practices in MUN events and delegate preparation. This includes the MUNCE (Model United Nations Spoken Corpus of English), a specialized corpus currently being compiled at Kobe City University of Foreign Studies in Japan. It will be shown how Model United Nations (MUN) simulations are uniquely positioned to help students develop their language ability and their global competencies, as well as being ideal opportunities for participants to experience ELF in an intensely communicative context. One of the most important 21st century skills is the ability to negotiate constructive resolutions in the face of conflict of interest. Both MUN and ELF can be seen as communities of practice both involving mutual engagement in a negotiated joint enterprise using a shared repertoire (Wenger, 1998). The corpus offers glimpses into MUN community of practice. It also allows researchers to go beyond the analysis of linguistic and descriptive features of MUN situated simulation ELF to the critical identification and description of breakdowns in communication in terms of type and cause, as well as the identification and description of communicative strategies employed by MUN simulation situated EFL users. MUNCE analyses and descriptions can inform the creation of authentic, grounded teaching materials for the future of MUN participants.

**09:25-09:50**

65919 | *How Can Japanese University Students Express Higher Level Opinions in Discussions With English Speakers?*  
David Wong, Michigan State University, United States  
Saki Inoue, Michigan State University, United States  
Yui Yasuhiro, Shimane University, Japan  
Xuechen Liu, University of Michigan, United States  
Miya Suga, Tokyo Gakugei University, Japan

An important activity in "global" universities is thoughtful academic discussions between native and non-native English speakers. However, for this to happen, we must face the challenge of how English language learners can express higher-level opinions with lower-level language skills. In addition, Japanese students often carry the additional burden of worrying about communicating in English. We report on a pilot program designed to address these challenges. Forty Japanese education students from a university in Tokyo participated. The program had four central components: 1) Providing a clear definition of what constitutes "higher" level opinions 2) Using asynchronous online video technology (Flipgrid) 3) Discussing one-on-one with trained English-speaking partners whose responses scaffolded higher-level opinions from students. 4) Emphasizing that higher level opinions develop over time through interactions with a good partner in a discussion, rather than emerge fully formed in one utterance. The discussion topic was a familiar and important issue for these education students: "To address the problem of Japanese teachers' long work hours, should non-teachers supervise club activities?" First, students expressed their initial opinion on Flipgrid. Then, trained English-speaking partners responded in ways that scaffolded a higher-level response. Next, students expressed a second version of their opinion. The discussion ended with partners summarizing how students' opinions developed through the discussion. Pre-post survey data indicated positive effects from both the partner interactions and the technology use. Level of opinion, confidence, and enjoyment increased. The effects of particular aspects of the interactions and technology will be reported in the session.

**09:50-10:15**

67258 | *Bridging East Asian Cultures in the Classroom Through Cross-language Collaborations*  
Bumyong Choi, Emory University, United States  
Hakyoon Lee, Georgia State University, United States

This presentation will introduce ideas for collaborative projects that can help promote intercultural competence in lower-level language classrooms. With three case studies of classroom projects created by beginners in Chinese, Japanese, and Korean, the presenter will demonstrate that students of East Asian languages can work together to enhance their comparative views of the target culture, and their local communities can be used as accessible resources for the target language and culture. In case one, the presenters will demonstrate that cross-culture stories in English created by beginners in Chinese, Japanese, and Korean classes can promote collaboration and creativity in language and culture studies. In case study two, students research geolocate points of interest related to Chinese, Japanese, and Korean cultures and heritage in their local community and map their findings on Google Maps. This study presents that project-based geolocate learning experience enhances students' cultural competence in East Asian language courses. The last case study demonstrates how Chinese and Korean learners evaluate the cultural authenticity of Linguistic Landscape data by using their linguistic and cultural knowledge. Overall, this presentation argues that it is imperative to specifically engage college learners of beginning proficiency to raise the impact of student-led research on L2 education. It also highlights the importance of cross-language collaboration. Furthermore, this presentation demonstrates the effective way of designing and implementing collaborative projects in language education.

**10:15-10:40**

67172 | *The Functions of Natural Conversation Resource Bank (NCRB), a Collaboratively Constructed Multi-functional Database, and Its Application in Language Education*  
Mayumi Usami, National Institute for Japanese Language and Linguistics, Japan

This presentation will introduce the purpose of the development and outline of the Natural Conversation Resource Bank (NCRB), a new type of database developed by the National Institute for Japanese Language and Linguistics. NCRB consists of two parts: "for research" and "for teaching materials." The latter has the function of creating teaching materials with movies, sounds, and transcripts of naturally occurring conversations. This presentation will discuss the characteristics of these teaching materials and how to create them using the "support function for creating teaching materials" in the NCRB. Traditionally, there have been many requests in Japanese language education for students to acquire natural conversational skills. However, few teaching materials can answer these needs. It is challenging to incorporate into regular textbooks the natural pronunciation, tones, pauses, fillers, backchannels, and overlaps in the actual conversation. Therefore, to facilitate awareness of authentic natural communication style and cultivate natural communicative competence, it is essential to create actual "teaching materials based on natural conversation" (Usami, 2020). However, creating such teaching materials requires enormous time and effort. Therefore, creating a system that enables all instructors to collaborate in creating "teaching materials based on natural conversations" are necessary. Based on this concept and in light of the development of today's ICT environment, the NCRB was constructed as an online platform for research based on natural conversation data and for creating communication teaching materials. In the presentation, I will introduce the functions of "making teaching materials" of NCRB more concretely and discuss how to utilize them.

10:55-12:35 | 317A

# Friday Onsite Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Maria-Isabel Mansilla

10:55-11:20

67031 | *Teaching Notetaking for Academic Lectures: Reports From Action Research*

Yoko Kusumoto, Tokyo University of Technology, Japan

James Broadbridge, Bunkyo Gakuin University, Japan

The recent growth in the prominence of English as a Medium of Instruction (EMI) courses at universities, in which students study content in their L2, has led to a growing demand for EFL students to be trained in the study skills required to succeed in these courses. One feature that sets university courses apart from secondary education is the academic lecture in which students are expected to listen, filter, and record vital information under real-time constraints. The ability to do so can mean the difference between success and failure on such a course. Yet, teaching materials aimed at EFL students rarely provide a pedagogical framework for learning how to take notes, and guidance for lecturers to aid them in creating clear materials that EFL students can comprehend is equally rare. This presentation reports on multi-year action research in the Japanese context. In the study, Japanese university students were explicitly taught notetaking using Siegel's (2018) 4-step approach that gradually became adapted over multiple iterations of the study. Data collected before and after the pedagogic intervention includes notes taken during lectures (analyzed in terms of the number of information units noted), along with written summaries of lectures, and comprehension tests. The current iteration of the study suggests that improving learners' ability to comprehend the lecture is more elusive. Results from the study have implications for EFL teachers hoping to better prepare their students for life on EMI courses and lecturers wishing to make their lectures more accessible for EFL learners.

11:20-11:45

65914 | *The Effect of Instruction on Japanese EFL Learners' Pragmatic Routine Knowledge Using the Online Elicited Imitation Test (EIT) Module*

Nanaho Oki, Hokkaido Musashi Women's Junior College, Japan

This study investigates the effect of instruction of pragmatic routine on 27 Japanese university EFL learners using an online elicited imitation test (hereafter, EIT) and its teaching module developed by Oki (2022). The significance of acquiring formulaic sequences for L2 has been widely acknowledged (N. Ellis, 2012; Wray, 2002), and among them, the one conventionally used to convey specific meanings and functions in a speech community is called pragmatic routine (e.g., Bardovi-Harlig, 2008, 2012). Although there have been studies that developed tests to measure L2 learners' pragmatic routine knowledge, these tests are specifically designed for the ESL context and used only for measurement. Since pragmatic routine is critically important for low-level learners because it will be their quick repertoire (Roever, Wang, & Brophy, 2014), measuring and teaching pragmatic routine in the EFL context is an essential challenge for language instructors. The EIT is a type of language test that requires test-takers to orally imitate a sentence with a target linguistic feature immediately after listening to it. To date, in the field of second language acquisition, researchers have developed numerous different types of tests to measure L2 proficiency. However, there are few EIT tests that measure the pragmatic knowledge of L2 learners. In this presentation, I will introduce the Pragmatic Routine Elicited Imitation Test (PREI Test), developed by Oki (2022), and will explain how it was used for measuring and teaching pragmatic routines for EFL learners.

11:45-12:10

66310 | *Kanban Methodology to Assess ESL Students Learning Process*

Maria-isabel Mansilla, European University Miguel De Cervantes, Spain

Kanban boards are a visual form of project management very popular among software, Engineering and product development teams, although we claim that its principles can greatly help ESL students learning to perform language tasks with proficiency, as defined by ease, speed, and accuracy of performance, acquired through practice, in order to improve both receptive skills used in understanding; reading or listening and productive skills (speaking or writing). Dividing language into skill areas for teaching and evaluation purposes does not necessarily reflect how language is really used, but it provides a basis upon which students may start building up their proficiency. ESL learning materials have a multi-layered skills approach. This is the reason why Kanban can be applied to teaching/learning of English as a second language. The methodology, originally developed by Taiichi Ohno, a Japanese engineer at Toyota in the late 1940s, is focused on continuous improvement, where tasks are "extracted" from a list of pending actions in a constant workflow. ESL students can be identified with the working teams Ohno had in mind, and the different tasks by each team member can be interpreted as the tasks related to the different language skills. ESL students using Kanban principles may enhance their results in learning English. The Toyota Production System (TPS) has inspired our proposal, which includes the concepts: Jidoka (automation), Poka Yoke (fail-safe), JIT (just-in-time), Kanban (card or token), Heijunka (production smoothing), Andon (slate), Muda (waste elimination) and Kaizen (continuous improvement), applied to learning English.

12:10-12:35

67225 | *Transferable Speaking Skills in EFL: Through Virtual Conversation in Manga*

Takako Yasuta, Fukushima Medical University, Japan

This study introduces a Manga-based approach to teaching speaking skills in the EFL context in Japan. Students make Manga in English using different phonological processes that match various personalities of Manga characters. The author will examine if making Manga can enhance phonological awareness and be transferable to the actual pronunciation of the students. In grammar-oriented English education in Japan, speaking skills, especially phonological processes such as deletion and assimilation, are rarely taught. Thus, typical Japanese English learners cannot comprehend spoken English when phonological changes occur in conversation. The author has been adopting Manga-making activities to teach writing skills appropriate for different registers. When making Manga, students establish role language, which involves a set of speech features associated with certain personalities. Thus, different Manga characters speak differently, with different types of phonological processes. If "speaking virtually" in Manga can raise the students' phonological awareness, they may be able to produce them. If so, what phonological features can they acquire through making Manga? The study is conducted in a college-level EFL class. Forty-seven health science majors make Manga using colloquial expressions. Most students have very limited speaking skills and speak typical Japanese-accented English (e.g., frequent vowel insertion to avoid closed syllables). A pretest and a posttest are conducted to see if making a virtual conversation in Manga can improve students' pronunciation. The study is still in progress; however, it will offer a more effective and innovative approach to teaching speaking skills in a time-limited classroom.

12:50-13:40 | 317A

# Friday Onsite Presentation Session 3

## PEN Principles (Workshop)

12:50-13:40

66307 | *Using the Science of Learning PEN Principles to Create Better Learning Environments for All Students*

Chris Mattatall, University of Lethbridge, Canada

Every educator who attends a conference like this wants to be able to walk into their classroom the very next day and implement the great ideas they've learned. This session is designed to give educators immediate and doable teaching principles that have been shown to have lasting effects on learning and motivation for all students within an inclusive classroom. I will describe how each of the 12 principles of Psychology, Education and Neuroscience (PEN Principles: [SLRC.org.au](http://SLRC.org.au)) can be implemented in classrooms and I will explain the science and research that supports their use. For example, PEN Principle #1: Written Text and Spoken Word Don't Mix. Did you know that every time you speak in your classroom that your students' brains are not able to stop reading the text that may appear on the board behind you? This confuses the brain and leads to divided attention and intake. Did you know that there is an optimal time to hand out your assignments and then speak about them? Did you know that vision trumps all other senses and your brain loves to utilize images to learn new material? Your brain knows and you should too! These PEN Principles are based on the science of learning and development and have been demonstrated through research to have lasting effects on learning for all students. The good news is that you can walk out of this conference today and implement these principles tomorrow!

13:55-15:35 | 317A

# Friday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Sharon Pelech

13:55-14:20

66031 | *The Challenges and Rewards of Teaching the Student/Customer, Whoever and Wherever They Are: Educating on a Cruise Ship*  
Constance Kirker, Pennsylvania State University, United States

What can be learned about teaching and applied to a university classroom from the unique fantasy experience of presenting lectures on a cruise ship in which the audience members see themselves, and are seen to be, uncontestedly, "customers" rather than "students". There is no shortage of criticism, primarily by faculty, of the growing practice of treating students as "customers", though it can be difficult to deny the dynamic, as ever more large sums of money are involved, and universities' need to retain enrollment grows more urgent. As there is more and more emphasis on life-long learning, might there be value in examining the student/teacher relationship and issues of motivation through the lens of a cruise lecturer? Observations will be drawn from more than twenty-five years of university classroom teaching experience, including three terms participating in the Semester-at-sea program, and nine years of "Special Interest" shipboard lecturing. This presentation will examine how and why a similar topic, "Characteristics of Chinese Art", for example, might be presented differently to students in a university classroom versus a group of adults on a cruise to China, but also what specific teaching skills and approaches can be successfully transferred from each experience and applied in each environment to improve the outcome for the learner, however they view themselves and are viewed, and wherever they are.

14:20-14:45

66036 | *Dare to Imagine: Creative Scaffolding for Transformative Teachers' Praxis*  
Elina Lampert-Shepel, Touro University, United States  
Sharon Sullivan-Rubin, Touro University, United States

The purpose of the proposed paper presentation is to generate the discussion of teachers' learning as transformative praxis that leads to the development of teachers' commitment to social change. In this interdisciplinary qualitative study such learning is conceptualized as a sequence of socially constructed and culturally mediated joint learning activities. Scaffolded with the mastery of such mediational means (Wertch, 1998) and cultural tools (Vygotsky, 1983) as dialog, schema, narrative, and joint artmaking, purposefully designed reflexive learning activities allow teachers to collaboratively examine the problems of practice through dialog, joint artmaking, and co-writing. Such learning as transformational praxis, scaffolded the shift in values and consciousness of the beginning teachers and empowered them to act as transformational agents - question the status quo of the neo-liberal contexts of schooling, deconstruct the codes of the dominant cultures prevalent in their classrooms, and commit to action, advocate for the communities of practice, and create liberating and supportive learning that leads development. Presenters will share research findings and discuss the transformational potential of teachers' meaning making as aligned with the mastery of mediational means (dialog, narrative, artmaking) of reflexive praxis. This cycle scaffolded a disruption in thought, impacted the development of teachers' critical reflection, thus, emancipating them to act on the critical events in their classrooms. Interdisciplinary, technologically fluid, creative scaffolding inspired and supported teachers to deconstruct the dominant schooling practice and to re-imagine their practice and themselves.

14:45-15:10

65831 | *Land-based Learning: Perspectives of Place Within a STEAM-focused Teacher Education Pedagogy*  
Kevin OConnor, Mount Royal University, Canada

The purpose of our research is to investigate how educators' experiences in field studies with community partners can inform an interdisciplinary educational program (STEAM-Science, Educational Technologies, Arts, Mathematics) based on a curriculum of land/place (Chambers, 2008). Place-based education (Emekauwa, 2004) is an approach to teaching that is grounded in the context of community and environment and seeks to help not only students but also communities through employing students, educators, scientists and other interested community members in solving community problems (Denise & Harris, 1989). However, emerging research suggests that place-based education is limited because it does not critique colonial legacies in theoretical frameworks of place (Calderon, 2014). Indeed, many Indigenous scholars are replacing the term place with land and argue that land-based pedagogies promote the decolonization of education (Ballantyne, 2014) by recognizing the intimate relationship that Indigenous peoples have with the land. One challenge with land-based pedagogies is the role non-Indigenous peoples have in this approach to the decolonization of education. Our research, in a western Canadian context, explores this tension as we come to a deeper and shared understanding of our co-responsibility within Treaty 7 relationships. This proposal is strongly linked to the special theme of "Resilience" as we draw on a curriculum of place (Penetito, 2009) as a theoretical framework in redefining our diverse conceptualizations of place and integrating Indigenous knowledge systems and community land/place-based education. Themes included: • Impact of Land-based Learning-Place as Pedagogy • Diverse Ways of Knowing- Integration Through Place • Resilience-reconsidering Place

15:10-15:35

62080 | *Wonder at the Heart of Learning: Incorporating Beauty and Aesthetics into Science Education*  
Sharon Pelech, University of Lethbridge, Canada

What happens to preservice teachers' understanding of science education when given permission to explore the wonder and beauty of the natural world? Biologist Rachel Carson (1998) states that "a child's world is fresh and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision... is lost before we reach adulthood" (p. 58). Research indicates that opportunities to reflect upon and delve into the beauty of the world are transformative in helping students appreciate the complexities of nature and encourages wonder and imagination, essential in the process of teaching science. This interpretive research explores how a class project: "Beauty and Aesthetics in Science", impacts preservice science teachers' understanding of science education, the nature of science and their own personal connection to science. The students were tasked to research a topic from nature, journal their experience, create an aesthetic representation of their experience, and then share their work with their classmates. From the data collected through student projects and semi-structured interviews, students expressed how being given an open-ended assignment was initially difficult but once they "surrendered to curiosity" their experience and passion for their topic transformed their understanding of science from being static facts to a process of wonder and questioning. This presentation will explore how this project may better equip subsequent generations of teachers to find ways to invite curiosity and wonder into their science classroom.

15:50-17:30 | 317A

# Friday Onsite Presentation Session 5

Foreign Languages Education & Applied Linguistics

Session Chair: Akiko Kano

15:50-16:15

66837 | *English Instruction Practice for Students of an Early Childhood Education Course: Aiming to Develop Students' Metalinguistic Ability*

Mika Igarashi, Hosen College of Childhood Education, Japan

This study examined the effect of the English teaching method aimed at improving meta-linguistic ability. Meta-linguistic ability refers to the ability to perceive language analytically and to take it as an object of thought. In this study, the author compared the class comment papers of students who took classes designed to improve their meta-linguistic abilities (experimental group) with those of students who took conventional classes (control group). The students in both groups majored in early childhood education. The comments were classified into four levels from 0 to 3 in terms of meta-linguistic ability level. A  $\chi^2$  test revealed that the number of comments at meta-linguistic ability level 0 was significantly smaller in the experimental group than in the control group, while the number of comments at meta-linguistic ability level 1 was significantly higher in the experimental group than in the control group. There were no significant differences in the number of comments at meta-linguistic ability levels 2 and 3, but the percentage of the total number of comments at both levels was higher in the experimental group than in the control group. The results showed the present teaching method contributes to the improvement of meta-linguistic ability. It is also implied that the situation in which the students had to write some kind of comments in addition to questions gave them opportunities to think more analytically about the content of the class, which supported the development of meta-linguistic ability.

16:15-16:40

66339 | *Catering to Minority Students' English-learning Needs in an EFL Environment*

Eun Sung Park, Sogang University, South Korea

The recent surge in globalization has brought several changes to South Korean universities. For example, the incoming freshman population no longer comprises a homogeneous group of L1-Korean students who come with uniform years of English instruction prior to attending college. Instead, it includes a sizeable number of students from neighboring countries who are easily recognizable because of their appearance and the various languages they speak. In addition, there is another group of students that often go unnoticed—these are North Korean refugee-background students who defected to South Korea. They may look Korean and speak a Korean variety, but they are strikingly different from mainstream South Korean students as they come with unique backgrounds and enter college with varying degrees of disrupted education. The current presentation examines North Korean refugee-background students' experience of learning English at a South Korean university in order to better understand their English-learning needs and challenges. Data were collected as part of a larger project which examined students' struggles with English classes at the tertiary level. This presentation prioritizes the participants' voices by focusing on the qualitative data collected from the students ( $n=19$ ) and English instructors ( $n=2$ ) who have taught them. The results are discussed in light of the students' efforts to acquire English as valuable capital to successfully integrate into South Korean society and the ramifications that ensued as they experienced challenges in their English-learning endeavor. The presentation concludes with pedagogical suggestions which highlight an asset-based approach in catering to minority students with nontraditional backgrounds.

16:40-17:05

67309 | *Promoting Intercultural Sensitivity and Awareness of English as a Lingua Franca Through the Model U.N.*

Yuko Ikuta, Bunkyo University, Japan

Japan University English Model United Nations (JUEMUN) is an academic simulation of the UN that includes discussion, negotiation, and public speaking concerning international affairs. Participants are referred to as delegates and given opportunities to represent different countries on different committees, gaining authentic experience of English as a lingua franca (ELF). Focus group interviews were conducted among the total of 20 participants from Bunkyo University, Japan, after the three-day JUEMUN conferences in Kobe and Kyoto. The following perspectives were discussed: 1. In what ways, in theory and in practice, could their communication in English foster intercultural sensitivity through participation in JUEMUN? 2. In what ways and to what extent does their preparation and participation in JUEMUN promote international understanding? 3. In what ways can communication in English as a lingua franca contribute to global understanding in multilingual contexts? Participants stressed that language respect towards multidisciplinary ELF speakers is indispensable for mutual understanding in global communities. When ELF is regarded as the primary contact language for building relationship among different language speakers, people have to learn how to be tolerant and mindful of varieties, particularly for those who are less-proficient speakers of ELF. Regarding less-proficient ELF speakers, they need to be more aware of the importance of their 'listenability' and 'intelligibility' of their language production (Ikuta & Takahashi, 2014) in order to be understood by a variety of English speakers from all over the world.

17:05-17:30

66328 | *Is Native Speakerism Challenged? Roles and Expectations of Non-native and Native Speakers of English in Elementary Schools in Japan*

Akiko Kano, Sophia University Junior College Division, Japan

Atsuko Nakazawa, Sophia University Junior College Division, Japan

As an EFL country, Japan has relied much upon foreign English teachers as assistant language teachers (ALTs) in elementary school English education. There has been a stable demand for ALTs during the past decades in which native speakers of English (NSEs) have played the central role. However, for various reasons, the proportion of non-NSE teachers in elementary schools has been growing in recent years. The definition of "native speaker" is blurry among Japanese elementary school teachers. An ALT from an 'outer circle' country (Kachru, 1985) is often considered an NSE. In concordance, preferences and expectations toward foreign English teachers are shifting in Japan. Nakazawa and Kano (2022) surveyed Japanese elementary school teachers' expectations for ALTs as English teachers. Results show that there is a tendency to prefer ALTs who can speak Japanese and have a good understanding of the school system in Japan. Other highly perceived elements were that the ALT could be a part of all-round education by spending time with students before and after the designated classes, including extracurricular activities and school events. ALT's English proficiency or aptitude as a language teacher was not as important. With more non-NSEs playing key roles, preferences and expectations toward ALTs in elementary English education in Japan are shifting. Presenters will re-consider both non-NSEs and NSEs' strengths to seek the possibilities or better and practical team-teaching of ALTs and Japanese teachers of English in Japan.

09:00-10:40 | 317B

# Friday Onsite Presentation Session 1

Education, Sustainability & Society

Session Chair: Shaylyn Marks

**09:00-09:25**

67200 | *Redesigning STEM Education Around Students' Strengths: Drawing on LatCrit to Drive STEM Reforms*

Ambar Hernandez Negrete, University of California, Davis, United States

Natalia Caporale, University of California, Davis, United States

Latinx students continue to persist in STEM despite the numerous obstacles in place that attempt to stifle their academic potential and contributions (Contreras Aguirre, Gonzalez, & Banda, 2020). Traditionally, the field of STEM uses deficit-centered approaches and explains these obstacles as individual characteristics, instead of considering the institutional practices that produce these additional challenges for Latinx students (Lara, 2017). For example, these obstacles are often explained as Latinx students' lack of interest in STEM fields, poor academic preparation and/or motivation. LatCrit, a theoretical framework that acknowledges the identities and experiences of Latinx individuals in the US (Stefancic, 1997; Valdes, 2005). Thus, it is a powerful tool that can help us shift away from these deficit approaches and instead advance asset-based reforms that recognize the ways Latinx students resist oppressive STEM structures and practices. LatCrit enables us to highlight the strengths Latinx students possess that STEM educators, leaders, policymakers can tap to fuel their success in these fields. Drawing on this often overlooked line of theory in STEM research, we explore the application of LatCrit to STEM education as a tool to help us (re)imagine educational reforms around the wealth of skills, dispositions, and cultural practices Latinx students possess. As part of these efforts, we offer reflective exercises and pedagogical strategies that STEM practitioners can implement that draw on Latinx students' strengths within classrooms, thus promoting equity and inclusion.

**09:25-09:50**

66414 | *Parental Childhood Experiences and Community Involvement That Influence the Way Children are Exposed to Environmentalism Within the Black Community*

Courtney Wright, University of California Santa Barbara, United States

Climate change has a variety of negative repercussions for communities across the globe, impacting the physical and social environment in which individuals live, breathe, work, study, and play. This change presents a variety of negative impacts or repercussions for communities globally. Climate change is detrimental to all, yet, there is a disproportionately negative impact amongst the underserved, under-resourced, and underrepresented communities across the United States of America. This qualitative study examines the understanding of how parental and community engagement influence conversations centered around environmentally harmful impacts within the black community. All while exploring how these impacts are introduced to children. The researcher spends time highlighting how the sociocultural theory of development factors into how children create an understanding of the conversations that are taking place within their homes. Through qualitative interviewing, the study's focus is to understand better how parental childhood experiences and community involvement impact how children are exposed to environmentalism's teachings.

**09:50-10:15**

66885 | *A Qualitative Approach to Causal Inquiry: Using Causation Coding to Identify How Transformative Activities Elicit White Teacher Candidates' Race-Related Learning*

Alyssa Parr, University of Minnesota, United States

Shana DeVlieger, New York University, United States

To date, qualitative methods have been underutilized as a form of causal inquiry in educational research. Scholars often position qualitative methods as valuable only for descriptive insight and as lacking the potential to identify "regularities" or generalizable findings (Maxwell, 2004, 2012). However, qualitative approaches to causal inquiry do offer unique insights into the role of context in causality and the interpretative understanding (i.e., meaning making) of causal explanations. In this study, we used causation coding (Saldaña, 2013) to systematically identify causal processes regarding how transformative teacher education activities elicited white teacher candidates' learning about race. This involved identifying the antecedents and mediators to which teacher candidates attributed their emotional and/or cognitive reactions, including shifts in perceptual frameworks and understandings of equitable practices. Findings suggested that the extent to which candidates used transformative activities to challenge problematic perceptual frameworks and learn about racial equity in teacher practice varied. Furthermore, the extent to which social contexts supported antiracist development determined whether and how they utilized the activities. While these findings may have differed depending on the guiding theoretical framework or researcher positionality, we can conclude that social contexts played an important role in supporting or thwarting white teacher candidates' learning about racial equity. In addition to findings informing teacher educators' approaches to transformative instruction, we hope that more researchers will consider using qualitative methods to identify causal explanations, including mechanisms that elicit transformation towards racial equity.

**10:15-10:40**

66962 | *Creating Systems of Support for Black Educators*

Shaylyn Marks, California State University Bakersfield, United States

In an effort to mitigate traditional and harmful practices, this presentation offers insight into the systems of support within the Black Educator Teacher Residency (BETR) residency work to disrupt the status quo, and support and empower Black credential candidates through their journey to becoming educators. Some of the systems of support that will be discussed during this presentation include: acknowledgement and intentions to undo harms Black students face in educational spaces, centering Black identity at the core of curriculum and instruction, allowing ample time and space for residents to shape ideologies and confront racist ideals embedded within the education system, careful selection of mentors and university supervisors, and the BETR Alumni Network to provide continued support for Black educators once they have completed the residency program. The first half of this presentation will explore the research in the field in regards to the Black experience in K-12 classrooms, teacher preparation programs, and in the educator workforce. The second half of the presentation will explore the systems of support that were created within a residency program at one university. The goal of this presentation is to bring awareness to the complexities related to the lack of Black educators in the teaching workforce, and to equip attendees with research and practice examples of how teacher education programs, administrators, and fellow educators can come together to support and empower Black educators.

10:55-12:35 | 317B

# Friday Onsite Presentation Session 2

Education, Sustainability & Society

Session Chair: Maria Mayan

10:55-11:20

67168 | *Multimedia Communication Campaigns to Raise Awareness of the Endangered and Endemic Forest Birds of Hawai'i*

Debra Petersen, University of St. Thomas, United States

Tracy Fredin, Hamline University, United States

While Hawai'i is frequently referred to as a tropical paradise, few residents and visitors are aware that it is also known as the extinction capital of the world. This most remote island chain in the world is home to a remarkable feat of biological diversity, including Hawai'i's forest birds, the world's premier example of radial adaptation. However, they are some of the most endangered species in the world due to climate change and invasive species, including mosquitoes and feral pigs and cats. We are members of a team of conservation biologists, environmental educators, and communication specialists who are creating multimedia strategies to educate and engage visitors and residents about these beautiful and threatened birds and what might be done to save them. We will describe the challenges of engaging people to care about birds that can rarely be seen. We will share the communication strategies that we employ, including multimedia galleries, traveling exhibits, and K-12 outreach materials, in locations including interpretive centers, museums, hotels and schools.

11:20-11:45

66561 | *Leveraging the Co-Benefits of Environmental Citizen Science Smartphone Applications for Environmental Research and Pedagogy*

Evelyn Alvarez, California State University, Los Angeles, United States

Environmental citizen science smartphone apps (applications) have become increasingly popular and available in the last decade. As a college professor, it's rare to have an opportunity to do something that covers two categories at the same time (teaching and research) and is impactful all on its own. During the pandemic, instructors all over the world scrambled to find meaningful projects that could be done remotely. The free smartphone app from National Geographic, Marine Debris Tracker, allows the integration of environmental data collection with classroom pedagogy and works for both in-person class and online class formats. This paper will highlight the findings from a semester long class project to examine environmental waste in students' respective communities. Marine Debris Tracker allows users to download their data in an excel format that can then be analyzed by several factors such as classification of waste, time of day it was tracked, and geo-location of that waste. This allows for complex analysis of waste across various zip codes in a given county, but also in a state, country, and even globally. Furthermore, students learn valuable environmental data collection skills while also contributing to key environmental justice data repositories that can help to inform policies in their communities. Doing this semester-long project in a college classroom setting not only leads to valuable publishable research findings and an impactful classroom learning experience, but most importantly, it can also empower a growing movement of citizen scientists to take action in their communities against environmental injustices.

11:45-12:10

67295 | *Developing a Curriculum to Conserve the Critically Endangered Mariana Crow*

Emily Cook, Independent Researcher, United States

Alison Ormsby, University of North Carolina, Asheville, United States

The Mariana crow (*Corvus kubaryi*), also called Āga, is critically endangered and endemic to the Mariana Island of Rota. Environmental education and citizen science is an underutilized component of conservation strategy on Rota. This study developed and implemented an avian environmental education curriculum and evaluated the curriculum's influence on attitudes and knowledge using critical and interpretive social science research methods, including surveys, observational field notes, and formative evaluations. The curriculum utilizes storytelling and citizen science as pedagogical methods, thus incorporating culturally appropriate methods while providing practical training and empowerment to contribute to scientific efforts. Fifth and sixth grade student identification of and attitudes toward Āga were measured before and after curriculum implementation. In the treatment group, Āga identification increased by 39%, and identification of birds commonly misidentified as Āga increased up to 72%. A chi-square test found that treatment group changes were statistically significant at the .1 level. A two-tailed t-test found significant improvement in the treatment group concerning overall ecological knowledge. A chi-square test showed that treatment group attitudes improved toward chasing Āga significantly at the .1 level. A longer-term study and a teacher-training component are recommended, notably to expand student and teacher participation to increase the sample size from 36 students. The framework of the curriculum in the study can be used to develop other, place-based inclusive pedagogies. This study has implications to the conservation of endangered and endemic Hawaiian birds, and preparing communities for involvement in conservation efforts.

12:10-12:35

67380 | *Tuition Support to Increase Participation in Post Secondary Education and Training and for Rural Revitalization*

Maria Mayan, University of Alberta, Canada

Alexa Ferdinands, University of Alberta, Canada

An oil and gas town in Alberta, Canada Drayton Valley-established in 2019 a bold approach to education and training in their community. Any resident of Drayton Valley, regardless of their financial circumstances, can apply for tuition assistance program, which contributes up to \$5000 to their tuition. Various training opportunities are being offered (e.g., healthcare aide, business administration) through partnerships with five postsecondary institutions in Alberta. This presentation will focus on qualitative data collected and analyzed to understand the impacts of this tuition assistance program in the context of what it means for women and young people living in the community. The tuition assistance program may also serve as a mechanism to rural revitalization, economic sustainability, and an inclusive economy.

12:50-13:40 | 317B

# Friday Onsite Presentation Session 3

## Inclusion and Equity (Workshop)

12:50-13:40

67283 | *Understanding Inclusion and Equity Through Experiential Learning*

Nicholas Monk, University of Nebraska Lincoln, United States

At the heart of the Covid pandemic lies a paradox for embodied and experiential learning. In an ironic twist the pandemic, a profoundly embodied phenomenon, reduced our embodied contact with other people to the lowest levels possible. The question many institutions ask now is, how can we now reinstate the value of the face-to-face teaching and learning experience. One answer is to create teaching and professional development activities that reinforce the educational value of embodiment. The embodied activities I will share today ring small groups of individuals together and allow these groups to generate related activities subsequently in their own working environments. The exemplar activity for this workshop focuses on two learning objectives. The first is to ensure all participants gain an embodied experience of disadvantage in a teaching and learning environment. The second requires that participants produce a reflection on the experience and design an activity of their own that is modelled on the principles and practices of our workshop. Participants will be divided into groups, given a specific collaborative activity to complete, then asked to reflect on the activity. We will ask participants to share a paragraph of reflection within two days of the workshop, then a brief outline of an activity of their own two weeks later. Participants will not be fully aware of certain specific aspects of the exercise, but should know the activity requires certain members of each group be 'disadvantaged,' in a very safe way, in their attempts to succeed in a common goal.

13:55-15:35 | 317B

# Friday Onsite Presentation Session 4

Higher Education

Session Chair: Neal Luo

13:55-14:20

65196 | *Instructional Contingency Planning: A Change Oriented Approach*

Bushra Alghamdi, Virginia Tech, United States

Ken Potter, Virginia Tech, United States

Change is a deviation from the status quo. This review paper presentation aims to get an overview of how changes have been handled in different times, locations, sizes, effects, and contexts in higher education settings. For example, some might attempt to control deviations, and others might try to respond or react to them. The review paper presentation will show how we can plan for reactions and responses to deviations before and after the deviations occur. In addition, there are examples of educational reactive and proactive plans that will be provided to deliver the value and the need to prepare for any contingency at any educational level. It can be at international, national, organizational, or even more at a small level such as class level. In addition, the role, impact, nature, differences, and similarities between responding plans will be examined. This review emphasizes the need to have planning for appropriate responses in instructional contexts. Therefore, after analyzing the planning preparation and elements, a logical next step would involve studying further and developing a proactive contingency plan for instruction.

14:20-14:45

67196 | *Providing a Plan to Improve LSAT Scores for Diverse Students Attempting to Enter Law School*

Tandra Tyler-Wood, University of North Texas, United States

The LSAT (Law School Admissions Test) is a required component for admission to almost any law school in the US. The goal of Project TRAIL (Teaching Resources to Advance Interest in LAW) is to assist under-presented populations in their quest to enter law school by providing a course geared towards improving LSAT scores. The project is sponsored by the AccessLex Center for Legal Education Excellence under the Diversity Pipeline Research Grant Division. This division provides funding to programs and initiatives aimed at helping college students and college graduates from historically underrepresented groups successfully enroll in law school and the legal profession. (AccessLex, 2021). Through formative assessment, student participants are provided a picture of their current test scores, a plan to address deficit skills, and post scores that students obtain as they exit the course. The course seeks to empower students by providing information about students' skill sets as related to the LSAT. A plan for improving those scores, as well as a plan for applying to law school and entering the legal profession, are provided to students. Assessments provided for students participating in the LSAT course include: Practice LSAT, Dimension of Self-Concept, Critical Thinking Assessment, and the GRADE (Group Reading Assessment and Diagnostic Evaluation). These scores and how they relate to developing a plan for improving LSAT scores are discussed. The curriculum provided through the course is reviewed.

14:45-15:10

67201 | *Modeling the Relationship Between College Students' Perceptions of Their Entrepreneurial Environment, Efficacy, and Intention*

Neal Luo, Emporia State University, United States

Xiuli Zhao, Guangdong AIB Polytechnic College, China

Dilan Luo, The University of Texas at Austin, United States

Junguo Feng, South China Normal University, China

Guided by the theoretical framework, this study explored the relationship between Chinese college students' perceptions on their entrepreneurial environment, entrepreneurial efficacy, entrepreneurial intention, using a cross-sectional survey of 1,079 college students in a large metropolitan city of China. A structural equation model with mediation and moderation was fitted to the survey data. The statistics suggest a good fit without serious common method deviation in the data. The model accounts for approximately 18.5% of the variance. The results reveal that the entrepreneurial environment predicted entrepreneurial intention directly and indirectly through entrepreneurial efficacy that played a mediational role. The mediation of entrepreneurial efficacy was moderated by students' gender that affected the relationship between entrepreneurial efficacy and entrepreneurial intention. Practical implications are provided in terms of improving the entrepreneurial environment, enhancing college students' entrepreneurial efficacy, and supporting female students' entrepreneurship. Limitations and future research implication were also discussed and recommended.

15:10-15:35

64340 | *Teaching the Law to K-12 and Higher Education Undergraduate and Graduate Students*

Christine Kiracofe, Purdue University, United States

In order for K-12 classroom teachers and higher education professionals to adequately perform their jobs, it is essential that students preparing for these fields are exposed to how the law impacts their chosen professions. Recognizing the value of legal education for students preparing to enter these fields, some states have mandated legal courses as part of their pre-service teaching or administration programs. This presentation provides an overview of how education law can and is taught to pre-service teachers (including the scope of topics covered and methodologies utilized) as well as graduate students studying higher education. The presentation will be interactive and questions and feedback are welcomed. The goal of the presentation is to engage with other academicians in how and why education law can and should be taught.

15:50-17:30 | 317B

# Friday Onsite Presentation Session 5

Professional Training, Development & Concerns in Education

Session Chair: Shannon Dermer

**15:50-16:15**

66699 | *The Equity Experience: Leading, Teaching and Connecting Through the Lens of Equity*

Qiana O'Leary, Texas A&M International University, United States

Ijeoma Ononuju, Touro University, United States

In recent years, the word "equity" has become a popular buzzword that has pushed for further examination of disproportionate inequities throughout multiple career industries. Specifically in education, TK-12 educators have begun to further their exploration of developing equity consciousness to ensure that children of diverse cultures experience an equitable and quality education. Gee (2009) asserts that culture extends beyond race and ethnicity, but is largely based on shared communities such as schools. Despite all the talk about equitable practices, there still remain large uncertainties about applying equitable practices when deciding about key issues such as curriculum, programming, budget, hiring, and other influencing factors that determine how children successfully navigate through public education. Providing equity-centered training to school principals may help schools productively develop, adopt, and sustain equitable structures that all members of the school community may benefit from. Using a mixed-methodology approach, the researchers aim to share the phenomenological perspectives of school administrators who attended a six-day DEI (diversity, equity, and inclusion) Workshop Series and the impact the training has made on their leadership trajectory. These workshops focused on 3 major strands: 1) identity, 2) equity, and 3) schooling which serve as an anchor to better support school leaders understand the interconnections of how one's personal identities and school experiences shape the way in which they lead through the lens of equity.

**16:15-16:40**

65184 | *Developing Equity Literacy in an Online Multicultural Methods Course in Secondary Education*

Felice Russell, Central Connecticut State University, United States

This session presents findings and poses questions from a semester-long qualitative case study of an online multicultural methods course in secondary education. As traditional on-ground teacher education programs moved their courses on multicultural education to online platforms in light of the global health pandemic in the spring of 2020 questions focused on how to support teaching for diversity and equity literacy (Gorski & Swalwell, 2015) in virtual spaces became more pressing. While online teacher education programs are not new many teacher educators needed to pivot and attempt to teach multicultural content they were accustomed to doing in-person into a virtual format (Mutton, 2020). The goal of this emerging study is to understand how asynchronous components of teaching an online course in multicultural methods in secondary education contribute to the development of equity literacy (Gorski, 2016) and understanding of opportunity gaps for diverse learners (Milner, 2020).

**16:40-17:05**

67401 | *Centering Black Youth Well-Being: A Curriculum on Combatting Anti-Black Racism for the Youth Sector*

Uzo Anucha, York University, Canada

Sinthu Srikanthan, The Youth Research and Evaluation eXchange (YouthREX), Canada

Cyril Cromwell, The Youth Research and Evaluation eXchange, Canada

Rahma Said-Togane, York University, Canada

Carol Wade, The Youth Research and Evaluation eXchange, Canada

Chanel Herbert, The Youth Research and Evaluation eXchange, Canada

With the 2020 murder of George Floyd, demand for Anti-Black Racism (ABR) training has exponentially grown across multiple sectors including the youth-serving and education sectors. To respond to this demand, the Youth Research and Evaluation eXchange (YouthREX), a province-wide initiative based at the School of Social Work at York University in Canada launched a comprehensive and multi-modal online certificate titled Centering Black Youth Wellbeing: A Certificate on Combatting Anti-Black Racism. This certificate was designed to provide the youth sector with the foundational knowledge, resources, and tools to cultivate practices, policies and alliances that challenge, disrupt and combat systematic anti-Black racism. The certificate is grounded on five understandings including that the experiences of Black youth are multi-layered and class, gender, ethnicity, sexuality, and other social identities are intersectional and therefore cannot be separated from one another. Since launching the certificate in February 2021, over 3000 participants have registered for the certificate. Findings from an evaluation model that provides a "panoramic view" of a training program by evaluating four levels of program effects (including participant reactions; learning and transfer of learning; as well as the organizational impact of the program), indicate that the certificate is effective in building the capacity of participants. We discuss pedagogical approaches of the certificate such as the weaving of artistic content into the curriculum and a virtual Community of Practice for participants to share.

**17:05-17:30**

67279 | *Training Counselors from a Sex Positivity Framework*

Shannon Dermer, Governors State University, United States

Counselors and Counselor Educators are often trained to assess sexuality from a deficit/pathology perspective, but sexuality can also be assessed as an enhancement to individual and couple health. Sex Positivity is a framework from which clinicians can conceptualize sexual wellness. Sexuality is a core aspect of physical, emotional, and relational development. Despite the importance of sexuality (regardless of if someone is sexually active or not) it is not always included as a part of wellness or overall health except for ruling out problems and disease. There is little literature in the mental health field on sex positivity. The application of sex positivity to work with clients began in the field of social work and more recently the applications to counseling and psychology have emerged. The presenter will focus on using a sex positivity framework based on a content review of the current literature. Several themes across available literature emerged; Counselors should use an approach that is non-judgmental, affirming, holistic, pleasure-focused, and encourages sexual agency. The presenter will discuss how to train counselors to conceptualize, assess, and intervene with individuals, sexual relationships, romantic relationships from a sex positivity framework.

09:00-10:40 | 322A

# Friday Onsite Presentation Session 1

Curriculum Design & Development

Session Chair: Sahar Khajeh

**09:00-09:25**

67219 | *Promoting Spaced/Spiral Learning Through Interleaved Curriculum*

Gyseon Bae, Defense Language Institute Foreign Language Center, United States

Mikoung Park, Defense Language Institute Foreign Language Center, United States

In cognitive learning theory, manipulating the practice schedule is known to affect learning significantly (Nakata, Webb, 2016; Nakata, Suzuki, 2019; Pan et al., 2019). Two different ways of introducing and practicing concepts are blocked and interleaved (Rohrer, 2012). In the interleaved schedule, multiple target linguistic/content categories are introduced simultaneously, with each type re-emerged in a spaced interval, e.g., ABCBCADBC (Suzuki et al., 2020). The spacing effects in the curriculum enable students to review, revisit, and expand linguistic/content knowledge for long-term retention. In this session, the presenters demonstrate how to tweak the existing theme-based foreign language curriculum into the interleaved one by manipulating the practice schedule. The presenters showcase an alternative interleaved curricula model that features spaced/spiral learning, gradual level-ups, thematic flows, and genre diversification.

The session begins with the rational and educational value of interleaved curriculum. Next, the presenters introduce a prototype of interleaved schedules (in contrast with blocked schedules) using graphic representations. Then, the presenters show guiding principles for the interleaved curriculum project, i.e., genre diversification and spiral learning, gradual escalation of cognitive skills. Following this, the presenters will introduce a sample interleaved foreign language curriculum used for the students learning Korean as a foreign language and the student's long-term performance gains. The session concludes by discussing the interleaved curriculum's values, challenges, and pedagogical implications.

**09:25-09:50**

61464 | *Developing a Customer-focused Approach in Level 4/5 Graphic Design Students Through Project-based Learning*

Sahar Khajeh, University of Hertfordshire, United Kingdom

Studies have shown that progression from academic courses to 'real world' employment sectors is very challenging for graphic design students (Grieve and Meek 2015; Chiang et al 2018; Swanson 1994). From employers' perspectives, having experience in the 'real world' design sector, or as Grieve and Meek 2015 called the 'business of design', is an essential skill for recruiting a graphic designer. In this case, re-evaluating the Graphic Design curriculum by including multidisciplinary Project Based Learning (PBL) can provide graphic design students with the experience of a customer-focused approach in the 'real world'. This article demonstrates the development of a multidisciplinary PBL module that increases the connectivity of Graphic Design and IT students' academic courses with industry. On one hand, the multidisciplinary aspect of the project improves the skills of students to work within a design team in future. On the other, involving real customers with different cultural backgrounds from the industry, helps to improve the student's commercial and communicational skills.

**09:50-10:15**

66418 | *Learning Through Storytelling: Supporting Teachers With SDG2 Resources in a Time for Building Resilience and Hope*

Gail Harper Yeilding, Auburn University, United States

As many educators across the world have faced unprecedented challenges with a global pandemic and many other political factors, and with a desire to uplift and amplify the voices of teachers during this time, I have created an ELA curriculum focused on hunger called Learning Through Storytelling in collaboration with the author, Roger Thurow, who published three books based on his experiences fighting hunger at home and abroad. The curriculum is based on the books, *Enough*, *The Last Hunger Season*, and *The First 1,000 Days*, which address historic decisions which have exacerbated hunger, the challenges of smallholder farmers during the hunger season, the first 1,000 days for mothers and children, the planetary health movement, and hunger in America. Using a free and reproducible resource via Google Classroom, Padlet, and Catalog, resources, lesson plans, and discussion topics are provided along with photo essays, Prezi videos, a NewsELA binder, and Flipgrid. Presenters will discuss the curriculum and ways to implement it in your classrooms as well as implications for further study. We would love to workshop your ideas and gain evaluations and feedback regarding the curriculum's relevance, feasibility, and quality. We will share some of the stories of our current teachers as well as highlight the stories that are central to the book and curriculum. As storytelling is a central process and a beautiful part of the study of English Language Arts, the curriculum centers on the stories of real people across the world who face and overcome hunger.

10:55-12:35 | 322A

# Friday Onsite Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Samantha Thompson

10:55-11:20

66831 | *Learning to Lead from Indigenous Leaders – Courage, Resiliency, and Advocacy*  
Melissa Purcell, University of Calgary, Canada

Can you identify a leader that you admire and explain why? This question completely stumped me during a second interview for an Indigenous leadership position of an organization that I had applied for. I was speechless. So many courageous, innovative, graceful, and fearless leaders whizzed through my mind and as I began to formulate a response for the interview panel. There are many challenges for Indigenous leaders navigating through education systems, especially when advocating for Indigenous students and education. Based on my experiences, navigating through policies, procedures and systemic inequities for Indigenous peoples can feel overwhelming, lonely and, oftentimes, frustrating. Structural changes are required for Indigenous leaders to feel supported, respected and valued within education systems, to ensure that Indigenous leaders are flourishing within their respective roles, and beyond. I have worked in numerous formal Indigenous leadership positions within education over the past ten years, such as a First Nations, Métis and Inuit consultant, program coordinator and supervisor at the division level, and provincial level. Throughout my experiences within education, I have worked and learned alongside many inspirational leaders. The Indigenous leaders mentioned in my reflection have greatly inspired me through their unwavering and unfaltering actions and are an inspiration to me and countless others and will continue to inspire for future generations across Turtle Island. I am grateful for opportunities to reflect and share my beliefs, alongside my experiences, in leadership and to continue to work on learning, growing, and sharing my learnings with others.

11:20-11:45

65501 | *Assessment of Potentials for the Reform of University Management*  
Christian Schachtner, IU University of Applied Sciences, Germany  
Nadine Baumann, BayWiss Academic Forum, Germany

Since the Bologna Process of the 2000s, not only systematic changes in science teaching and learning structures have become apparent, but also the need for reform at the management level of universities. A landscape of modernization approaches with components such as strategy and structure, measurability of performance, or process economy via key figures will not find lasting acceptance in the administrative landscape. One component of the reform approaches remained underdeveloped: the cultural change toward a motivating working environment for academic and non-academic professionals. In this respect, this research is mainly dedicated to questions of how a transformation can be implemented in administrative structures through motivation, a methodical approach to change, the establishment of jointly lived attitudes and values as well as the design of a sense of togetherness. Conceptually, reference is made to the "Theory of Absorptive Capacity" based on Cohen/Levinthal for innovative capacity and the future viability of organizations, including three partial capabilities. This leads to a brief overview of fundamental approaches to change management from the point of view of organizational design to increase the maturity of organizational change. A quantitative survey shows reasons, what reasons are existing, and why high potentials are leaving the administrative sector using the example of German-speaking countries. Based on this exemplary survey on changes in work requirements, the importance of recruitment and the possibility of winning over 'designers' will be presented. The aim is to show possibilities to derive recommendations on service initiatives to launch efficient reforms in the public learning management

11:45-12:10

65382 | *A Pathway to Institutional Resilience in Addressing Equity, Diversity, Inclusion and Accessibility*  
Hieu Ngo, University of Calgary, Canada

Increasingly, post-secondary education institutions have been challenged to take on a systemic approach in addressing equity, diversity, inclusion and accessibility. Even though many institutions readily released their statements of condemnation against racial injustices and all forms of discrimination, few have taken steps to develop, implement and evaluate their action plans. A lack of attention to membership engagement, process and comprehensive operationalization of change has at best yielded the strategic documents with limited scopes and at worst perpetuated performative discourses and actions. The proposed presentation will present a pathway to institutional resilience in addressing equity, diversity, inclusion and accessibility (EDIA). It will examine the contexts that call for institutional change. Drawing on the existing scholarship and research, it will argue for the importance of grounding change efforts in the principles of social justice. This presentation will then present an integrated framework to address EDIA in all structures, processes and functions in post-secondary institutions. It will suggest a reflexive, participatory process that engages members, promote buy-in, address resistance, build capacities and coordinate the development, implementation and evaluation of systemic actions. Participants will also be invited to share their perspectives and experiences in promoting institutional change in post-secondary education.

12:10-12:35

66768 | *Reimagining Resilience at Historically Black Colleges and Universities (HBCUs): Emergent Governance, Leadership, and Crisis Management Practices*  
Melanie Smith Johnson, Southern University and A&M College, United States  
Samantha Thompson, Southern University Law Center, United States

The COVID-19 pandemic served as a catalyst to an array of challenges in higher education, particularly at Historically Black Colleges and Universities (HBCUs). These challenges included not only reinventing traditional pedagogical approaches but restructuring their academic service delivery options. As a result, examining these complexities warrants reviewing the role of governing boards, leadership, and their decision-making processes, which will be critical to the resilience of these institutions. Moreover, this crisis has demonstrated the need for HBCUs to collectively work together and not in silos, as well as ignited the urgent call for university board members to play a more active role in the governance of their institutions. Board members have a unique responsibility to engage in crisis management best practices to mitigate severe risks to their organizations. Essentially, poor crisis management can have egregious effects on organizational reputation and financial performance. Considering these challenges, this study examined the role of crisis management and investigated the decision-making processes of the governing boards and leadership at four (4) HBCUs. Utilizing a qualitative case study approach, this presentation will highlight the importance of leadership in times of crisis, explore the complexities of board decision-making, and provide insights and strategies to strengthen and improve HBCUs through crisis management models. The presenters will also foster a dialogue about how university boards can address constantly changing educational priorities in the wake of the pandemic.

12:50-13:40 | 322A

# Friday Onsite Presentation Session 3

## Professional Training, Development & Concerns in Education (Workshop)

12:50-13:40

66296 | *Ad Astra per Aspera: To the Stars through Difficulties with the Ethical Mandate of Self-Care for Educators*

Gaelynn Wolf Bordonaro, Emporia State University, United States

Nancy Richard Albrecht, Emporia State University, United States

Paula Basten-Erath, Aspen Family Counseling, United States

Barry Erath, Aspen Family Counseling, United States

Carloyn Richard-Davis, Unified School District #368 Madison-Virgil, United States

*Ad Astra per Aspera* is Latin for "to the stars through difficulties". When anti-slavery activist John James Ingalls coined the Kansas motto in 1861, he honored Kansans' unique optimism and aspiration to rise above during tough times. The phrase holds deep meaning for this cross-disciplinary panel from the USA's heartland. The global pandemic, oppressive systems, and economic disparities compound the lived experiences of students around the world as well as their teachers. Schools have an important role to play in providing stable, safe spaces for learners and connecting them to caring adults (McInerney, & McKlindon, 2014); unfortunately, trauma-informed education is not a core component of teacher preparation. Furthermore, school systems rarely conceptualize educators' self-care as essential to their performance. The panelists champion the ethical mandate of self-care; creativity and self-care practices are regarded not as luxuries, but as critical in mental health care and education. Self-care and self-awareness build educators' capacity to ameliorate, rather than contribute to, learners' trauma. Panelists will introduce to the effects of trauma, the wide-ranging implications of adverse experiences on both students and professionals, principles of trauma-informed care, and constructs of mindfulness and positive psychology. Participants will engage in a mindfulness-based, positive psychology-informed, no-talent necessary, arts-based experience they can bring back to their schools and share with colleagues and learners! Interactive conversations will provide opportunities to build connections and share experiences. Materials will be provided, but participants are welcome to bring smart phones or tablets to find inspiration.

13:55-15:35 | 322A

# Friday Onsite Presentation Session 4

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Kurt Thumlert

**13:55-14:20**

66142 | *Smartphones and Learning: Evaluating the Focus of Recent Research in the Field*

Kendall Hartley, University of Nevada, Las Vegas, United States

Bobby Hoffman, University of Central Florida, United States

Alberto Andújar, University of Almería, United States

The smartphone has become an integral part of the learning landscape and has important implications for learning. Researchers have produced a bifurcated collection of studies that can be framed as positive (e.g., improve understanding, Clayton & Murphy, 2016) or negative (e.g., problematic use, Lepp, 2015). The topics addressed in smartphone and learning research can illuminate potential biases in research disciplines and merit investigation. This study aims to identify the potential for bias through the analysis of smartphone research in two distinct fields, education and psychology. This study compares the recent smartphone research published in the education and psychology literature. The methodologies used to address the research questions are standard bibliometric techniques applied to the smartphone literature cataloged in the Social Sciences Citation Index. Two datasets were developed utilizing the search and export functions. Both datasets included research that used smartphone as a keyword. The first dataset included research categorized as education and the second as psychology. Three bibliometric analyses were completed with R, RStudio, and the Bibliometrix package. The first utilized an analysis of the author keywords for each dataset. The second involved developing and analyzing discipline-specific network maps of the co-occurrence of keywords. The final analysis used a qualitative comparison of highly cited articles in the disciplines. The results of the keyword analyses reflected a bias towards topics such as addiction, depression, and anxiety in the psychological literature. In comparison, the educational literature utilized more neutral terms. Highly cited papers in both fields reflected explorations of negative outcomes.

**14:20-14:45**

66187 | *Using Fortnite as a form of JLPT study*

Jeremy White, Ritsumeikan University, Japan

Studying for JLPT can be time-consuming and requires a significant level of motivation to succeed. At times, the practicality of the JLPT vocabulary can become lost on the learner. This leaves learners of Japanese to consider alternative means of studying that are motivational, fun, and can provide results. Fortnite is a battle royale survival game where individuals or teams aim to be the last person (group) standing. This free game, released in 2017, claims to have 125 million active users and enjoys popularity with a broad spectrum of players. This study will show the results of a pilot study that aimed to see if Fortnite could be used as an additional means of JLPT study. The presenter will first discuss the current state of digital game-based learning. Then, the presentation will introduce the game of Fortnite and outline the methodology of this study to show how the participants used the Zone of Proximal Development to assist each other. Results will show that the pressure of game-play could at times be detrimental to target language output but at the same time provided target language learning opportunities. Furthermore, results will show that there was some crossover between the vocabulary used in Fortnite and JLPT, and at the N5 and N4 levels, the game could be a study tool.

**14:45-15:10**

66024 | *Team Progress Analyzer: An Innovative Dynamic Visualization Tool for Evaluating People Working on a Homework Group Project*

Hector G. Perez-Gonzalez, Universidad Autonoma de San Luis Potosi, Mexico

David A. Garza Medina, LeanData.io, Australia

Francisco E. Martinez-Perez, Universidad Autonoma de San Luis Potosi, Mexico

Raymundo Antonio González Grimaldo, Universidad Autonoma de San Luis Potosi, Mexico

Many computer programming courses treat a finished program as the only artifact that students must turn in. This can lead to the false belief that the important thing is the product and not the process that must be followed to obtain that product. In software engineering courses, students are expected to learn how to develop software as a team rather than individually. To evaluate the performance of the team and each of its members, we created an innovative computer tool (Team Progress Analyzer (TPA)) that allows us to visualize, in a very attractive way, individual behavior in terms of participation, leadership, organizational skills and team's procrastination rate. We propose the use of a social network (WhatsApp, Telegram, etc.) as the communication platform between members of a homework software development team. The output of such application is the input for TPA. This study is conducted in a software engineering course of a public university; twenty-five students are enrolled in the course. Students must participate in teams in two programming projects. At the end of the first project, students are asked to evaluate their peers, and these results are compared with those obtained using TPA. In this way, the students know the tool capabilities and proceed to carry out the second project. The second project is developed by the same teams and their behavior is analyzed again. The study results show a significant improvement in student participation and a reduction in their procrastination rate. Current tool: (<https://infocomp.ingenieria.uaslp.mx/pw2021/>)

**15:10-15:35**

66129 | *Toward a More Resilient Democracy: Addressing the Challenge of Algorithmic Culture Through Digital Game Design Pedagogies*

Kurt Thumlert, York University, Canada

Suzanne de Castell, University of British Columbia, Canada

Jennifer Jenson, University of British Columbia, Canada

Media scholars assert that we are experiencing an algorithmic turn in digital culture. Algorithms increasingly mediate experiences of self, culture, agency, and sociopolitical possibility; they compile data about us, address us, organize architectures of 'choice', and otherwise personalize, predict, and delimit horizons of visibility, community, and learning. As educational theorists argue, big data techniques are implicated in forms of identity construction/interpellation, new surveillance cultures, and in perpetuating discrimination/racism. While educators argue that students need to have critical knowledge 'about' algorithmic systems, this paper asserts that resilient actors in contemporary democracies require pragmatic competences – technical know-how – of the interactive logic and intermediary operations in play. This paper speaks to the opportunities of transdisciplinary pedagogies for understanding algorithmic culture through digital game design. As games are, at their core, algorithmic, we ask: What and how do students learn through game design pedagogies that emphasize the aesthetic, protocolological, and procedural systems common to both digital games and to algorithms? How might maker pedagogies enable learners to open the 'black box' of algorithmic culture and address questions about interactivity, identity construction, ideology, and democratic agency, and impacted questions about surveillance and privacy? How do game design pedagogies provide nuanced spaces for hands-on understanding of algorithmic procedures, where narrative systems, conditional logic, and complex parametric/algorithmic relationships are interwoven at the level of artefactual making? We map how digital game design advances critical algorithmic literacies as skilled practice, enabling students to explore how algorithms can work towards their own critical and creative purposes.

15:50-17:30 | 322A

# Friday Onsite Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Heather Dean

15:50-16:15

64240 | *Using Slack to Mentor Public Health Research Assistants*

Danielle Henderson, Grand Canyon University, United States

Dulce Maria Ruelas, Grand Canyon University, United States

Master of Public Health programs train students on health promotion and disease prevention within communities. One identified gap was the lack of the ability for students to conduct research projects in their area of interest. Thus, we recruited students to collaborate with faculty on research projects and sought out an online platform to serve as a hub for student research assistants (RAs). Slack is a communication platform that allows for creating a workspace with various "channels" accessible by invitees. We created a workspace titled "Public Health Research Assistants" where RAs could have access to information in one place and communicate with faculty mentors and other RAs. RAs were recruited through faculty courses. Three students were selected and granted access to the workspace. Faculty regularly posted resources in the Slack channels to encourage student engagement. Through using Slack, interactions with students increased; however, there were many lessons learned. Students appeared to be overwhelmed by the provided information and unsure of where to begin or how to utilize the information. Students struggled with time management and being able to prioritize the unpaid research opportunity. Lastly, faculty learned an essential lesson with boundary setting and student expectations.

16:15-16:40

66216 | *Teacher Leadership – The Impact of Clinical Experiences*

Barbara Roquemore, Georgia College and State University, United States

Marcia Roquemore, Georgia College and State University, United States

Paulette Cross, Georgia College and State University, United States

Successful schools are collaborative and complex institutions in which professional teachers create professional learning communities which have the responsibility of educating all students at the highest levels. These highly skilled school teacher leaders determine whether a school becomes a dynamic learning organization or a mediocre holding environment for students. These teachers must be rigorously prepared and deliberately mentored in well-designed programs that immerses them in real-world teacher leadership experiences. Participating in clinical experiences is part of a teacher leadership preparation program and requires joint ownership and shared accountability from two systems- K-12 and higher education. In the John H. Lounsbury School of Education at Georgia College and State University, the Department of Professional Learning and Innovation provides a yearlong clinical program that creates success for these aspiring teacher leaders. This presentation highlights the importance of mentoring in our Teacher Leadership Program which provides 1) High Standards and Expectations for Performance; 2) Commitment of University and District Partners; 3) Problem- focused Learning; 3) Clearly Defined Responsibilities for K-12 Supervisors and University Internship Supervisors; and 4) Meaningful Performance Evaluations. By providing quality supervision and internship experiences, university and districts can increase the ability of new teachers to address real school problems before they begin their first formal teacher-leadership positions. Fifty teacher candidates complete a survey that indicates the value of their experiences. Formal separate focus groups are conducted with the supervisors and with the teacher leadership candidates. The completion of the project provides both quantitative and qualitative data from supervisors and teacher-leaders.

16:40-17:05

65876 | *Teacher Candidates' Perspectives in Teacher Education Instruction: Online vs. Face-to-Face Course Work*

Heather Dean, CSU Stanislaus, United States

In the fall of 2021, our university returned to offering face-to-face courses while retaining online course options for our education students. We quickly noticed that our online courses filled up rapidly and had a growing wait list. As a faculty member now teaching solely online, I wanted to learn more from our teacher candidates regarding their preferences. The purpose of my research is to do a comparative analysis between the perceived effectiveness of teacher candidates of a secondary methods course taught face-to-face versus another section that is being taught online. My research questions are:

1. What are teacher candidates' perspectives regarding the effectiveness of face-to-face courses vs. online courses in a teacher education program?

2. Are there any notable differences in the university observations of teacher candidates between the two modalities of instruction?

Data collection will occur in class as part of the submission of regularly assigned reflections and/or assignments. Students will complete a survey on the first day of class. Focus interviews will be scheduled during class time. Furthermore, all students enrolled in EDSS 4300 are also enrolled in EDSS 4855. In EDSS 4855, they will be observed teaching six times by a university supervisor. I will also analyze these formal documents to see if they show any differences in performance between students from the two different class modalities.

This study adds understanding of how course modality impacts teacher candidates' effectiveness in their field work as well as how teacher candidates' view course options to complete program.

09:00-10:40 | 322B

# Friday Onsite Presentation Session 1

**SYMPOSIUM: Educational Research, Development & Publishing**

**Session Chair: Isabelle Deshaies**

**09:00-09:25**

67270 | *Building an Inclusive Early Childhood Education Environment*

Manon Boily, University of Quebec in Montreal, Canada  
Isabelle Deshaies, University of Quebec in Trois-Rivières, Canada  
Nathalie Goulet, University of Quebec in Montreal, Canada  
Sara Lachance, University of Quebec in Montreal, Canada  
Nawel Hamidi, University of Quebec in Montreal, Canada

The 21st century has given rise to a great deal of reflection on the forms of education to be favored to live in a pluralistic society (UNESCO, 2017). Among the forms of education, so-called inclusive education is sought after because it tends to offer equity in terms of the support to be provided to children to succeed in their educational paths (MEES, 2017). In addition, it is the responsibility of the educational community to lay the foundations for inclusive education (Gosselin-Gagné, 2018). This can take shape through the provision of an educational environment that considers the diversity of children (Andrys, 2019), particularly on the ethnocultural and linguistic levels. However, in their study to understand how teachers were working to foster inclusion within a strongly culturally diverse group of children, Buchori and Dobinson (2015) stated that "building an inclusive culture in a school is paramount" (p.77). To follow up on their study, this article presents an approach implemented by 4 educators to build an inclusive education in their educational setting, including addressing the ethnocultural and linguistic diversity of 3-5 year-olds through 1) awareness and deployment of culturally sensitive practices; 2) reflection and design of an instructional design that highlights the cultural diversity present in children; and 3) design of a curriculum based on activities aimed at valuing differences and understanding their richness. The discussion invites reflection on the development of culturally responsive practices (Gay, 2002; Spanierman et al., 2011).

**09:25-09:50**

67272 | *Deployment of the Skill to Observe in the Educator to Build the Portrait of the Child*

Nawel Hamidi, University of Quebec in Montreal, Canada  
Manon Boily, University of Quebec in Montreal, Canada  
Nathalie Goulet, University of Quebec in Montreal, Canada

In its desire to foster the development of children's full potential and promote equal opportunity, the government of Quebec emphasizes the importance of acting early and ensuring individualized follow-up for each child in order to be supported "with benevolence" by all education stakeholders (Feyfant, 2014; MEES, 2017; MEES, 2018). In this regard, he proposes certain strategies for framing the child's educational success, including the use of a child's educational record (MEES, 2019), which is essential for improving educational quality. However, to build the educational file, the practice of observation is required (MF, 2019) as well as certain knowledge (Martins, and Brault-Tabai, 2021) to be acquired to implement the «knowing how to observe» competence. This paper presents the state of the research in progress by announcing the underlying problematic that leads to the following research question: How do educators use the skill of «knowing how to observe» in order to account for the holistic development of children aged 3 to 5 and to construct their portrait within the educational file? In parallel, she presents the theoretical framework, i.e., the elements on which the 3rd competency "knowing how to observe" from the Ministry's competency framework is based, essential for writing a complete portrait of the child (MF, 2021) and overcoming the challenges of observation (Zogmal, 2015). Finally, it outlines the methodology used to achieve the stated goals while the discussion focuses on the essential information to consider when writing periodic child portraits.

**09:50-10:15**

67268 | *The Influence of the Quality of Interactions on Manifestations Related to Working Memory and Inhibitory Control in 4-year-old Children*

Océanne Éthier, Université du Québec à Trois-Rivières, Canada  
Isabelle Deshaies, Université du Québec à Trois-Rivières, Canada

The experiences of the child during his early childhood (0-6 years) contributed to his level of development and to his future educational success (Observatory of Toddlers, 2018). The developmental vulnerability of the latter, when he returned to preschool at age 5 (Lavoie et al., 2019), reflects an interest in studying his daily education from age 4 in Center for Early childhood Education (CECE) and preschool; reputable environments in Quebec. The Executive Function Development (ED) approach, which promotes educator/teacher support for the child's cognitive skills, is proposed in the Educational Curriculum Refresh (MF, 2019; MEQ, 2021) and is a pillar for everyone's development and success (Diamond, 2009; MEQ, 2021; MF, 2019). Among these additions, two EF (working memory and inhibitor control) would be said to be precursors and would be favoured when the child is placed in an environment where interactions are said to be of quality (Duval, 2015). This proposal, resulting from a study carried out among 2 teachers in preschool 4 years and 2 educators in CECE, relates statistical analyses from non-participating observations on the manifestations related to the two EF and observations from the CLASS (Pianta et al., 2008) on the quality of interactions within the group/class. The results will discuss the influence of the quality of the interactions provided by the educator/teacher on the manifestations related to working memory and inhibitory control in children aged 4 years in CECE/preschool.

**10:15-10:40**

67286 | *Development of Inhibitory Control in Preschool Children 5 Years: Influence on Quality of Engagement*

Isabelle Deshaies, Université du Québec à Trois-Rivières, Canada  
Océanne Éthier, Université du Québec à Trois-Rivières, Canada

The Early Learning Curriculum (MEQ, 2021) highlights the importance of executive functions. Of the four functions present, one allows the child to self-regulate, adjust, and reflect on the situation (Dehaene, 2011); this is inhibitory control. The latter is present in all areas of child development (MEQ, 2021) and contributes to its educational success (Duval et al, 2016). However, the quality of the child's commitment (Downer et al., 2012), specifically in the area of task guidance, which corresponds to the child's commitment to task, autonomy and behavioural control (Downer et al., 2012), seems related to the development of its inhibitory control. This proposal, based on a study of 10 children attending preschool at age 5, links statistical analyses from the inCLASS tool (Downer et al., 2012) on the quality of commitment with those from the NEPSY II tool (Korman et al, 2012) on the development of inhibitory control of the child. The discussion revolves around the reflection on the consideration of the quality of the commitment of the child in preschool 5 years as support for the development of its inhibitory control. Also, we will discuss about the development opportunities to set up in preschool class to support the child's commitment and thereby contribute to the development of its inhibitory control, with the goal of educational success for all.

"

10:55-12:35 | 322B

# Friday Onsite Presentation Session 2

Nurturing Creativity & Innovation: New, Innovative & Radical Education

Session Chair: Linda White

10:55-11:20

61924 | *University/Industry-Collaboration: A Practical Model*

Tin-Man Lau, Auburn University, United States

University/Industry-Collaboration is not new to Industrial Design curricula, however, the contents of the programs are very different. For most collaborations, design students work as a design firm that takes in design problems from sponsors and develops design solutions. During the project, the sponsor may meet with the students once or twice to make sure students are on the right track. At the end of the project, students would present their final solutions. If the design solutions are satisfactory and fulfill the sponsor's needs, the sponsor may come back for another project. This kind of collaboration is mainly a service/client model. The shortcoming of this model is that the sponsor usually funds the project a lot less than the design fee with a design firm while taking a risk of getting less professional outcomes. At the same time, the design school is competing with design firms having the advantage of a much lower cost. If the student's design quality reaches the expectation of the sponsor, the sponsor would no longer need any design firm, thus brings harm to the design profession. At Auburn, we tried a different approach that focused more on collaborations rather than providing design service. We developed a model that continues over a decade that provides students hands-on experience as well as job opportunities when they graduate from the program. This presentation focuses on a collaboration model that can bring benefits to the design industry while providing practical experience to the students.

11:20-11:45

66549 | *Analysis of Financial Literacy among High School Students, Graduates, and Young Professionals in Germany*

Thomas Hammer, Universidad Catolica San Antonio de Murcia, Spain

Alexander Zureck, FOM University of Applied Sciences, Germany

This research paper aims to examine various factors influencing the financial literacy of high school graduates, students and young professionals. Although the academic literature has dealt extensively with the factors influencing financial literacy, no current study focuses on Germany and explicitly on the group of young people with an upper educational level. The empirical research undertaken primarily examines the influence of different manifestations of academic status, income, gender and origin on the degree of financial literacy. In this context, financial literacy is approximated using the scientifically established set of questions, the so-called "Big Three" questions. A total of over 500 participants were surveyed. To evaluate the results, a simple linear regression model is formulated for each hypothesis and then tested for significance using the T-test. Subsequently, a multivariate regression model based on the significant influencing factors is specified and tested again. Thereby, the examined factor of gender is highly significant. Immigration background also has an influence on financial literacy. Findings related to education, background, and income were often inconclusive or weak. No influence of the place of residence, the educational level of the parents or a practice-related education on financial literacy could be found.

11:45-12:10

65900 | *Do Education Curricular Frameworks Reflect the Consensus About Key 21st Century Skills? Evidence From Canada*

Linda White, University of Toronto, Canada

Elizabeth Dhuey, University of Toronto, Canada

I Younan An, University of Toronto, Canada

Michal Perlman, University of Toronto, Canada

The last few decades - labeled the 4th Industrial Revolution - have brought about unprecedented change in nearly every aspect of work. These changes in turn have created new demands on primary, secondary, and post-secondary education systems to prepare students for this changing world of work. While significant effort has been made to understand how these technological innovations are anticipated to affect labour markets and how to prepare for those anticipated disruptions, much less research exists on how educational institutions need to adapt to support the changing nature of work. This paper begins by providing an overview regarding what we know about educating for life and the workplace of the future, drawing on both scholarly research and a growing grey literature produced by a host of policy-related organizations. The paper then examines the empirical case of Canada, which consistently is ranked a high-quality education system based on PISA assessments. The paper uses on a dataset of primary and secondary education curriculum frameworks covering the period 2000-2021 (about 1,500 curriculum frameworks covering all subjects and grades taught). Using natural language processing techniques, the paper examines whether and to what extent those curriculum frameworks provide guidance about teaching what the scholarly and grey literature identifies as key "21st century" skills (as opposed to traditional skills such as reading, writing, and arithmetic). It examines cross-provincial and territorial variation in the content of these curricula frameworks as well as change over time.

12:50-13:40 | 322B

# Friday Onsite Presentation Session 3

## Foreign Languages Education & Applied Linguistics (Workshop)

12:50-13:40

64100 | *The Learning Experience Can Be Strengthened Through Music*

David Lewis Brooks, Rainbow Travel Network, Inc., United States

By employing age-old and new musical technologies, learning growth of both skills and content can be strengthened for all learners. This educational showcase focuses on integrating content-based instructional tasks, learning strategies, and intercultural competence outcomes through the unique qualities of music as learning content – both for native speakers and for ESL learners. Both novice or experienced teachers can breathe new life into language, and literacy courses, or create new content-based modules by capitalizing on the power of music for self-expression and exploring deeper intercultural values. Use of the human instruments readily available as well as various apps for the Apple iPhone and iPad will be demonstrated by active participant involvement. The presentation highlights some of the instructional techniques, as well as some of the available software applications and devices that run them for adding music-related content and instructional activities to the K-12 and even college classrooms. Actual instructional uses for these mobile ICT devices such as the iPad, and iPhone. Music apps will be introduced and guidelines for what to consider in making decisions for adopting or purchasing interactive media technologies will be discussed. Features of a classroom environment that support language growth, creative self-expression, and increased intercultural competence are special considerations. In addition, provisions for successful integration of music content and skills into art curriculum development will be addressed. Those with a strong interest in music or wanting experience in the use of these forms of mobile technology for teaching are invited to attend this workshop.

13:55-15:35 | 322B

# Friday Onsite Presentation Session 4

## Curriculum Design & Development

### Session Chair: Ben Farrow

13:55-14:20

65982 | *Youth Cannabis Education*

Mina Hazar, YMCA of Greater Toronto, Canada

Adela Colhon, YMCA of Greater Toronto, Canada

Cannabis is a common drug used worldwide amongst youth. Cannabis use can cause functional and structural changes to the developing brain, impact academic performance and potentially cause other physical and psychological harms, and the development of cannabis education for youth is of critical importance. Following a youth cannabis education literature review evaluating evidence based cannabis education initiatives, YMCA of Greater Toronto designed and implemented Youth Cannabis Education and Awareness Program, YCAP, across Canada. Informed by protective factors contributing to youth mental health, YCAP provides a multi-faceted and innovative approach to youth cannabis education incorporating community education and youth engagement activities including peer to peer education, media contests and experiential learning/student placement opportunities. Additionally, YCAP's knowledge hub and curriculum design increase knowledge/skills supporting resilience and positive youth development. This presentation provides an overview of YCAP program, cover success and challenges, highlight the role of peer intervention model in cannabis awareness, engage participants in an honest dialogue around youth cannabis use, and discuss strategies to incorporate cannabis literacy into secondary and post-secondary education. It is important to note that peer-based educational programs have been successfully used in a range of contexts, including substance use, sexual risk behaviours, and HIV prevention amongst youth. Youth-driven engagement initiatives give youth a voice to identify their priorities related to cannabis use education and lead community-driven initiatives to support those priorities. They can both change behaviour and improve comprehension as by engaging youth, the messaging is relatable and consistent with youth's experiences, culture and norms.

14:20-14:45

66295 | *Curricular Redesign of a Non-accredited Nutrition Program: Strategies and Lessons Learned*

Zubaida Qamar, San Francisco State University, United States

Curriculum evaluation and redesign are critical components in strengthening existing majors to meet the demands of the current times. Students majoring in Foods and Community Nutrition (FCN) concentration have indicated a lack of belonging and a clear career path in comparison to the students of the accredited Dietetics and Nutrition Science concentration with a clear path to being Registered Dietitians (RD). This session will present rationale and strategies to strengthen a non-accredited FCN concentration through evaluation and refinement of the current curriculum to suit the needs of the evolving field of community nutrition. Strategies will be presented on reviewing the program and modifying course learning outcomes to align with the Society of Nutrition Education and Behavior's (SNEB) Nutrition Educator (NE) Competencies. SNEB represents a global community of nutrition educators, committed to supporting effective nutrition education in communities through policy, practice, and research in various settings (Wilkins, 2020). The NE competencies by SNEB serve as the foundation for knowledge and skills needed by the nutrition educators for the development, implementation, and evaluation of efficient nutrition education. By incorporating the NE competencies, the community nutrition curriculum has been strengthened while providing students a sense of belonging through professional affiliation with the organization. This session will also include approaches towards impactful curricular changes, evaluation and employment of service learning and activity-based opportunities for students while preparing them better to enter the workforce of community nutritionists. Such redesign can also support non-accredited programs that serve to be as competitive as their accredited counterparts.

14:45-15:10

66304 | *Diversifying the Traditionally Non-Diverse Discipline of American Public Administration: Intersectionality and the Accreditation Process*

Kenneth Hansen, California State University, United States

For almost 150 years, the theory and literature of the professional and academic discipline of Public Administration (PA) has been almost entirely Euro-American-centric. The "founding fathers" of the discipline are such notable figures as Woodrow Wilson (1887), Frederick Taylor (1912 and 1916), and Max Weber (1922), among others. Their notions of meritocracy, non-partisanship, professionalism, and rationalistic measurement purported to be neutral (Knott & Miller 1987). However, they were deliberately exclusionary towards women and racial minorities, who were unable to gain entrance to public employment because of systemic discrimination in the educational system and other avenues of professional development, until the civil rights era. Despite initial progress in the late 1960s-1970s (Herbert 1974), pathways for advancement in public sector agencies for women and minorities stagnated by the 1990s (Murray et al. 1994). To this day there remains implicit bias in hiring and promotions ("glass ceilings"), as well as serious omissions about female and minority administrators in the literature. Solutions to these dilemmas involve reforming our professional associations, updating our professional ethics, and encouraging these changes in our instruction and literature by including intersectionality as part of the curriculum (Guy & McCandless 2020). The traditionally interdisciplinary nature of the PA literature allows this to happen somewhat organically. Where there might be resistance to such updates, we can use the accreditation process to push reluctant programs and individuals to accept meaningful changes. This study uses the case of the Master of Public Administration (MPA) program at California State University, Fresno as an example.

15:10-15:35

65911 | *Perspective Convergence of HIPs, Moments, and Active Learning in Construction Management Education: Comparing and Combining Findings from Multiple Research Projects*

C. Ben Farrow, Auburn University, United States

Eric M. Wetzel, Auburn University, United States

Tom Leathem, Auburn University, United States

High Impact Educational Practices (HIPs), the importance of memorable experiences throughout one's education, and the deployment of active learning seek to magnify the student experience. The convergence of these strategies, known as Transformational Active Learning Experiences (TALEs), has importance to the student-centered educational experience in higher education. Four recent studies of faculty, student, and industry perspectives in construction management education have yielded separate and distinct findings. Two studies centered on faculty and student perspectives of learning spaces designed for active learning. Data included 65 faculty from 55 universities and 206 students. Graduating students (N=212) were also surveyed regarding their experiences in five HIPs. Finally, representatives from industry who had completed an undergraduate degree in construction management were engaged in focus groups to gauge their most memorable and valuable educational experiences in higher education. This introductory study considers the collective results and explores congruence and divergence across sample populations using thematic analysis. Key findings include the importance of relevant and practical experiences, the potential of the educational space to enhance the experience, and the shared value of connection and engagement with others. Areas of divergence emerged in delayed realization of the value of the educational experience and the variability challenges with some activities. Key findings also included the importance of the appropriate environment and training for faculty. If synergies from HIPs, memorable experiences, and active learning could be more fully realized, the potential for improved cognition and retention of content, as well as, improved development of metacognition, interpersonal skills, and emotional intelligence exist.

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15:50-17:30 | 322B

# Friday Onsite Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: TBA

15:50-16:15

67009 | *Artificial Intelligence Applications for Academic Plagiarism Detection: Current Status and Future Prospect*  
Waleed Afandi, King Abdulaziz University, Saudi Arabia

Plagiarism is one of the most severe cases of academic misconduct. Education institutions take this issue seriously by applying various types of anti-plagiarism tools. Still, certain forms of plagiarism, such as paraphrasing or translating from other languages, remain challenging to detect and act upon. Artificial intelligence (AI) technologies could potentially revolutionize plagiarism detection approaches by employing algorithms that identify patterns to assess original authorship. This is a substantial improvement over traditional anti-plagiarism methods that look for direct matches of text strings. The major benefit then would be in detecting more elaborate plagiarism techniques to assure academic integrity. This paper reviews and discusses the existing AI-enabled approaches to plagiarism detection by reviewing available literature on the topic. The goal is to provide insight regarding the key development areas, assess the capabilities of the existing tools, and identify enablers and barriers to wide scale adoption and implementation of such tools. With this, the paper seeks to offer practical guidance regarding AI applications for academic plagiarism detection.

16:15-16:40

66260 | *Beyond Literacy: An Investigation into the Literacy Intervention Practices of Effective Teachers*  
Earlisha Whitfield, McNeese State University, United States

Studies have shown that elementary teachers that are responsible for small group interventions in the classroom were uncertain about the implementation and had negative experiences regarding the process. This case study examines effective literacy intervention teachers as evidenced by academic outcomes. The research explores teachers' experience and knowledge of interventions. This qualitative research study uses Social Constructivism and Reflective Practice as theoretical frameworks. The purpose of the study is to identify practices of effective teachers of literacy intervention. Data collected from individual interviews, observations, and student artifacts are analyzed utilizing open coding to develop themes and concepts that identify patterns of experiences. The research questions center around the perceptions, knowledge, and experiences of Tier 2 RTI. After analysis, two themes were found that were connected to skills and qualities of effective teachers. Based on the data from this study, quality labeled codes generated more instances than those of skills. There were commonalities within the data among the teachers, but each teacher was uniquely different in their teaching approach/style, relational style, level of support, and personalities. According to this study, qualities determined successful teachers more than skills. Teachers that connect with kids through nurturing interactions was a common factor of effective teachers more than any other attribute. The teachers demonstrated similar qualities and skills verifying that effective teacher possessed some of the same attributes that ultimately promoted literacy achievement for their students. Teaching qualities such as passion and building strong relationships had a powerful impact on students' literacy achievement.

16:40-17:05

66175 | *Obuchenie in Writing Centre Tutorials: Searching for an Aha Moment*  
Chris Harwood, Sophia University, Japan

Vygotskian sociocultural theory proposes that learning occurs in our collaborative and interactive relationships with others. People individually shape, reconstruct, and transform the words, ideas, and concepts they appropriate in these interactive relationships; thus, learning is both socially dependent and unique to the individual learner. This idea is embodied in the Russian word obuchenie which translates as the reciprocal activity of teaching and learning, whereby knowledge is produced in the dialectic exchanges between the teacher(s) and learner(s). Informed by sociocultural theory this paper presents insights gained through qualitative study of writing centre tutorials in an undergraduate writing centre in a Japanese university. Data from writing centre tutor interviews, tutee interviews, and video recordings of writing centre tutorials are analysed to establish how obuchenie was enacted in the tutorials. Excerpts from the tutor and tutee interviews and writing centre tutorials are used to illustrate how obuchenie was perceived by tutors and characterized in the tutorials. Specifically, what ideas, concepts, and assumptions informed the tutors attempts to scaffold a student's understanding of how to improve their writing. The analysis informs our understanding of how writing centre tutors are also positioned as learners, endeavouring to understand how to support their tutees with their writing. This paper adds to this emerging literature employing the concept of obuchenie by examining how writing centre tutors understand their interactions in writing centre tutorials.

17:05-17:30

66141 | *"Students are Resilient": Teacher Perspectives on Student Engagement and Progress During the Pandemic*  
Dawn Zinga, Brock University, Canada  
Danielle Molnar, Brock University, Canada  
Melissa Blackburn, Brock University, Canada

Prior to the pandemic, research on teaching identified high levels of burnout and attrition usually associated with workplace or occupational stress (Cooper et al., 2012; Ford et al., 2019; Redin & Erro-Garces, 2020). A stressor such as the pandemic with its associated workplace changes and demands as well as modification in methods of student engagement and content delivery is likely to impact the stress teachers normally experience and result in increased concern and worry about students' engagement and progress. Our research focused on examining the experiences of teachers as they implemented new methods of engaging students and delivery approaches such as online or hybrid teaching while also maintaining COVID-19 protocols. One of our objectives was to understand how teachers engaged with students during the pandemic and how they perceived student engagement, academic progress, and state of mind. Our participants were 187 teachers (83% women, 17% men; 66% elementary teachers, 34% high school teachers; teaching experience range 2 –48 years; 52% self-identified as a perfectionist) who completed surveys and answered open response questions about their experiences teaching during the pandemic and its impact on students. Data was coded using both inductive and deductive coding. Reflective thematic coding employing a relativist constructionist approach was used to identify the following themes: long-term impacts; strategies; school progress and curriculum; student mental health; social connection; teacher and student engagement. Results are discussed in terms of implications for teachers and students during education recovery from the pandemic. Teachers identified both student resiliency and long-term impacts.



# Saturday, January 7

## Parallel Sessions

**All times are in Hawaii Standard Time (UTC-10)**

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

09:00-10:15 | 318A

# Saturday Onsite Presentation Session 1

Teaching and Learning

Session Chair: Sana Sayed

**09:00-09:25**

67290 | *Enhancing Language Skills and Creative Thinking Through the Creation of Digital Storytelling*  
Kumiko Tsuji, Northeastern University, United States

This session presents how storytelling can be used to improve students' language skills, while cultivating creative thinking and digital skills in them using intermediate and advanced Japanese language students as models. The online course titled Storytelling in Japanese was created to help intermediate and advanced students improve their language skills through creative storytelling activities. Students can engage in various activities involving telling their own stories, crafting short stories for silent movies and paintings, and creating a narrative advertisement that conveys its message through storytelling. Additionally, written and oral drawing and digital forms of storytelling are explored. This presentation will focus on one of the tasks in the class, the creation of digital storytelling based on any personal event. This task involves several phases such as writing an essay, revising an essay, recording a podcast, creating a storyboard, employing the digital storytelling form, and commenting on classmates' works. The presenter will demonstrate that the creation of digital storytelling is an innovative and effective method that can motivate students to engage themselves in the task and further improve their language and digital skills and give them a sense of achievement and fulfillment.

**09:25-09:50**

66251 | *The Advancing Comprehension and Engagement (ACE) Literacy Project: Encouraging Resilience in the Home Literacy Environment*  
Ashley Stack, Texas A & M University, United States  
Kay Wijekumar, Texas A & M University, United States  
Javier Garza, Texas A & M University, United States  
Pilar Sierra, Texas A & M University, United States

The COVID-19 pandemic left primary caregivers with the unprecedented role of delivering instruction to their children. Unfortunately, most caregivers are not trained to deliver evidence-based reading practices and learning losses during the pandemic is well-documented. The importance of positively affecting home literacy practices and helping children recover from the effect of the pandemic is more important than ever. Additionally, families are often faced with barriers to high-quality home literacy resources, such as materials, parental educational attainment, socio-economic status, and language. The Advancing Comprehension and Engagement (ACE) Literacy Project brings the evidence-based Knowledge Acquisition and Transformation (KAT) Framework, which focuses on reading comprehension, into the home literacy environment by offering free, interactive podcasts and video podcasts to all in both English and Spanish. The podcasts and video podcasts provide a model of how to read with children and allow them to respond via text messaging. ACE guides families through an introduction, relevant vocabulary, reading of the text, generation of main idea, extension to summary, and the process of inferring with the goal of improving reading comprehension while removing access barriers.

The panel discussion will include the following:

- empirical research supporting the ACE Project
- implementation of ACE Project with online guides
- family responses to implementation of ACE
- audience participation on ACE platform

**09:50-10:15**

65987 | *What About Us? Pedagogy for Multilingual Learners*  
Sana Sayed, American University of Sharjah, United Arab Emirates

One of the challenges of being an educator in any academic setting is reconciling best practice with policy. As a Senior Instructor in the Department of English at the American University of Sharjah, oftentimes what I want to do in the classroom has to coalesce with what I can do based on pre-established parameters for general education courses such as writing. A knowledge gap exists at most higher education institutes (HEIs) between the needs of multilingual learners and the pedagogical practices used by educators who teach them. This is further complicated by common course syllabi, where an individual instructor has limited autonomy on how courses are taught. How can educators effectively teach multilingual learners within the confines of common course syllabi, such as those used by writing instructors? This presentation redesigns a first-year writing composition course to demonstrate how educators can use curriculum content and design to bring linguistic justice to multilingual learners. The purpose of this presentation is three-fold: (1) to explain the importance of pedagogy that promotes learning for multilingual writers, (2) to discuss multimodal instructional practices that are inclusive and reflective of multilingual learners, and (3) to demonstrate how linguistic freedom and justice for multilingual learners can be promoted through even traditional genre modes of writing. This paper contributes to the fields of adaptive teaching and transformative pedagogy within higher education for multilingual learners.

10:55-12:35 | 318A

# Saturday Onsite Presentation Session 2

Teaching and Learning

Session Chair: Shu-Yuan Lin

10:55-11:20

66078 | *New Educational Concept in Higher Education: Tutorials*

Mehmet Evrim Altin, International University of Bad Honnef, Germany

The German philosopher Rudolf Steiner identified Self-learning and teaching students how to learn by themselves as a main concept in education in the last century. Today, one of the consequences of the Covid Pandemic is also contributed to this idea and has changed our way of thinking. As a concrete example, the International University of Applied Sciences in Germany, has decided to replace regular campus courses with tutorials in bachelor and master studies. Instead of teaching three hours for 15 weeks for a bachelor or master course, the university offers the same course as a tutorial where students and professors come together in six three-hours meetings. The main reason behind this change is to improve the self-learning skills of the students in higher education. Students are expected to independently learn the topics through educational materials like online books or other learning tools provided by the university or from the library and also online learning platforms like YouTube, before the tutorials and discuss their questions with tutors in these tutorial hours. The aim of this study is to compare students learning behaviors between campus courses and this new type of tutorials. The students of Business Mathematics Course, two groups from regular studies (Winter Semester 2021 and Sommer Semester 2022) and two groups from tutorials (Sommer Semester 2022), joined a survey and through T-Test their learning methods will be analyzed and compared in this study. The study will finish in Fall 2022 and the results will be published in Winter 2022.

11:20-11:45 (Moved to Virtual Presentation)

66117 | *Modular Learning Approach at the Catanduanes State University During the COVID-19 Pandemic*

Jane Rose Azanza, Catanduanes State University, Philippines

Amidst the COVID-19 pandemic, state universities in the Philippines such as the Catanduanes State University (CATSU) had to resort to alternative means as holding of face-to-face classes became untenable due to the upsurge of COVID-19 cases. With the poor internet connectivity and erratic power supply in the island-province of Catanduanes, the Catanduanes State University had to make do with modular learning with identified local government units (LGU) distribution and collection centers for academic modules across eleven (11) towns of the province. This was complemented by the University with 27 smart learning centers equipped with satellite and/or Wi-Fi technology with personal computers to be used for study and research of students with no internet access at their homes. Likewise, in partnership with both the private sector and the government, CATSU was able to secure donations and distributed 567 tablets and Php 580,000.00 worth of internet loads to students. This study shows how modular learning approach successfully substituted face-to-face learning amidst the COVID-19 pandemic. The valuable lessons derived by the university's implementation of modular teaching as an alternative to face-to-face mode of learning shows a wealth of experience and effective unconventional teaching strategies that can be adopted by other academic institutions in similar situations.

11:45-12:10

67227 | *Pre-service Teachers' Best Possible Teacher Selves – Just Before the Covid-19*

Suzhen Duan, Towson University, United States

This study explored pre-service teachers' best possible teacher selves through the lens of possible selves theory. It was conducted in the 2020 Spring semester, just before the pandemic, in a foundation technology integration course of a teacher education program at an accredited mid-west university. One of the most widely used positive psychology intervention-Best Possible Self (BPS)-was used to guide pre-service teachers to envision and write their future best possible selves (writing activity 1), best possible selves as teachers (writing activity 2), and best possible selves of technology integration in their future teaching (writing activity 3). This paper analyzed the essays of the second writing activity to understand pre-services' best possible teacher selves. A total of 54 participants completed writing activities 2; 34 (63%) are female, 20 (37%) are male; 25 (46%) are Freshmen, 24 (44%) are Sophomores, and 5 (9%) are juniors. Their major covers Elementary, Social study, Math, English, Special Education, Engineering, Biology, Art, etc. A total of 19,752 words were analyzed and coded. Specific themes under pre-service teachers' hoped-for and feared-for selves were identified, especially the hoped-for selves. Example themes of hoped-for selves are building good relationships with students, creating interesting learning activities, facilitating good learning habits, keeping life-long learning attitudes, applying technology properly for learning purposes, etc. This paper contributes to understanding pre-service teachers' ideal professional identity by applying possible selves theory and positive psychology interventions in the teacher education program. The findings and implications will help improve the design of teacher education courses and programs.

12:10-12:35

66999 | *Family Engagement in P-12 Education: Diverse Perspectives from Parents and Guardians*

Shu-Yuan Lin, Idaho State University, United States

Esther Ntuli, Idaho State University, United States

Family engagement is important for culturally linguistically diverse (CLD) learners, especially during the time transitioning to post-pandemic. This presentation, based on the current study, explores the challenges and opportunities of family engagement from the perspective of diverse family backgrounds. The study used a mixed-method approach in which a survey instrument was sent to twenty families and a sample of six participants were selected for in-depth interviews. Several themes emerged from the in-depth interviews, including educating parents on school policy, communication, building teacher-parents bidirectional relationships, technology used in the classroom, and curriculum. Recommendations that integrate Epstein's (2001) framework of Family-School-Community Partnerships and Bronfenbrenner's bioecological model (1978) will be encouraged in the development of effective culturally appropriate family engagement programs. Implications for further studies will be discussed.

12:50-13:40 | 318A

# Saturday Onsite Presentation Session 3

Gifted Education, Special Education, Learning Difficulties & Disability (workshop)

12:50-13:40

64910 | *Creating a Circle of Compassion: A Wholistic Approach for Educators to Support Students Who Have Experienced Trauma*

Anne Martin, Thames Valley District School Board, Canada

Jennifer Brackenbury, Thames Valley District School Board, Canada

Children spend 30 or more hours in school every week, yet students who have experienced trauma often struggle in this environment, affecting their own learning, the academic progress of peers, and the overall school culture. These children frequently present with complex needs due to their histories of adversity. An approach to intervention that focuses on behaviourist principles is ineffective in creating long-term change for these students. Instead, it is critical for educators to understand the neurobiological impacts of trauma and implement strategies that assist students in regulating their distress. A wholistic approach, that recognises the physiological, emotional, interpersonal and cognitive needs of traumatised students, is necessary. Our presentation is intended for classroom educators, support staff, and administrators.

We will:

- define trauma and acknowledge the profound impacts it has on the body, affect, relational and cognitive development of children
- share a trauma diagram that integrates knowledge of the Polyvagal Theory, co-regulation, relationship repair and mindful practices
- identify effective methods teachers can use to teach children strategies to increase their resiliency
- ensure the well-being of staff, enabling them to co-regulate and calm students during challenging situations
- share a Restorative Practices model that bolsters relationships while holding students accountable
- provide a framework that educators can implement to support the complex needs of students who have experienced trauma
- share a procedure to include families and community partners in a collaborative, non-confrontational manner
- include a resource section to share books, websites, and materials that support a trauma-informed perspective

13:55-15:10 | 318A

# Saturday Onsite Presentation Session 4

History/Historiography

Session Chair: Kazuto Oshio

13:55-14:20

66101 | *Rethinking the 1951 Japanese Peace Treaty and Taiwan's Legal Status from the Perspective of British Foreign Office Legal Advisers (1945-1955)*

Wen-shuo Liao, Academia Historica, Taiwan

In the first postwar months in 1945, British Foreign Office legal advisers wrote to support a position that was to be persistently taken by the British Government in the ensuing decade: "As a matter of law the Cairo and Potsdam Declarations quite definitely do not operate to effect any automatic or immediate alterations in the status of Formosa (Taiwan) on the cessation of hostilities with Japan..." If a reference to the Declarations was intended, the retrocession of Taiwan to China had indeed never been taking place. The 1951 Japanese Peace Treaty merely engendered a renunciation of Japanese sovereignty without any transfer to China, and agreements made with Chiang Kai-shek when he was invested with the administration of Taiwan merely put him there on a military occupation basis pending further arrangements, and did not of themselves constitute the territory Chinese. Previous studies of Taiwan's legal status have tended to ignore the historical context or discuss overly selective sources. This paper draws upon government documents and analyzes legal advice both textually and contextually in terms of multilateral diplomacy. By focusing on the contribution by the British Foreign Office legal advisers to the shaping of international legal issues in the given decade, this paper reexamines Taiwan's status in three aspects: Japan as a key player in Britain's trade and strategic tilt to the Pacific region, occupation diplomacy and US-UK-Japan alliance in the early years of the Cold War, and contemporary transitions in collective security concepts in lieu of the use of force.

14:20-14:45

66658 | *Female Figures on Labor Memorials of Construction Industry in Taiwan*

Yu-ling Ku, The School of Humanities, Taiwan

Women's labor expenditures are often ignored structurally. There are neither their credits for celebrating engineering achievements nor their turn to commemorate labor sacrifices. This paper comprehensively examines the labor memorials in Taiwan's construction industry and investigates how many female workers were recorded. The analyzed texts include historical materials, inscriptions, archives, news reports, and other written materials, as well as the monument material, design, and spatial configuration found in field surveys. Explore the invisible, pay attention to the few recorded ones, look back at the political and economic background of the construction site from the present perspective of gender and labor to construct a complex and diverse labor landscape, and look forward to the imagination of a democratic society. Over a hundred years of history of construction in Taiwan, only three labor memorials have appeared with female names: the "Monument to those who died for constructing Jianan Irrigation Canal" in 1931, which included the family members of employees and outsourced female workers; the "Labor Memorials of South-Link Railway" in 1992, which first showed up the female subjectivities as workers; "Taipei 101 Partner Monument" in 2007, on which there are thousands of women's names, breaking the stereotype of gender division of labor in the construction industry. Although the number of labor memorials with women's figures is small, they contain historical significance. Collective memory is originally socially constructed. Finding the female figures is not only a reconstruction of labor history but also a recognition of women's contributions, to dialogue with contemporary society.

14:45-15:10

65315 | *Trans-Cultural Encounter in Occupied Japan? Race, Gender, Class in Post-WWII "Private Sphere"*

Kazuto Oshio, Sophia University, Japan

The purpose of this paper is to examine how the occupiers and occupied encountered in Allied Occupation of Japan (1945-1952) through the case study of "Dependents Housing (DH)". In order to accommodate the influx of military personnel and their family, Japanese government was ordered in 1946 to construct 20,000 new housing units. While the traditional studies focused on "public", i.e., political economy, legal, military or diplomatic aspects of occupation, this case study will look into daily living space, "private sphere", created in DH where the family members of occupation forces and local workers such as house maids worked together. Close photographic examination of white housewives and Japanese workers reveals interesting power dynamics played out between the two different cultural groups. We tend to assume that the former had power over the latter and taught "proper" cooking, bed-making, or child-care to the "lesser" being. However, the use of chopsticks, "ikebana" flower arrangement, among others, reversed the subject/object of teaching role. Another interesting example is the separation of maid's restroom from military family's toilet/bath. We can ask if it is the importation of American racial/class distinction, separating white homeowner and non-white servant in the US, or the continuation of Japanese upper-class pre-war architectural design.

15:25-16:40 | 318A

# Saturday Onsite Presentation Session 5

International Humanities

Session Chair: Aleksander Sedzielarz

15:25-15:50

66208 | *The Many Faces of Drákon: A Multiperspectival Interpretation of Dragon Motifs*

Michael Michael, Yonsei University, South Korea

Dragon narratives occur in numerous cultures throughout the world, sharing many similar motifs. Why should diverse cultures have such common themes? And how did stories of dragons first arise? Though several theories have been proposed, there is as yet no consensus about the origin of these ideas. In this presentation I offer a threefold perspective on the interpretation of dragons. I argue that dragon motifs are overdetermined, having arisen and been maintained through multiple causes that can be classified into three broad categories: the cultural, the naturalistic, and the psychological. The cultural facets of dragon myths, such as the Indo-European Chaoskampf motif, have been widely discussed—they are important determinants of the maintenance and evolution of dragon stories. But for deeper explanations and an answer to the question of origins one must look further. Naturalistic and psychological accounts provide this deeper layer of interpretation. I argue that the most plausible theory of the origin of dragons is Blust's rainbow-serpent theory, a naturalistic explanation, as this theory accounts for numerous universal or near-universal features of dragons. But alongside this we must also consider psychological determinants, for which the Freudian perspective is particularly enlightening. I provide evidence of Oedipal themes underpinning many common dragon motifs, suggesting that dragons are infantile representations of parental figures. Additionally, I argue that dragons also represent the unconscious parts of the mind. The connecting element—bringing together chaos monsters, rainbow-serpents, parents, and the unconscious—is the primitive phantasm of the (often chaotic, though sometimes protective) Other.

15:50-16:15

66283 | *Aggression and the Motif of Docility in Cultic Animals of Mediterranean Antiquity*

Jeffrey Brodd, California State University, United States

This paper examines the motif of docility in cultic animals of Mediterranean antiquity, animals that in their natural state are untamed and prone to unpredictable, even aggressive behavior. Four distinct types are considered: 1) animals compelled to docility by a dominating deity, such as the lions of Kybele and similar "mother" goddesses; 2) animals whose docility mimics that of their divine counterpart, as, for example, the feline companion (typically a leopard) of Dionysos; 3) animals that are depicted as docile per the mythologized protocol of ritual, as are the victims of Greek and Roman animal sacrifice; and 4) animals portrayed in a perpetual state of docility, toward each other and toward humans, as envisioned in the mythic restoration of the Biblical prelapsarian period (described in Isaiah 11:6-9) or in the "golden age" of Vergil's fourth Eclogue. The paper proceeds to theorize regarding wider implications of these distinctive types of mythic docility. Approached through the lens of structuralism, the varying patterns of the power relationships between deity, animal(s), and worshipers is significant. The mother goddess, for example, sits atop a hierarchy, whereas Dionysos' leopard and bacchantes are portrayed as nearly equals of the god. Theories on religion and violence invite focus on the role of aggression—or, more precisely, on the repression or transference of aggression, as for each example of a docile animal there is a corresponding manifestation of pronounced aggression manifested by the deity or the worshipers.

16:15-16:40

66293 | *Pop Standard: Film, Music, and the Making of the Hong Kong New Wave*

Aleksander Sedzielarz, Kean University-Wenzhou, China

In the 1988 film *Flaming Brothers*, triad action genre breaks into staged musical as Chow Yun-Fat struts in garish makeup that carries a suggestion of drag while lip-syncing the Anita Mui song "I'm a Bad Girl" — a cover of Sheena Easton's hit "Strut". One of many instances of flamboyance and glam in the otherwise bleak world of triad crime films, the scene also exhibits how transnational musical production expanded the boundaries of creative expression in the Hong Kong film industry. This presentation explores how visual experimentation in Hong Kong films intertwined with acoustic experimentation as designers, producers, and stars shuttled between projects in film and recording. Revealing porous and highly flexible channels of transcontinental exchange of image and sound, rather than a unidirectional colonial metropole exporting to the colony, flows of international music energized the Hong Kong culture industries while Hong Kong film stars emerged as a unique kind of pop idol with global currency. This presentation locates the central place of pop music in Hong Kong's interwoven film and recording industries and proposes that tracking music production in Hong Kong is key to a full understanding of New Wave films.

09:00-10:40 | 318B

# Saturday Onsite Presentation Session 1

Cyberspace & Technology

Session Chair: Brian Sinclair

09:00-09:25

64809 | *Challenges Facing Waste Management Workers in Ghana*

Julius Mensah-akoto, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

Waste management is one of urgent challenges in the world. In rapidly growing cities of developing countries like Accra, Ghana, waste collection is done without sufficient protection of workers. This situation became worse when the COVID-19 pandemic began to threaten the health and safety of waste collection workers. This paper aims to examine waste management workers' safety concerns during the COVID-19 pandemic in Ghana. To better understand waste management workers' safety concerns during the pandemic, we used the questionnaire survey. Our questionnaire survey was conducted among 60 waste management workers in Accra, the capital city of Ghana. The study then discusses how municipal waste management authorities can ensure safety of waste management workers during the pandemic. This means that they were exposed to a higher risk of infection and injury. Our results showed that 58% of the respondents were worried about the COVID-19 pandemic while 20% was not even sure of the existence of the Covid-19 pandemic. Besides their worry, we also found that about 40% of the respondents had access to face masks/shields at their workplace and 30% had hand sanitizers. Concerning the availability of safety protocols at the workplace, our results suggested that 54% of the respondents applied hand sanitizer after each collection on field, 20% 5-6 times, 13% 3-4 times. The respondents somewhat followed COVID-19 safety protocols. However, we also pointed that 46% of the respondents did not sanitize after each collection for some reason. This paper highlights that providing more advanced safety protocols in terms of workers daily operations and safety measures will enable a safe working environment for the workers even in terms of future pandemics.

09:25-09:50

67198 | *Examining Junior High School Students' Personality Factors as Predictive Indices of Adolescent Digital Technology Interaction and Importance*

Maria Kristina Santos Alfonso, Ateneo de Manila University, Philippines

Marites R. Veloso, Ateneo de Manila University, Philippines

Claire G. Castro, Ateneo de Manila University, Philippines

Perfecto Guerrero III, Ateneo de Manila University, Philippines

Adolescents, considered digital natives, have become increasingly involved in weaving together their offline and online lives before and during the pandemic. The web is an indispensable space for connecting with people and the environment. Hence, their digital use is often related to well-being and risks. The Adolescent Digital Technology Interaction and Importance (ADTI) Scale took a different angle in explaining adolescents' focus on their use of digital technology. This tool is a self-report survey administered to 1,322 students from an exclusive boys' school. Along with the Adolescent Personality Questionnaire (APQ), this study aimed to explore personality factors that are correlated with adolescent digital interaction. Results analyzed using correlation and regression showed APQ Factors were significantly correlated with ADTI and its subscales. Among these factors, some were also shown to be significant predictors of ADTI. Findings imply that personality factors substantially influence how adolescents interact with digital technology.

09:50-10:15

66197 | *Climate Change and Tourism in Small Coastal Communities: A Case Study Assessing Vulnerability and Resilience*

Shannon Lin, Dalhousie University, Canada

Lorn Sheehan, Dalhousie University, Canada

Andrew Medeiros, Dalhousie University, Canada

Georgia Klein, Dalhousie University, Canada

Climate change has been studied almost exclusively from a scientific perspective. However, the socioeconomic perspective is also needed to fully understand the vulnerability and resilience of coastal communities. We survey businesses located in Lunenburg, Nova Scotia, Canada, a small coastal community (an UNESCO world heritage site) that depends heavily on tourism as an important part of their economy. The survey reveals the extent to which businesses are affected by climate change, and more specifically sea-level rise brought on by climate change. Surprisingly, while over 80% of business owners reported that their business is affected by weather and that the weather is becoming more unpredictable, only half of those surveyed believe climate change brings risks to their business. The majority of businesses (74%) have not taken any steps to develop resilience or adapt to climate change. These results are especially alarming given that the majority of business owners (79%) do not have a second location and are undiversified. Businesses appear to accept climate change as a given, and are either constrained to act or can't find ways to mitigate risks brought on by climate change. The majority of these businesses are small businesses that create local jobs, and in the event of either a one-time catastrophic weather event or a more gradual change would end up either not surviving or seeking external assistance. The findings highlight the important role of governments to both educate and enhance the resilience of local businesses and communities regarding climate change.

10:15-10:40

66323 | *Architecture + Quality: Rethinking, Rebooting + Resilience in a Radically Shifting Ethos*

Brian Sinclair, University of Calgary, Canada

Architecture as discipline and profession has historically been focused on form, space, art and aesthetics. Assessing merit of architectural design, as measured through vehicles such as award programs, has conventionally deployed narrow perspectives and limited criteria. However, over recent decades the values of society have been dramatically changing and the value of architecture has been under intense scrutiny. Pivoting away from obsessions on formal aspects of design, architects and architecture are now called upon to respond to a breadth of factors, including dimensions of equity, social value, diversity, responsiveness, wellness, inclusion, sustainability and so forth. The education of architects has subscribed to rather narrow views and ideologically driven pedagogies. However, the paths of education, the boundaries of the discipline, and the sphere of the profession, are all under great pressure to reform. The ways that society, and design professions, view quality have been out of synchronization. Many efforts are underway to reconcile this misalignment, and to seek common definitions, understanding and operationalization, of design quality. Globally many countries developed, or are developing, national architecture policies that raise bars around quality of design and, by extension, quality of life. Moving beyond bricks and mortar, and steel and glass, novel approaches to the conception and construction of our built environments now demand more sensitivity, adaptability and responsibility. The present research proffers arguments for change, explores case studies, and advances a framework for change. Notion of sustainable design increasingly transcend the physical to embrace social, psychological, cultural and other aspects of modern life.

10:55-11:45 | 318B

# Saturday Onsite Presentation Session 2

International Arts & Humanities

Session Chair: Tin-Man Lau

10:55-11:20

65168 | *Integrative Public Policy on Sustainable Development in Egypt's Mega Projects*

Noura Eissa, Future University in Egypt, Egypt

Salwa Thabet Mekky, Future University in Egypt, Egypt

The article explores the role of integrative public policy on delivering sustainable development by assessing the performance public mega projects. Research methods use a literature review analysis on previous articles, policy and country briefs, and theory to discuss integrative public policy in a sustainable development context. The article engages in a case study analysis on Egypt's Hayah Karimah (Decent Life) Initiative launched in 2019 to improve the standard of living for the neediest social groups, villages in specific; the objective is to compare how and why the evaluation of public policy could be embedded within country mega projects to sustain development. The article proposes answers to the following research questions: How is integrative public policy translated through country mega projects support to sustainable development? How could policymakers ensure sustainability mobility in mega projects, considering Hayah Karima, as an example? What indicators are used to measure the effectiveness of public policy on embedding sustainable development in mega projects? The hypothesis emphasizes that mega project performance is dependent upon integrative public policy, collective affective conditions, and sustainable development mobilization techniques. Findings propose a set of indicators, assessment tools, and a strategic management criterion, to evaluate how effective the Hayah Karimah initiative is and to consider it a reflection of Egyptian public policy on sustainable development. Lessons learned are extracted from Egypt's experience.

11:20-11:45

66490 | *University/Industry-Collaboration in Industrial Design Education: A Practical Model*

Tin-Man Lau, Auburn University, United States

University/Industry-Collaboration is not new to Industrial Design curricula, however, the contents of each program vary vastly. For most collaborations, students take in design problems from sponsors and develop design solutions. The sponsor may meet with the students a couple of times to make sure students are on the right track. Eventually, if the design solutions are satisfactory to the sponsor's needs, the sponsor may come back for another project. This is a service/client collaboration model. The disadvantage of this model is that the sponsor usually funds the project much less than the fee-based design firm while taking a risk of getting less professional outcomes. Design schools become competitors of design firms at a much lower rate. If student design reaches the expectation of the sponsor, it would diminish the need for the design firm, thus bringing harm to the design profession. At Auburn, we developed a model that focused more on collaborations rather than providing design service. This model provides students a hands-on experience working with the sponsor weekly as well as possible job opportunities when they graduate from the program. This partnership model delivers solutions that await the sponsor's designers to perfect for production. As the partnership develops, the sponsor began hiring graduated students to fill their expanding design team and providing internship opportunities to students who are still in school. This collaboration model not only can provide practical experience and training to the students but also bring benefits to the design industry for more opportunities.

12:50-13:40 | 318B

# Saturday Onsite Presentation Session 3

## Curriculum Design & Development (Workshop)

12:50-13:40

65234 | *Application of the Music Model of Motivation in the Classroom*

Bushra Alghamdi, Virginia Tech, United States

Amal Aljohani, Virginia Tech, United States

The MUSIC Model of Academic Motivation was developed by Dr Brett D. Jones (2009,2018) based on motivation research and theories. The MUSIC Model is established to enhance students' motivation, which can affect their engagement and learning. Each letter in the MUSIC Model represents a term (eMpowerment, Usefulness, Success, Interest, and Caring) to create an acronym that represents five components found essential by researchers to students' motivation. For each component, different strategies can be used to ensure its implementation. A primary focus of this workshop is to get an overview of the MUSIC Model of Motivation and its application in the classroom. The participants, including educators, instructors, or instructional designers, will design a mini-lesson based on the MUSIC Model of Academic Motivation inventory and they will be able to consider how these strategies can be applied to the learning experience design. They will also be provided the opportunity for hands-on practice utilizing the model principles and strategies presented during the session. Participants will leave this interactive session with the information needed to immediately incorporate both model components and associated strategies to create more motivational and engaging learning experiences.

13:55-15:10 | 318B

# Saturday Onsite Presentation Session 4

Teaching and Learning

Session Chair: Marva J Ferguson

13:55-14:20

67240 | *A Latent Profile Analysis of University Students' Career Barriers*

Su Jung Choi, Seoul National University, South Korea

Min Wook Lee, Seoul National University, South Korea

Je Hee Chung, Seoul National University, South Korea

Se Young Cho, Seoul National University, South Korea

The purpose of this article is to categorize the patterns of career barriers of four-year university students in Korea. We examined a longitudinal sample of university students from the 2018-19 Korean Education and Employment Panel II (KEEPII) survey to identify career barrier categories using latent profile analysis(LPA) and multinomial logistic regression.

Our empirical analysis yields three main findings. Firstly, four determinants, insufficient information on occupations and careers, inefficient self-career understanding, lack of self-confidence and personality, and environmental career conditions, were utilized to classify three latent profiles of career barriers. Thereby, the three groups were as follows: 'low-level career barriers', 'barriers in career conditions', and 'high-level career barriers'. Third, latent profile membership was significantly associated with gender, university location, career maturity, and self-resilience at the individual level, times participated in career exploration programs at the career-related level, as well as economic and career stress at the stressors level. This study proposes a meaningful approach to shed a light on university students' latent profiles of career barriers in Korea and to capture the difficulties and influencing factors related to career decisions during their school-to-work transition and early career formation.

14:20-14:45

65834 | *Leveraging the Power of Community Stakeholders to Close Learning Gaps*

Jane Reddick, Alpharetta High School, United States

In a white paper published in May 2022 by North Carolina's Department of Public Instruction Office of Learning Recovery & Acceleration, educational leaders determined that students with learning gaps in reading and math would require several additional months of instruction to meet grade-level standards. While state-level educational leaders have encouraged district and school leaders to identify and adopt school-based intervention programs to close these gaps, students requiring remediation may not possess the non-academic competencies required to benefit from these interventions. A preponderance of research has identified several non-academic competencies as moderators for academic engagement and achievement: attention/focus, higher-order cognition, social cognition, intrinsic motivation, and academic self-confidence. Yet, many teachers may be too pressed for subject-specific instructional time to include activities that support the development of these vital competencies. Hidden Heroes Enrichment Camp is an educational initiative that positioned community stakeholders to support schools in their efforts to develop in students the competencies needed to access learning. Offered as a one-week camp, this initiative leveraged community resources to help students develop these competencies by positioning campers as modern-day heroes and immersing them in engaging real-world problem-solving experiences. A pilot of this camp conducted in June 2022 demonstrated initial program success as many campers displayed growth in at least one competency. As community stakeholders become increasingly empowered to support school-based academic initiatives, students and teachers should see improved outcomes for school-based intervention.

14:45-15:10

65419 | *Persistence and Resilience – The Indomitable Spirit of Jamaican Canadian Adults Who Migrated to Canada as Children*

Marva J Ferguson, Mount Royal University, Canada

Over the last two decades, scholarly works, and personal stories have discussed the phenomenon of children reuniting with their parents who live in the global north. "Strangers in the New Homeland": The Personal Stories of Jamaican Canadian Adults Who Migrated to Canada as Children is a qualitative study that was conducted with participants from the Jamaican, Canadian community in Calgary, Alberta, Canada. As an impact of globalization, participants shared their experience of reunification with their parents after being separated. One participant expressed: "I wondered why it took so long for me to be reunited with my mom—now I can see why". During reception, settlement, and integration participants realized that some of the barriers to reunification were based on the bureaucratic practices predicated on anti-Black racism that continues in Canadian society. Resilience as defined by the participants is, "the ability to deal with, and respond to systemic racism and barriers that have stood in their way of progress by forming alliances with friends and family while acquiring skills that position them for success in Canada." Stories of persistence speaks to participants indomitable spirit while they navigated the "cold" terrain of Canada. The presentation will contextualize the history of immigration, and how the participants developed ways of survival and success. This presentation will also discuss the systemic barriers that impacted the participants through critical practice theory that will center their stories. Discussions will contribute to diverse approaches in social work teaching, learning, and practice, that can contribute to social change.

15:25-16:40 | 318B

# Saturday Onsite Presentation Session 5

Literature/Literary Studies

Session Chair: Kikue Kotani

15:25-15:50

66209 | *Distinguished Female Kanshi Poets Princess Uchiko and Hara Saihin – Paternal Influence and Artistic Freedom* – Kikue Kotani, Independent Scholar, Japan

In the history of Chinese literature in Japan, there are two timeless female kanshi poets, Princess Uchiko, daughter of early Heian Emperor Saga, and, in the late Edo period, Hara Saihin原采蘋, daughter of Hara Kosho, Confucian scholar of the Akizuki domain in Kyushu. From age four, Princess Uchiko served as a priestess (齋院 sai'in) at Kamo Shrine, founded by her father. Before Saga's abdication he told her, "Devote yourself to study." Uchiko spent 20 years at Kamo Shrine and, in her 41 years of life, left 10 poems that can be read today. Saihin's father longed for a life as a free Chinese poet. He entrusted his dream to his talented daughter and trained her for success. He gave her a poem, "Do not return until you have succeeded," which she followed, living as a free kanshi poet her entire life. Saihin and Uchiko had much in common. They were gifted and had outstanding Chinese poet fathers, who recognized their talent and entrusted them with their hopes and dreams. Both lives were defined by their fathers. Whether they were happy or not is clear from their poems, which were full of sadness. However, they worked hard to live as their fathers wished, and left a significant historical legacy. I will discuss how their lives departed from social norms, and why they obeyed their fathers. Also, I will show how their poems reveal how these two women felt about their lives.

15:50-16:15

66576 | *The Space Beyond the Wall of Marabar Cave: "The Nirvana of Love" in Okakura Tenshin's Opera Manuscript* Eiko Ohira, Otusma University, Japan

Okakura Tenshin's *The White Fox* (1913), an opera manuscript, is based on a "Kuzu-no-ha" legend, but Tenshin's story includes another factor seen in the preceding Kuzu-no-Ha versions, the idea of Nirvana. Nirvana is a controversial notion, and some scholars of southern Buddhism see it negatively as a void of soul, which I believe E. M. Forster symbolizes as the space beyond the wall of the Marabar Cave in *A Passage to India*. In Tenshin's Buddhist drama we find a different idea of Nirvana, which is dramatized as it occurs between two lovers who experience a "Nirvana of Love", in which thoughts vanish in the supreme thought, and passions are merged in the eternal passion. Their love is sublimated through their ideal mutual projective identification and mutual selflessness. We also find the depth of Tenshin's vision of a Buddhist transcendence of selfish desire through Kolha's (a snow fox's) transfiguration, which leads her to transcend her desire. Kolha suggests that the way of Nature's selflessness and sacrifice should be the way to Nirvana. The "Nirvana of Love" is also figured in nature's innocent selflessness, a notion that Tenshin found in the work of Kukai, the founder of Shingon Buddhism. My methodology combines historicism and close reading. I believe this paper will contribute to a deeper appreciation of the artistic and historical importance of *The White Fox*.

09:00-10:40 | 321A

# Saturday Onsite Presentation Session 1

International Arts & Humanities

Session Chair: Ying Chen

**09:00-09:25**

66799 | *Honouring the Spirit of the Late Dudley George: Reviewing Ipperwash Inquiry*

Stephanie Pangowish, York University Osgoode Hall, Canada

Beverly Jacobs, University of Windsor, Canada

In 2017, four University of Windsor (U of W) Law students worked with Pro Bono Students Canada and Legal Assistance of Windsor (LAW) and did research on whether two Ipperwash Inquiry recommendations were implemented. They completed a final report in March 2018. In the Fall of 2018, Lyndon George, one of the Indigenous Justice Coordinators in Ontario and a family member of the late Dudley George, and the Director of LAW approached U of W Law Professor, Dr. Beverly Jacobs to seek her assistance in continuing the Ipperwash Inquiry research. Dr. Jacobs began a Supervised Research Project with Stephanie Pangowish in the Fall 2019. Instructor and student met with the family of the late Dudley George about the importance of developing a good relationship between the legal researchers, the family and the community involved in the research. The family advised as to the next steps in the research. The intention of this presentation would be to describe the good relations that was required to be developed prior to working with the family as well as maintaining a good relationship throughout the research and reporting stages. The question to be answered is "How do academic researchers maintain and nurture an on-going trusting relationship between the family, community, and the law school?" Dr. Beverly Jacobs and Stephanie Pangowish will present their Indigenous legal research methodologies that guided their research and their relationships.

**09:25-09:50 (Moved to Virtual Presentation)**

66418 | *Learning Through Storytelling: Supporting Teachers With SDG2 Resources in a Time for Building Resilience and Hope*

Gail Harper Yeilding, Auburn University, United States

As many educators across the world have faced unprecedented challenges with a global pandemic and many other political factors, and with a desire to uplift and amplify the voices of teachers during this time, I have created an ELA curriculum focused on hunger called Learning Through Storytelling in collaboration with the author, Roger Thurow, who published three books based on his experiences fighting hunger at home and abroad. The curriculum is based on the books, *Enough*, *The Last Hunger Season*, and *The First 1,000 Days*, which address historic decisions which have exacerbated hunger, the challenges of smallholder farmers during the hunger season, the first 1,000 days for mothers and children, the planetary health movement, and hunger in America. Using a free and reproducible resource via Google Classroom, Padlet, and Catalog, resources, lesson plans, and discussion topics are provided along with photo essays, Prezi videos, a NewsELA binder, and Flipgrid. Presenters will discuss the curriculum and ways to implement it in your classrooms as well as implications for further study. We would love to workshop your ideas and gain evaluations and feedback regarding the curriculum's relevance, feasibility, and quality. We will share some of the stories of our current teachers as well as highlight the stories that are central to the book and curriculum. As storytelling is a central process and a beautiful part of the study of English Language Arts, the curriculum centers on the stories of real people across the world who face and overcome hunger.

**09:50-10:15**

64804 | *Respect, Inclusion, and Collaboration : Two Community-Oriented Case Studies in the Informal Arts Research*

Ying Chen, Southern Methodist University, United States

Informal arts refer to the co-creative activities that transform the shared environment for all dwellers. From the participants' perspective, this study aims to develop a valuable understanding of the integration of individuals, communities, and places in the literature of public art. Using two Asian communities as case examples: the CCCFC Badminton Fellowship (a field site case) and the 227 Incident (an online case), this interdisciplinary study critically investigates how and why ordinary people construct social space through establishing healthy interpersonal relationships through the chosen arts practices. To show the significant role of the social engagers in connecting individuals and communities, this study illuminates how the informal arts engagers configure the public environment by facilitating inclusion, respect, and interaction in the arts community. This contribution study also analyzes how the arts engagers manage and negotiate conflicts generated from the process of constructing the shared space in the social fabric. The findings amplify participants' marginalized voices by illuminating what is taken for granted and which goes unspoken within the available body of public-art literature. Furthermore, the findings of this study visualize the linkage to the development, growth, and survival of the groups whose social relationships, daily routine, and environment are richly dynamic and creatively alive.

**10:15-10:40**

66508 | *Interviews with Healthcare Workers: Personal Wellness Benefits of Music*

Matthew Brooks, University of Nebraska at Omaha, United States

Stress and burnout are common issues among healthcare professionals and even pre-professional students. Often associated with emotional exhaustion, a decline in empathy, elevated levels of the stress hormone cortisol, and a reduction in job performance and satisfaction, burnout can lead to medical errors, higher healthcare costs, and even depression and suicide. Existing research indicates that engaging in the arts and humanities can lessen symptoms of stress and even burnout. The Nebraska Medical Orchestra (NMO), a non-auditioned orchestra open to all healthcare-related musicians, was created in 2018 as a wellness initiative in partnership between the University of Nebraska Medical Center and the University of Nebraska at Omaha School of Music. In a 2019 survey-based study of the NMO, respondents reported their participation had a positive impact on their sense of well-being. A more recent study from 2021 builds on the previous research investigating how participation in the Nebraska Medical Orchestra is beneficial for participant well-being. This presentation will 1) introduce the Nebraska Medical Orchestra as a wellness intervention, 2) outline the past research demonstrating its positive impact on participant well-being, and 3) share in-depth results from the most recent interview-based study providing insight into how and why the participants derive personal benefits. The results have implications for the creation of other arts-based wellness initiatives for possible early intervention for pre-professional health science students and to improve healthcare provider wellness.

10:55-12:35 | 321A

# Saturday Onsite Presentation Session 2

Political Science, Politics

Session Chair: Scott Roulier

10:55-11:20 (Cancelled)

62144 | *Empowerment and Translocal Solidarity: Resisting Coal Mining in the North of Chhattisgarh, India*  
Catherine Viens, Université du Québec à Montréal, Canada

This contribution is about how communities facing extractivism use "translocal" solidarity as empowerment practices. It focuses on the use of the village assembly *grām sabhā* to protest coal mining and to develop solidarity in the Hasdeo Arand region in Chhattisgarh, India. This state is ranking second in the country for reserves. It is at the global-national-local nexus: even if the Covid-19 was a window of opportunity to reimagine development, the Indian government is promoting coal exploitation to become "self-reliant" and to position itself geopolitically. Consequently, the communities living in the region become the site of global/national/local power configurations. Research shows how people living in places rich in natural resources are being extirpated from their homes, generating losses and disconnections at several levels (Padhi et Sadangi 2020) and participating in their "disembodiment" and "deworlding" in the case of *ādivāsīs* (indigenous people) in India (Nirmal 2017). Nevertheless, little research has been done on the empowerment practices developed by these communities, especially women. This contribution argues that the solidarity developed translocally emerges from a sharing of lived experiences and emotional geographies. Moreover, it shows how local institutions can become catalyzers. It is based on interviews and content analysis of court transcripts, blogs and newspapers articles. The theoretical framework emerges of a feminist approach to federalism (Viens et A. Avoine 2020) and political ecology (Elmhirst 2015). It allows us to question the interaction between communities and federal arrangements in their empowerment practices and to mobilize the variable of "emotional geographies" (Sultana 2015).

11:20-11:45

67073 | *The Dynamics of Good Person Discourse and its Conduct Under Prayut Chan-O-Cha's Administration*  
Manita Tantipimolphan, University of Tsukuba, Japan

The Dynamics of Good Person Discourse and its Conduct under Prayut Chan-O-Cha's Administration aims to examine the dynamics application of the Good Person discourse in the context of Thailand's current political polarization in order to answer two questions including 1) What is Good Person according to Prayut Chan-O-Cha's regime and 2) How has the concept of Good Person been adopted by General Prayut Chan-O-Cha's administration. The research is qualitative research applying Critical Discourse Analysis (CDA) as a central approach which emphasizes on the way in which the messages are being produced and interpreted through a convergence of printed texts and transcripts of spoken verbal interactions. Textual analysis is applied together with close correlation within the theoretical frameworks consisting of Moral Community, the idea of royal democracy, or so-called royal-guided democracy and Network Monarchy which is the main setting of Thai political context in the study. Thereby, the focal area of the research is how Prayut Chan-O-Cha's administration has been adopting and reproducing the Good Person discourse, as seen in government official's speeches and Royal Thai government Gazettes from the year 2014 to 2020, as well as the policies conducted based on the 20-Year National Strategies Plan. Of which the contents of the materials concise of the creation of desirable citizenry and political order revolving around loyalty to the monarch, and achieving moral authority.

11:45-12:10

66245 | *Flânerie on the Sabarmati: A Benjaminian Critique of the Riverfront Project*  
Scott Roulier, Lyon College, United States

Located in India's first UNESCO World Heritage City, Ahmedabad, the Sabarmati Riverfront Development Project (henceforth, SRFDP) is composed of two, 12-kilometer ribbons of pedestrian pathways, parks and other public amenities. It is a source of civic pride for the city, the state of Gujarat and, as indicated by Prime Minister Narendra Modi's many pilgrimages to the banks of the Sabarmati, with various heads of state in tow, a source of pride for the country as well. Nevertheless, by tracing the revelatory correspondences—or what Walter Benjamin termed "profane illuminations"—between nineteenth-century Paris and late twentieth and early twenty-first century Ahmedabad, this paper casts a different light on the structure. Specifically, it will be argued that, beyond its important civic and recreational purposes, the SRFDP is, like the Parisian arcades that partly inspired and framed Benjamin's critique of modernity, a dream house of commodity fetishism—a key symbol for the campaign to attract capital and to provide markets for the industries of a "Vibrant Gujarat." The neo-liberal economic development strategy associated with latter, which encompasses projects like the SRFDP, also provides cover for the incremental hollowing out of democratic institutions and values that has occurred during the reign of the BJP (both in the state of Gujarat and in New Delhi), similar to the way that Haussmann's makeover of Paris, as noted by Benjamin, distracted Parisians from Louis-Napoléon's dismantling of an admittedly weak set of democratic institutions in France.

12:50-13:40 | 321A

# Saturday Onsite Presentation Session 3

## Design, Implementation & Assessment of Innovative Technologies in Education (Workshop)

12:50-13:40

65364 | *Demystifying Reading Comprehension with Web-Based Intelligent Tutoring Systems*

Kausalai Kay Wijekumar, Texas A & M University, United States

Kacee Lambright, Texas A & M University, United States

Ashley Stack, Texas A & M University, United States

Javier Garza, Texas A & M University, United States

Pilar Sierra, Texas A & M University, United States

Sandra Hotcaveg, Texas A & M University, United States

Reading comprehension is a complex construct that is a challenge for most learners. The web-based intelligent tutoring system for the structure strategy (ITSS) and corresponding teacher practice-based professional development have shown remarkable outcomes changing lives of thousands of children. The system has been tested in large scale randomized controlled trials and proven effective with diverse groups of elementary students. Recent studies included students from rural and suburban schools and socioeconomically and culturally diverse populations. English learners have also used the software (in Spanish) and shown remarkable results. A complexity theory lens was applied to review school contexts, textbooks, and other resources that cause contradictions in reading instruction. The refined teacher professional development system showcases the instructional method in the context of classroom learning environments to ensure curricula consistency to promote reading comprehension. In this workshop we will showcase the tools and resources that are available for worldwide use. Recent advances using podcasts and other easily accessible tools will also be showcased to the attendees.

13:55-15:10 | 321A

# Saturday Onsite Presentation Session 4

Language, Linguistics

Session Chair: Etsuko Yamada

**13:55-14:20**

66481 | *Characterizing the Complexity, Accuracy and Fluency in Japanese L2 Writing: Final Results*  
Robert Long, Kyushu Institute of Technology, Japan

This presentation will discuss the findings of a three-year study concerning the development of complexity, accuracy, and fluency (CAF) in Japanese L2 university students' compositions over an academic year. One aim was to determine if progress was made over an academic year in writing skills; a secondary aim was to examine the issue of editing. Students wrote three essays over the year, with each one lasting for 30 minutes, with 10 additional minutes given for editing. Half of the students were instructed to self-edit their original drafts while the other group used an online grammar checker. A total of 100 students from seven institutions participated. Research questions focused on if CAF changed over the year, on possible differences between the methods of editing, as well as to describe the interactions among the CAF dimensions. Results showed accuracy and fluency changed the most significantly over time. Complexity remained almost unchanged though there were several peaks in the CAF indicators: the most significant variability related to complexity (CP/T indicator), and accuracy (EFCR indicator). As for editing, results showed no difference between the two methods. Accuracy and fluency are more correlated than accuracy and complexity, and complexity is correlated with fluency the most. In short, these data indicated that teachers should help students to increase their syntactical complexity, increase fluency (words per minute), effectively use online grammar checkers, and to bring about more awareness about their overall progress in writing.

**14:20-14:45**

66514 | *The Use of Language as a Cognitive Tool in French Immersion Programming*  
Marie-Josée Morneau, Université de Saint-Boniface, Canada

A literacy-based approach, centred on the use of the language of instruction as a cognitive tool, can increase the L2 communication skills of French immersion students (Cormier & Turbull, 2009; Lyster, 2007; 2016). Academic subject areas such as science and mathematics offer an authentic language learning context where students can become more proficient speakers while using specific vocabulary and language structures to learn, interact and communicate their reasoning, when provided the opportunities and guidance to do so. In this Canadian quasi-experimental study, the effects of teaching specific language elements during mathematic classes through literacy-based activities in Early French Immersion programming were compared between two Grade 7/8 groups: the experimental group, which received literacy-based teaching for a 6-week period, and the control group, which received regular teaching instruction. The results showed that the participants from the experimental group made more progress in their mathematical communication skills, which suggests that targeting L2 language as a cognitive tool can be beneficial to immersion learners who learn mathematic concepts and remind us that all L2 teachers are language teachers.

**14:45-15:10**

67251 | *The Views on Linguistic Imperialism in Multicultural Classroom*  
Etsuko Yamada, Hokkaido University, Japan

This study reports the students' analysis of linguistic imperialism initiated by Philipson (1992) in a multicultural classroom where domestic students and international students study together in a university in Japan. Linguistic imperialism is the imposition of a dominant language, in particular, English. The negative view included in this concept can be traced in history that the expansion of English was the result of colonialism and hegemonism, and as a result the inequalities between English and other languages were generated.

The impositions of other languages have also been repeated in many areas of the world, often under the circumstance of conflict. It seemed to be a thought-provoking topic in a multicultural classroom since the linguistic backgrounds of the students vary and its aims include the dimension of learning from differences and otherness.

Each student investigated an area of the world which experienced the imposition of other language. Fifteen students' written products such as reflections assigned every after class and essays became the main data of this study to qualitatively analyse how students' views developed through this project. Although many students showed negative views on hegemony, most of them also pointed out the complexity of the issues and positive input of the dominant language, as well as protecting the indigenous language right. The solution suggested most was that the context using more than one language, i.e. multilingual or plurilingual settings should be much more common.

15:25-16:40 | 321A

# Saturday Onsite Presentation Session 5

Language, Linguistics

Session Chair: Thi Thuy Oanh Tran

15:25-15:50

66335 | *"Human Rights" in China's and US's News Media before and during the Pandemic: A Corpus-assisted Comparative Discourse Study*

Zihuan Zhong, Queen Mary University of London, United Kingdom

This paper investigates how the discourse of human rights is represented in China and US news media before and during the pandemic. It combines the tools and methods of corpus linguistics with the critical approaches to text analysis in discourse studies. Four corpora were built with the articles with at least one mention of "人权" (human rights) from the People's Daily (a Chinese government-sponsored newspaper) and "human rights" from The Washington Post (a leading daily newspaper in the US) in 2019 and 2020. Topic focus, lexical choice, and stance in the news accounts were examined by comparing the data in 2019 against 2020 within the two newspapers, and comparing the two newspapers against each other. The data show that Chinese human rights discourse remained consistent during the pandemic, in the sense of taking the rights to subsistence and development as priorities, and championing its achievements in its own record. The People's Daily also made the contrast between China's path of human rights protection with great achievements and the US's human rights with disasters and crises more explicit especially during the pandemic. However, The Washington Post played the role of "the international police", criticising many countries, entities and individuals for violating human rights, including the US itself, both before and during the pandemic. This paper's conclusions contribute to cross-cultural/-disciplinary research on human rights.

15:50-16:15

66074 | *A Study of Metaphorical Expressions based in Up Sense of Happiness in English and Vietnamese*

Tran Thi Thuy Oanh, University of Foreign Language Studies - The University of Da Nang, Vietnam

In daily life of human beings, it seems the knowledge and experience is transferred in the ways which may not be so familiar, and even in abstract concepts. In the concepts of Cognitive Linguistics (CL), this is viewed as part of general cognition and thinking, especially in the case of metaphors. On the theoretical framework of CL, we concentrated on the theory of conceptual metaphor (CM) by George Lakoff and Mark Johnson (1980), among the first to pinpoint this conceptual potential. In this study, we refer to the metaphorical extensions based on Up sense of Happiness through fundamental concepts in spatial metaphors. For example, in English we can see the CM "HAPPINESS IS UP" with the source domain is HAPPY (HẠNH PHÚC) and the target domain is UP (LÊN), such as in the expression "He is on cloud nine", which expressed that the man can evoke joy. In Vietnamese, such a conceptualization is also pointed, for example: "Anh ta lên chín tầng mây" (he is on cloud nine, he is extremely happy). To clarify this study, the data from 10 best-seller novels in English and Vietnamese in period of 10 recent years (2012-2022) were collected for analyzing cross-linguistic and cultural perspectives. The paper used qualitative and quantitative as well comparative and contrastive methods with 100 expressions to find out the findings of similarities and differences between English and Vietnamese metaphorical extensions of Up and LÊN to make the CMT practical and useful for teachers as well as learners.

16:15-16:40

66489 | *The Multilingual Landscape of California as a Pedagogical Resource for Developing Critical Language Awareness*

María Cecilia Colombi, University of California, United States

This presentation discusses the idea of linguistic landscape as a pedagogical tool. It describes a research project undertaken in California using public signs to explore the social meanings of the use of English and Spanish in the public sphere. This study analyses a corpus of 173 signs and 215 advertisements, which were collected over a period of 10 years. The Multimodal (Kress, 2010; Kress & van Leeuwen, 1996, 2001) analysis reveals that the language patterns of use fall into three categories: 1) literal translation, 2) (re)interpretation and recreation of the language and culture, and 3) use of both English and Spanish. The author presents a framework that distinguishes between intercultural and intracultural uses of Spanish/English language with respect to the Latino/Anglo community, as well as innovative uses of the language on signs. She argues that the project is useful both for thinking about the ways people use the language in local contexts and as a template for a classroom-based project that teachers can implement to engage students in investigating and talking about social language use. The conclusion presents an approach for using the linguistic landscape as a pedagogical resource in the classroom which casts the students as language investigators and offers ideas for extension activities that connect the language classroom to the streets of the learners' community.

09:00-10:40 | 321B

# Saturday Onsite Presentation Session 1

Professional Training, Development & Concerns in Education

Session Chair: Roland Schendel

09:00-09:25

65980 | *Impacts of Authentic Learning Experiences in an Educational Outreach Program on Graduate Students' Careers: A Longitudinal Study*

Mohan Yang, Old Dominion University, United States

Jon Harbor, Purdue University Global, United States

Cynthia Tomovic, Old Dominion University, United States

Rajagopal Sankaranarayanan, University of Texas at Austin, United States

Being engaged in authentic learning contexts has been perceived as a means of developing transferable competencies. Supported by NSF when it was initiated in 2006 to engage graduate students in K-12 classes to develop their teaching and communication skills in authentic environments for career preparation, this educational outreach program later became a self-sustained program open to all participants regardless of their backgrounds in a large Middlewestern public university. The authors adopted an explanatory mixed-methods design to investigate the impacts of this authentic learning-based program on participants' professional life through a longitudinal study. The quantitative strand includes a survey with close- and open-ended questions, showing a positive impact (mean = 7.52 out of 10, SD = 2.34) based on the responses (n=22). Fourteen (n=14) participants were interviewed through purposive sampling for the qualitative strand. A preliminary thematic analysis through two rounds of coding showed several themes including 1) stronger competitiveness when equipped with authentic practice experience; 2) capability to communicate with diverse audiences; 3) the ability to engage and manage a wider range of students; 4) improved project management skills in both academia and industry settings; 5) being mindful of serving as a role model to younger audiences; 6) gained new perspectives of conducting research in the corresponding fields; 7) improved cultural agility and tolerance after being exposed to a different culture. This study shows the changes in graduate students after they entered workplaces as a result of their participation in the authentic learning and outreach experience.

09:25-09:50

66250 | *Paving the Path to the New Normal: Using Peer-Led Professional Development to Move Institutions and Individuals Forward*

Anna Childs, Pellissippi State Community College, United States

Annette Eldridge, Pellissippi State Community College, United States

Students and employees at higher educational institutions face problems concerning enrollment, decreased finances and funding, declining rankings, and the COVID-19 pandemic. As a result, students and staff are suffering: one in three college students exhibits depression and anxiety, and in one study, 80% of university staff reported burnout, anxiety, depression, and PTSD (Mayo Clinic Health System, 2022; Tucker et al., 2022). To address these challenges, employees of Pellissippi State Community College, located in Knoxville, Tennessee, attempt to serve students, fellow colleagues, and the community through the core values of accountability; community and civic engagement; diversity, equity, and inclusion; excellence; integrity; and relationships. Employees of the college pursue professional development opportunities centered around these values, one being the Pellissippi Academy, a peer-led program consisting of five cohorts. The themes of these cohorts include change and conflict management; communication; diversity and inclusion; emotional intelligence; and leadership. In the cohorts, which form and meet each academic year, members assist one another in developing cooperative and interactive skills. The Academy is unique to Pellissippi State; in an informal survey of employees at five other colleges in the Knoxville area, zero respondents reported similar peer-led professional development programs at their institutions. In this presentation, co-champions of Pellissippi Academy's Communication Cohort, Annette Eldridge and Anna Childs, will discuss how they use the group to target communication, social connection, and emotional health, as well as to address higher educational concerns and positively impact the college and community beyond.

09:50-10:15

65053 | *Initiatives on Performing Lesson Study in Egypt-Japan Schools (EJS) – Towards Realizing New Professional Development Scheme –* Yasmine Mostafa, University of Fukui, Japan

In an unprecedented step towards developing the quality of education after decades of neglect, the government of Egypt has established Egypt-Japan Schools (EJS) under the Egypt-Japan Education Partnership (EJEP), in 2018 (Mostafa and Hambara, 2018 & Mostafa, 2021). So far, 48 schools have been established all over the country. These schools embrace the new curriculum "Education 2.0" designed by the government of Egypt that aims at developing the 21st century skills in children, while implementing the special activities, referred to as 'Tokkatsu', which symbolizes schools in Japan. 'Tokkatsu' is a holistic educational curriculum model that focuses on nurturing agency and collaboration in children in order to be effective members in their society. Teachers in EJS are faced with many challenges within the new curriculum and the 'Tokkatsu' concept and its application. Therefore, Lesson Study has been introduced for the first time in Egypt in EJS after its launching in 2018. The purpose of the Lesson Study is to cultivate teachers' capacity and ability in a sustainable professional way in order to be able to implement the new curriculum and the new concept of 'Tokkatsu'. However, as an unprecedented initiative, Lesson Study is still immature and unorganized in EJS. In this presentation, I will study the current situation of Lesson Study and its effect on the continuous professional development of teachers in four EJSs with whom I am collaborating. Then, I will suggest a more systematic structure of a sustainable Lesson Study cycle based on the situation of each school.

10:15-10:40

67296 | *Exploring Perceptions and Practices Among Teacher Candidates and Mentor Teachers: A Clinical Immersion Model for Professional Development*

Roland Schendel, Metropolitan State University of Denver, United States

The purpose of this study is to explore the use of an immersion model of clinical experience as a means for enhancing the training of teacher candidates and the ongoing professional development of participating elementary classroom teachers. This immersion model of clinical experience one part of an Elementary Licensure program involving three semester-long fields and a year-long residency. The immersion model involves a partnership between the university and one elementary school where teacher candidates attend field on the same day, at the same time, with their course instructor. Up to four teacher candidates are placed in each partnering classroom. This model involves interactive learning experiences between teacher candidates, their mentor teachers, and the elementary students with support from the university instructor. Identifying participant perceptions of the model and changes in teaching practices are of particular interest. The following research questions guide this inquiry:

1. What are the perceptions of teacher candidates and mentor teachers regarding their involvement in the immersion model?
2. How has participation in the immersion model impacted the instructional practices of teacher candidates and their mentor teachers?

Following a portraiture methodology of qualitative research (Lawrence-Lightfoot & Davis, 1997), data collection includes interviews, observations, artifact collection, and the researcher's journal. A constant-comparative approach to data analysis (Glaser & Strauss, 1967; LaCompte & Priessle, 1993) is used to craft portraits of four teacher candidates and four mentor teachers. These portraits showcase the dimensions of perceptions and instructional practices resulting from participation in the immersion model.

10:55-12:35 | 321B

# Saturday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Jeffrey Trambley

10:55-11:20

67274 | *The Obstructive Effects of Pandemic on EAP Learners' Socialization Experiences: Focused on Academic Integrity*  
Mi-Young Kim, University of British Columbia, Canada

This study reports on (a lack of) academic socialization experiences of international students in an English for Academic Purposes (EAP) program at a Canadian university during the pandemic. As the pandemic had prohibited international travel and study abroad to a large extent, many EAP overseas students were left with no choice other than online instructions mostly on Zoom or institutions' own online learning platforms such as Collaborative Ultra (REF, 2021). It is imperative to see how this "alternative" mode of communication as opposed to a more conventional EAP experience in an English as a Second Language (ESL) environment has affected this demographic who plans to pursue a tertiary education in Canada. This study highlights their academic and cultural socialization experiences and constant negotiations especially regarding academic integrity.

Informed by a second language (L2) socialization perspective (Duff, 2020; Schieffelin & Ochs 1986), this study examines students' writing samples (e.g., paraphrasing assignments), online synchronous test performances, and various communication activities including one-to-one conferences with their instructor in 2020-2021. This study argues lack of "authentic" and offline socialization experiences that go beyond acquisition of knowledge/information limited some international students from experiencing, in their own words, "genuine" socialization in an academic setting. More importantly, the study found students were more vulnerable to violating academic integrity (i.e., plagiarism) and did not feel integrated to the academic community. The presentation concludes with constructive suggestions for educational interventions and curriculum development with the implications of the findings on their future studies.

11:20-11:45

67301 | *The Evolving Role of a Self-Access Center in Response to COVID-19*  
Jeffrey Trambley, Musashino Gakuin University, Japan

In 2020, the COVID-19 pandemic had a major impact on institutions, including universities as instruction rapidly shifted to remote methods. The shift represented a fundamental change from both a teaching and student perspective. In this article, the head of a self-access center at a university in Japan reflects on the drastic drop in student users of the center after instruction transitioned back to face-to-face. As a result, the researcher sought to illuminate the reasons behind this change by conducting a survey and one-on-one interviews with student users. The results will hopefully inform other self-access practitioners on how self-access centers might evolve to meet student expectations for their use in the aftermath of the COVID-19 pandemic.

11:45-12:10

66336 | *Cameras on or Off? Learner Attitudes to Camera Use in Online Classes and Willingness to Communicate in English*  
Adam Gyenes, Ryutsu Keizai University, Japan

During the Covid-19 pandemic, videoconferencing software platforms such as Zoom were seen by many teachers as the best way to recreate the atmosphere of a classroom while they and their students self-isolated. Yet a reluctance among students to switch on cameras in these classes has been observed by many teachers, and policies on camera usage became a topic of some debate in schools and universities. While some research has investigated the reasons for this resistance, this has not been adequately considered in the broader context of learner motivation. This research explored subjective views on camera usage in relation to 'willingness to communicate' (WTC) in English with a group of L2 English learners. First, a set statements on camera use was taken from online sources, to represent the spectrum of views on the issue. Using Q-methodology, (n = 45) Japanese learners of English at a University in Greater Tokyo were surveyed on the importance they placed in each of these statements. Through factor analysis, four groups of students with distinct views on camera usage were revealed, ranging from those who were demotivated by or ambivalent to cameras, to those who viewed camera use positively, as an aid to collaborative learning. Students were also given a second, quantitative survey on their WTC, with those who took a negative view of camera usage showing the lowest average WTC among the four groups. The significance of this link between WTC and positive or negative inclinations to camera use will be discussed.

12:10-12:35

65989 | *Leader, Lead Thy Self? Contract Grading as Parallel Learning for Student in the MSW in Critical Leadership at McMaster University*  
Tara La Rose, McMaster University, Canada

Contract grading is an approach to summative assessment that remakes the grading process from a top-down activity to a process of collaborative engagement. Common in professional graduate programs, contract grading requires students to articulate a specific grading outcome based on the actions and activities required to reach an end result formulated around a course-based learning goal. Students enter into a 'contract' with their instructor by predetermining how they will complete required learning activities and developing a method of assessment for evaluating the outcomes. The assignment challenges outcomes driven learning approaches, placing greater emphasis on learning processes, something social workers, who are often structured into neoliberal work culture find exceptionally challenging. For students, learning about leadership in this way provides a parallel process with the experience of being a leader; many organizational and community-based leaders receive feedback from colleagues and collaborators without receiving summative evaluation, leaving these leaders to develop their own way of understanding the 'what and why' of doing and what their activities means to their overarching leadership goals. This presentation provides an overview of the pedagogical knowledge of contract grading and considers processes for developing a contract grading assignment in a graduate level course.

12:50-13:40 | 321B

# Saturday Onsite Presentation Session 3

## Learning Experiences, Student Learning & Learner Diversity (Workshop)

12:50-13:40

65685 | *Mindfulness In Education and a Trauma Informed Practice – Supporting All Students in an Inclusive, Safe Environment*

John Campbell, Coquitlam School District, Canada

Sarah Lynes, Queens University, Canada

Facilitating a safe, inclusive, nurturing environment in our schools is imperative. Trust, rapport, engagement, and relationships grow when a positive culture is fostered. Close to 40% of students have experienced trauma in their lives. Trauma negatively impacts cognitive functioning, behavior and self-esteem. A trauma-informed teaching approach builds connection and provides opportunities for students to reach their full potential. Mindfulness-based educational programs combined with a trauma-informed practice equips educators with essential tools to teach self-regulation, focus, interpersonal and intrapersonal skills. A mindfulness in education program alleviates stress and supports trauma-impacted students, provides a dedicated time for peaceful reflection, and increases the well-being of all participants (including the teacher). During this workshop educators will: learn about the physiological benefits of practicing mindfulness, practice formal and informal mindfulness methods used in education, understand trauma responses, learn self-regulation and co-regulation strategies, discuss connection building, and address inclusive education and equity. Participants will leave this workshop with a tool box full of accessible strategies, lesson activities, and resources. Working in education can lead to stress and even burn-out. When teachers employ mindfulness practices they are able to recognize emotional patterns and be proactive when responding to challenging situations.

13:55-15:10 | 321B

# Saturday Onsite Presentation Session 4

Professional Training, Development & Concerns in Education

Session Chair: Jingzi Huang

13:55-14:20

66223 | *Reading, Primary Education, and Program Reauthorization – When Legislation Clashes With What Research Says*  
Jingzi Huang, University of Northern Colorado, United States

The proposal intends to examine a phenomenon that has rapidly spread throughout teacher preparation programs highly regulated by the state authority in the U.S. Concerned by the high number of K-12 students who cannot read at the grade levels, state law makers rushed to come up with rules and policies that aim at directing not only K-12 classroom teachers but also commending how higher education institution should prepare future teachers for teaching reading at the primary level. The renewed debate on how to teach reading has led to the dominance of one side of the debate in the form of legislation, which has created clashes between legislature and research-based practices. How a teacher prep program navigates through the process in this environment while holding onto its belief in research-based promising practices becomes a question for life or death. The proposal showcases the process of one higher education institution with the legacy and tradition of teacher preparation going through the state teacher preparation reauthorization process that lasted for three years. Based on interviews, documents, observant participations, and records of meetings, it reveals the challenges faced, and compromises made, by the faculty for both the survival of a program and the quality of future teachers. The proposal focuses on providing an understanding of the nuances related to a state reauthorization process so as to engage educators and scholars in a meaningful discussion on how to move forward to advance the field to truly support all future teachers for K-12 students.

14:20-14:45

65612 | *Training at the Heart of Concerns in Francophone Minority Communities: To Collectively Commit Under a Shared Leadership to Meet This Challenge*  
Lyne Chantal Boudreau, University of Moncton, Canada  
Claudine Auger, University of Moncton, Canada

In a minority context, the French-speaking school is challenged to support students in their linguistic and identity construction through a cultural approach to teaching (MEDPE, 2014). Despite the recognized challenges and the efforts, the school does not succeed in countering assimilation (Statistics Canada, 2012) and the challenges related to teaching persist (FCE, 2014). From the perspective of creativity as proposed by Boudreau (2014), Gélinas-Proulx (2014) recommends informal training to overcome these challenges. As part of continuing education, the Forum Francophone sur l'Apprentissage (francophone conference on education and learning) allows for a collective reflection on the winning conditions that promote solutions. The province of New Brunswick, Canada, welcomes this event which is based on shared cultural leadership and which aims at a broader understanding of linguistic and cultural issues, as well as at the development of skills based on the commitment of those involved (Luc, 2010). This presentation examines the reciprocal influence of school, university and community settings on their individual and collective power in societal and educational advancement by looking at the challenges related, among other things, to the mobilization of resources by the various partners involved (Lacroix, 2018). The sharing of knowledge and skills promotes commitment in order to develop creative training initiatives intended specifically for professionals looking for innovative and hopeful solutions for the influence of the language and culture of French-speaking schools in a minority context.

14:45-15:10

66942 | *Exploring the Transformative Impact of Language Teachers' Autoethnographies in a Teacher Education Course*  
Ekaterina Arshavskaya, Utah State University, United States

The benefits of teachers' autoethnographies are well-documented in current research. This study adds to the research literature by directly analyzing how the insights gained through writing autoethnographic essays impact second language (L2) teachers' classrooms. To collect the data, the study incorporated autoethnographic essays into a course for masters-level language teachers and asked the participating teachers to design lessons that reflected the insights they gained about themselves through this project. Adopting the transformative learning theory (Mezirow, 1978, 1997), this paper explores the transformative potential of teachers' autoethnographies through tracking qualitative changes in the teachers' narratives and practice across one academic semester. The results show that as a learning tool, autoethnographies facilitated teachers' developing of more empowering teaching identities and enhanced their teaching practices. The paper adds empirical evidence and a new perspective to the investigation of teacher learning. It concludes with pedagogical and research implications for L2 teacher education.

15:25-16:40 | 321B

# Saturday Onsite Presentation Session 5

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Catherine Mooney

15:25-15:50

66996 | *Teen Voices from the City: How School Instrumental Music Students Persevere and Thrive*

Robin Armstrong, University of St. Thomas, United States

Candace Chou, University of St. Thomas, United States

United States high school instrumental ensembles reflect the rampant educational opportunity gap regarding BIPOC student representation, denying students opportunities intrinsic to instrumental music participation. This study examined contributing factors to successful experiences of BIPOC, high school, instrumental music students. With Maslow's hierarchy of needs and Freire's critical pedagogy as theoretical lenses, this study asked: How do teenage band music students of diverse backgrounds experience, and make meaning of, their public school, instrumental music journey? Using a constructivist phenomenological approach, this qualitative study interviewed 12 BIPOC high school graduates, ages 18-22, of a Mid-western metro area to learn how they made meaning of their instrumental music journeys. Each story was unique; however, common themes emerged grouped within three sub-questions: what or who supported them, what were the transitional points of decision, and what were the "hooks" encouraging participation? This study found participants were supported during their instrumental music by family, peers, and teachers. Transition points, when students had to make crucial decisions about continuing in instrumental music, included themes of high school entrance, structural crises, and exclusionary experiences. "Hooks" for continuing instrumental music participation included themes of mood, social connection, self-esteem/challenge, aesthetics, and agency. Implications for policy leaders and educators include investment in culturally responsive recruiting and equitable programming, targeted guidance and bridging strategies for students transitioning into high school, free online private lessons for students of low SES, the use of collaborative, student-centered teaching strategies in the instrumental music classroom, and more individual focus and care toward ensemble inclusivity.

15:50-16:15

66237 | *Exploring Belongingness in Undergraduate Science Students: The Intersectionality of Self-identified Minority Status and Gender*

Catherine Mooney, University College Dublin, Ireland

Shamima Nasrin Runa, University College Dublin, Ireland

Anna Antoniadi, University College Dublin, Ireland

Brett Becker, University College Dublin, Ireland

Sense of Belonging' or 'belongingness' is a belief or feeling that one is an accepted and valued member of a community. Belongingness can vary with factors such as gender, and race/ethnicity. Belongingness has been shown to be correlated with student characteristics such as motivation and persistence. We adapted the "Math Sense of Belonging Scale" to investigate the relationship between undergraduate science students' sense of belonging, gender identity, and self-declared minority status. We surveyed approximately 2,000 undergraduate students across the seven schools in the UCD College of Science (School of Mathematics and Statistics, Biomolecular and Biomedical Science, Physics, Biology and Environmental Science, Chemistry, Earth Sciences, and Computer Science) from December 2021 to January 2022. We did not find a statistically significant difference in the belongingness of students identifying as women or men. However, we did observe a statistically significantly lower sense of belonging in students who self-identified as being women or men, and part of a minority group. Students who identified as women who did not identify as belonging to a minority had a sense of belonging comparable to students who identified as men who did not identify as belonging to a minority. Creating inclusive learning environments for all students is of primary importance. Results of this study have provided us with insight that may help us improve the belongingness of our undergraduate students, particularly students of any gender who identify as belonging to a minority in science.

16:15-16:40

66230 | *Who has Access? Mapping Informal STEM Learning in Canada*

Jennifer Jenson, The University of British Columbia, Canada

Nora Perry, The University of British Columbia, Canada

The acquisition of computational literacy – not just learning how to code or program, but also understanding what codes and algorithms can do and how they work – are integral parts of our 21st century lives. That said, there remain significant skill barriers for many, and especially for girls, and children from racialized minorities and economically disadvantaged communities. In this paper we explore and seek to better understand the landscape of informal, voluntary STEM-learning opportunities that Canadian students have access to and participate in outside of/after school. We begin by mapping the publicly available STEM focused programming for youth in Canada, revealing the geographic and economic barriers to extra-curricular STEM-based programming, even as there have been some efforts around inclusivity and STEM education, namely for girls, Indigenous youth, and minority youth, though these programs are far from ubiquitous. Among other insights, one important highlight that this mapping exercise has revealed is that very little is available for youth in rural and remote areas, unless it is online, and many programs have 'reverted' to in person given that pandemic restrictions have been lifted across Canada. In part to capture some of that shift back to in person from online, and to more fully chart what STEM programming in informal settings might look like, we also report on a set of interviews with STEM educators who are working in and designing these after school, summer camp, and online and other outside of school programs.

09:00-10:40 | 323A

# Saturday Onsite Presentation Session 1

Higher Education

Session Chair: Anthony Hernandez

**09:00-09:25**

65907 | *Collaborative and Reflective Learning: Creating Synergistic Scholars and Scholarship at an Urban HBCU*

Anita Bledsoe-Gardner, Johnson C. Smith University, United States

Jonathan Smalls, Johnson C. Smith University, United States

Alexis Lawson, Johnson C. Smith University, United States

This presentation will highlight innovative strategies an urban HBCU employs to intrusively instruct, advise, and mentor students from marginalized and diverse socioeconomic backgrounds. It will reveal the integration of “the village concept” as a culturally responsive approach to addressing intersectionality, diversity, equity, and inclusion in the context of instruction, research, and intervention. Specifically, the proposed research will examine the exploration, identification, and planning of a collaborative action between two academic units to promote and foster research scholars in the 21st Century using reflective pedagogical practices to improve the quality of the education and product of education. Gebarhard and Oprandy (1999) assert that one of the central reasons to employ reflective pedagogical practices is to 1) gain awareness of one’s teaching beliefs and practices and to learn, and 2) to see teaching differently in doing via learning to take actions that allows one to enhance the quality of learning opportunities teachers that are promoted in the academic spaces.

**09:25-09:50**

65940 | *Motivations for Women in STEM Pursuing Advanced Degrees*

Karin Moore, Pepperdine University, United States

Many professional women who have majored in STEM-related undergraduate degrees contemplate continuing their education to further their careers or to reach a higher level of self-actualization. This research will discuss learnings from those women in STEM who have pursued higher education. A quick search in higher education libraries returns over 500,000 scholarly sources (over a 10-year span) on the topic of “advantages of graduate degrees”. It is the aspiration of this study to provide data on the merits of such pursuits specifically for women who have a background in STEM (undergrad or extensive years in STEM careers). The focus on STEM is motivated by the small number of annual undergraduate women who enter the workforce with STEM majors. Following a number of years of working in STEM careers, a significant number of women leave STEM careers. The research study aims to answer the question regarding their motivation for pursuing graduate degrees.

Research Questions: What motivates women in STEM to pursue graduate degrees?

- Hypothesis 1: Lack of fulfillment at current role or station in life.
- Hypothesis 2: Possibility to advance in career/economic reasons.
- Hypothesis 3: Enlightenment / Self-actualization.

**09:50-10:15**

62248 | *Aatsimapi: Restoring Good Relations in Post-Secondary Education*

Betty Bastien, Red Crow Community College, Canada

William James Pelech, University of Calgary, Canada

Prevailing higher educational practices often lack culturally relevant frameworks and may contribute to epistemic violence in Indigenous communities. These practices may re-victimize Indigenous people by reproducing colonial identities and contributing to the continuity of intergenerational trauma. Generation of culturally affirming educational practices requires an Indigenous epistemologically-centred research design (Weber-Pillax, 2001; Bastien, 2004) consisting of: ancestral wisdom, Indigenous knowledge, traditional healing, oral tradition and storying, historical trauma, resiliency and community capacity-building. This presentation will focus on the articulation of an indigenous research paradigm; a knowledge building processes that is affirming and nurturing relationships ( seeking balance) for First Nation communities. This presentation includes the findings of a multi-phase Canadian research project supported by the Social Sciences and Humanities Research Council of Canada. The research design included twelve talking circles at two locations involving traditional knowledge holders and College representatives. Phase I: Identifying Indigenous Ethics, Values & Cultural Competencies involved the identification and articulation of Indigenous values, ethics, and cultural competencies. In Phase II: Development of Practices and Curricula, this project applied the culturally affirming framework generated in Phase One to curriculum development and teaching practices.

**10:15-10:40**

66462 | *Leadership in Two-Year, Open-Access Hispanic-Serving Institutions (HSIs)*

Anthony Hernandez, University of Wisconsin Madison, United States

Given the rapid growth of Latinx college students, there is a need to understand Hispanic-Serving Institutions (HSIs) especially open-access, two-year colleges. Latinx students disproportionately attend HSI community colleges for a variety of reasons and their poor outcomes are of great concern given the impact on our future workforce. Understanding what leadership looks like at HSIs, and how to fortify leadership that can, ultimately, improve outcomes for Latinx students, a traditionally underrepresented, underserved minority group, contributes to our social goals of greater equity. A mixed-methods approach is used to investigate leadership at 7 HSIs community colleges. A case-study approach and descriptive statistics are used to draw from multiple data sources to examine leadership, leadership styles, and the impact of such leadership on stakeholders. This study juxtaposes three institutions situated in a socio-political context where no state funding exists for community colleges while other institutions have a myriad of funding sources and qualitatively different socio-political contexts. This multi-state study furthers our understanding of challenges faced by leaders at Hispanic-Serving Institution community colleges and offers valuable evidence on how to improve student experiences, retention, graduation, and transition to post-secondary opportunities. This study asks how federal and state policies affect leadership at these institutions. It identifies the main challenges facing leaders in these essential organizations and promising practices. Given that Latinx students are the fastest growing school-aged population in the U.S., failing to address poor outcomes at these colleges will have a detrimental effect on our most marginalized communities.

10:55-12:35 | 323A

# Saturday Onsite Presentation Session 2

Higher Education

Session Chair: Katherine Baker

10:55-11:20

67300 | *Strengthening STEM Pathways Through Collaboration*

Felisha Herrera, San Diego State University, United States

Promoting diversity and increasing the representation of minoritized and historically underrepresented students continues to be a key challenge and national priority for STEM fields. Streamlined college transfer pathways are imperative in addressing the institutional policies and practices necessary to better support underrepresented students' pursuit of STEM degrees and careers. This session features the work of the SDSU Research & Equity Scholarship Institute and information will be provided on the institute's large-scale National Science Foundation (NSF) funded projects focused on STEM transfer pathways. The project findings highlight three areas: 1) challenges faced by underrepresented students in STEM, 2) strategies for supporting minoritized and underrepresented students in STEM, 3) STEM partnerships and collaborations, and 4) opportunities for growth. The study identified significant interdepartmental and inter-disciplinary collaborations and provides examples of how departments, faculty, and STEM programs are broadening STEM participation by bridging silos, fostering undergraduate research experiences, and providing holistic forms of support. More importantly, recognizing the calls for diversity and inclusion in STEM, this work highlights how two- and four-year partnerships are integrating approaches to support the complex needs and challenges of underrepresented groups in STEM. Understanding what makes campus collaborations (across colleges, divisions, departments, and disciplines) successful and the challenges associated with establishing such partnerships (e.g., limited institutional resources) offer key insights into how institutions can enhance the experiences of underrepresented STEM students and institutionalize collaborative communities of practice among faculty and departments.

11:20-11:45

67611 | *Leveraging Understanding of Magnetic Force From Physics to Overcome Unproductive Intuitions in Biology and Earth Science*

Shalva Tsiklauri, The City University of New York – Borough of Manhattan Community College, United States

Magnetic force is a topic that spans the scientific disciplines. Thus, the teaching of magnetism in physics can impact student learning in Biology, Chemistry and Earth Science. Many studies conducted within the domains of both physics and other sciences courses chemistry demonstrate that magnetism is a difficult topic for students. In this talk, I will discuss an experiment to empirically test how best to support student learning of magnetic force. We examine student responses to a question about how the magnetic force on current carry wire varies with length, depends value of the current and angle between current and magnetic field and investigate how these responses change after students have been exposed to either a question designed to help them think about magnetic force as well about Newton's third law. Results from small-group interviews and in class assignments, which include a randomized intervention component, will be presented. The results are interpreted using dual-process theories of reasoning and implications for instruction will be discussed.

11:45-12:10

65824 | *Access to Integrative and Experiential Learning: An Examination of Co-teaching in Teacher Education*

Katherine Baker, Elon University, United States

Danielle Lane, Western Oregon University, United States

We examine our experience as teacher educators (TEs) collaborating in cross-programmatic coursework to benefit our personal teaching development and the learning and teaching of prospective teachers (PTs). Informal collaborations around PTs' needs led to three intersecting projects: a formalized co-teaching model, development of an original interdisciplinary course, and a study about our experiences co-teaching within higher education. Throughout our work, we acted upon our convictions motivated by past research on emulation of practice (Allen, 2009) to assert that in order for PTs to instruct their students in ways that are integrative and extend beyond siloed disciplines, the PTs must experience integrative, experiential learning themselves. We employed a collaborative self-study (Laboskey, 2004) and were motivated by organic collaboration to address how we might structure coursework about integrative knowledge and critical reflection for PTs around accessibility to high-quality teaching and learning. We are now in an ongoing investigation of interdisciplinary co-teaching in what are traditionally siloed courses in teacher preparation programs. We explore the intersection of two unique philosophical lenses in the creation, implementation, and evaluation of courses offered by the university's School of Education. Specifically, we will share reflections upon the collaborative planning, assignment choices, and in-the-moment teaching through the individual perspectives of a special education TE and an elementary mathematics TE. In sharing insights from our work, we aim to describe how co-teaching can afford TEs' with job-embedded professional development, support during tenure demands, and aid in creatively establishing new coursework for an institution.

12:10-12:35

66861 | *The Mathematics and Science Backgrounds of Elementary Preservice Teachers*

Terri L. Kurz, Arizona State University, United States

David Meltzer, Arizona State University, United States

One of the more common ways to enhance K-8 students' STEM backgrounds is through engaging lessons taught by their teachers who should have strong academic trainings in STEM content. We provide mathematics and science backgrounds of preservice teachers across three years of data collection at a large university. The preservice teachers' self-reported science and mathematics university preparation greatly varied. In relation to the science content courses taken at the college level, preservice teachers could respond with more than one course; out of the 212 preservice teachers, there were 365 science content courses taken. The science content courses taken at the university level included: biology (49.6% (n = 181)), chemistry (16.4%, n = 60)), physics (11% (n = 40)), other science (19.2% (n = 70)) and no science at the university level (3.8% (n = 14)). Other science courses included sustainability, geography, geology, astronomy, environmental science, psychology, forensics, and others. In relation to mathematics course taken at the college level, 89% (n = 212) took College Algebra, 27% (n = 58) took Precalculus, 9% (n = 19) took Brief Calculus, 6% (n = 12) took Calculus for the Life Sciences or Calculus for Engineers, and 4% (n = 9) took Calculus with Analytic Geometry. Implications for research and practice will be discussed.

12:50-13:40 | 323A

# Saturday Onsite Presentation Session 3

Language Development & Literacy (Workshop)

Session Chair: Bei Hong

12:50-13:40

66258 | *Strategies for College Professors: How to Prepare Teacher Candidates to Teach Literacy*

Hannah Harvey, McNeese State University, United States

Teacher candidates are changing at a rapid pace. It is also important to consider teacher candidates' needs and goals. To serve all future teachers well, professors must also change their teaching and assessment strategies. The transfer of theoretical knowledge to the classroom poses many challenges for teachers. Therefore, teachers strive to integrate theory and practice in pre-service teacher education. With time, the past pedagogies are giving way to new approaches that emphasize active learning, active processing of information, technology, and real-world applications based on professional practice. It is time to rethink the professor-student relationship and view students as partners, collaborators, providers of fresh perspectives, and knowledge creators.

It is imperative that professors recognize that a one-size-fits-all pedagogy cannot help all students succeed. Innovative approaches to creativity in education are enabled and prompted by innovative technologies. Education at the university level allows pedagogical structures to be adjusted in favor of a more individual approach to learning. This will facilitate a more efficient and meaningful course of action for the intellectual community. A university's role in preparing teachers and citizens is important to P-12 education because it prepares them for leadership positions. This session will examine activities that assist in connecting theory and practice. In conclusion, the audience will be able to leave with actionable strategies to implement today that will help them engage teacher candidates with an understanding of teaching methods, how to use them in real class situations, how to reflect on their practices, and how to improve their performance.

13:55-15:10 | 323A

# Saturday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Cynthia Wong

**13:55-14:20 (Moved to Virtual Presentation)**

65273 | *Synchronous and Asynchronous: of the Covid 19 Pandemic, Opportunities and Challenges to Education Instruction in Uganda*

Alice Wabule, Cavendish University Uganda, Uganda

Caught off guard by covid 19 and the subsequent crisis of locking down world economies, education was among the most affected sectors, sending millions of children out of schools at all levels of the learning cycle. From March 2020 until the re-opening of education institutions in January 2022, Uganda had had the longest closure that saw over 15 million school going children staying home. However, given the prevailing social economic class divides, a few 'privileged' ones, embraced new learning fora to ensure educational continuity for their children. With this, came the new terminologies 'synchronous and asynchronous', which although common in other contexts, had not made it to the Ugandan vocabulary. The empirical article discusses the challenges and opportunities that presented with the 'new normal' to: 1) institutions of learning, 2) the instructors and 3) the learners. It is based on in-depth interviews with four (4) leaders of higher education institutions two private and two public, ten (10) lecturers and twenty (20) students. I also provide personal insights and lived experience as a teacher and parent during the two years of virtual instruction. On one hand, opportunities such as adaptation to change, lifelong learning and resilience are discussed. On the other hand, challenges of technological inadequacies anxiety, stress and monotony are highlighted. The paper suggests that institutions of learning should be better prepared for uncertainties, for instance, by building the institutional capacities, investing in technical resources and continued skilling for instructors if they are to remain relevant during emergencies.

**14:20-14:45 (Moved to Room 322B)**

67236 | *Studying Literature with Empathy: Shifting from In-Class to Online Asynchronous Teaching*

Cynthia Wong, University of Colorado Denver, United States

In Spring 2020, a revolution occurred at public universities across the U.S. as a pandemic upended in-classroom/in-person education. The pandemic pivot to remote instruction around mid-semester at my university caused upheavals. When conscientiously addressed, some upheavals actually resulted in better quality of teaching literature to students whose academic goals soon collided with other facets of their lives. Nearly three years later, implementing a variety of reflective changes to my teaching pedagogy for the online asynchronous mode frequently resulted in students becoming very engaged with studying literature and working positively towards such literary skills as analyzing characters in fiction, interpreting poetry or drama and exploring the human condition through literature. For this oral presentation, I will outline the key implementations, discuss the assets as well as limitations of some modes for effectiveness with student engagement, and assess the state of online asynchronous modes for the college literature curriculum. I hope to establish that a teaching philosophy aimed at (1) nurturing student interest and investment in reading literature; (b) guiding them towards expressing and articulating their literary analysis; and, (3) motivating them to include literature in their lifelong intellectual and emotional development is based on cultivating reader empathy and motivating cognitive development.

15:25-16:40 | 323A

# Saturday Onsite Presentation Session 5

International Education

Session Chair: Mateusz Jezowski

15:25-15:50

65844 | *Countering Colonial Violence: A Care-Ethic Framework for International Education*

Myrtle Sodhi, York University, Canada

Sonia Martin, York University, Canada

Canada profits from the 600,000 international students who choose to study at Canadian universities (Canadian Bureau for International Education, 2022; Government of Canada, 2019). Canadian universities' invitations to international students carry proclamations of inclusiveness, openness, and diversity. However, international students, many of whom are racialized in Canada, experience discrimination through "conditional hospitality" (Ahmed, 2012; Derrida, 2000). International students are welcomed yet remain in the subordinate position as foreign. Despite high fluency levels, international students' English usage is considered inferior and often rejected (Martin, 2022). Such discrimination is typically veiled as language support (Ramjattan, 2022) while upholding raciolinguistic ideologies (Flores and Rosa, 2015). Under these conditions, international students are positioned as homeless (Somé, 1998) and voiceless (hooks, 2015) in Canada. Drawing from multiple disciplines, we are a Black feminist creator and a White settler international educator. In this collaborative paper, we are advocating for the inclusion of a care-ethic framework (Sodhi, 2022) in the systems and structures that govern international students' educational experiences. This framework, based on African epistemology (Somé, 1999) and Black feminist thought (Collins, 2002; hooks, 2001), values emotions, supports self-integration, disrupts colonial violence, and recognizes the collective energy of community (Sodhi, 2022). All actors within international education in Canada and beyond can draw on the framework to identify and dismantle barriers for international students. In light of what we have learned during the pandemic about global connections, it is imperative that we embrace this care-ethic framework to ensure healthy and sustainable international experiences in education.

15:50-16:15

67315 | *The Effect of Social Media Use on School Learning: Evidence from PISA 2018*

Jia Pang, Claremont Graduate University, United States

Zhiqiang Ji, Georgetown University, United States

It is shown that younger users are more active in social media (Pew Research, 2021). The frequent use of social media is changing the manner in which a new generation of students communicate, learn, and think. As a result, the discussion on the impact of social media on learning achievement has taken on a new urgency. In this paper, we have employed data from OECD's Programme for International Student Assessment (PISA) 2018 database to investigate the effect of using social media for school learning on academic performance. In order to eliminate selection bias and assess the causal effect of using social media on learning, this research used propensity score matching (PSM) with the marginal mean weighting through stratification (MMWS) approach. By running the analyses in each participating country, we were able to see whether the effect of social media use on school learning manifests itself differently in various social, cultural, and political contexts. According to the results measured based on test scores in the PISA assessment, more frequent use of social media as a tool of learning related to schoolwork is detrimental to academic performance in most countries. Although it is beyond the scope of this paper to discuss the causes behind the negative correlation between social media use and academic achievement in most cases, conclusions and suggestions are cautiously presented.

16:15-16:40

66212 | *Competences 4.0 as Resilience Factors in Educational Project Management During COVID-19*

Mateusz Jezowski, National Agency of Erasmus+ Programme and European Solidarity Corps, Poland

Jadwiga Fila, National Agency of Erasmus+ Programme and European Solidarity Corps, Poland

Pawel Poszytek, National Agency of the Erasmus+ Programme and European Solidarity Corps, Poland

The Covid-19 pandemic affected all aspects of human life and education systems became one of the spheres most severely disrupted. The international dimension of education, and especially Erasmus+ Programme – the European Union initiative supporting the development of competitive skills and competences among pupils, students, adults, teachers, academics and professionals – was also affected. International mobility projects were either stopped or their implementation was significantly hindered. This paper presents the results of Authors' own study on almost 1000 Erasmus+ project leaders who were carrying out their projects during the peak of the pandemic in Poland in 2020. The Authors discuss the role of 4.0 competences (digital and technical competence, managerial competence, cognitive competence, social and psychosocial competence) of adult professionals in the implementation and assuring sustainability of projects under Erasmus+ Programme. The aim of the research was to study whether those competences are able to become resilience factors and to empower Erasmus+ project leaders in sustaining their international cooperation in the times of global crisis, widespread online learning and common project disruption or cancellation. The research hypothesis assumed that the above-mentioned competences might increase resilience and help project leaders to carry out and complete their projects. The Authors also show that project leaders' high 4.0 competences might constitute a sort of protective shield for functioning in a globalized, digitalized and drastically changing environment, which demands fast and effective adaptation to new challenges.

09:00-10:40 | 323B

# Saturday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Alem Kebede

09:00-09:25

67166 | *Mead's Philosophy of Education: Implications for Online Learning*

Alem Kebede, California State University, United States

Jonathan Basilio, California State University, United States

George Herbert Mead provides a symbolic interactionist conception of education in which education is treated as communicative action. His theory entails three critical premises. First, the educational practice involves the interplay between two or more than two symbolic actors dynamically producing and reproducing meaning. Secondly, meanings are conveyed in a way that the pedagogically used and acquired materials are transformed during the learning-teaching process. Thirdly, productive education implies an act of teamwork and synchronization between the actors involved in the discursive process without providing a meta-social role to the educator or treating the mind as the to-be-filled reservoir awaiting the master-instructor. These necessary premises have critical implications for online learning. Thus, to appreciate the implications of Mead's philosophy of education for online learning, the questions that can be raised include: Is there ample discursive space for meaning to be produced within the online domain? Are students accorded the appropriate role in building meaning, or are they treated as passive receptacles? Does the online context provide ample opportunity for the process of intellectual resocialization and growth for the agents involved? Does online learning provide the occasion for the pedagogical material to be acted upon and reconditioned in the process? The authors provide thoughtful answers to these questions based on their years of online and face-to-face teaching experiences and informal conversations with colleagues. Future research will be based on a phenomenological study of instructors' and students' lived educational online and offline experiences, along with a comparative examination of online and face-to-face instructions.

09:25-09:50

66711 | *Teachers' Readiness, Teaching and Research Competence in the New Normal: Implications to Educational Policy*

Ruby Catalan, Guimaras State University, Philippines

This descriptive-correlation research was conducted to determine the levels of readiness, teaching and research competence of teachers in the Schools Division of Iloilo as they adapt to the new normal. There were 380 public secondary junior and senior high school teachers who were surveyed using an adapted and modified questionnaire. They were categorized into age, sex, educational attainment, teaching experience, position, school classification and congressional district. The data were analyzed using frequency count, percentage, mean, standard deviation, t-test for two independent samples, One-way Analysis of Variance and the Pearson's r with significance level set at .05 alpha. Results revealed that the teachers as an entire group have very high level of readiness in terms of safety protocol and high level of readiness in terms of duties and responsibilities, and ICT skills. They showed a very satisfactory level of overall teaching competence. Further results revealed that they have a satisfactory level of research competence. The age, position, school size and location were determinants of the level of teacher readiness, teaching and research competence. Courses of actions were recommended to DepEd officials, curriculum makers, school administrators, teachers, parents, learners, community and future researchers. Furthermore, policy implications drawn from the results were laid out to address some of the salient findings of the study.

09:50-10:15

66007 | *"That Was a Masterpiece!": Crafting Effective Workshops for Japanese Pre-service Teachers of English*

Tony Cripps, Nanzan University, Japan

Takao Imai, Nanzan University, Japan

Sean H. Toland, The International University of Kagoshima, Japan

Hiroki Uchida, Graduate School of Global Communication and Language, English Language Teaching Practices, Japan

The implementation of the new Course of Study Guidelines in Japan has increased the demands on teachers at elementary, junior, and senior high schools. Regrettably, the support structure for English teachers in the public system is sadly lacking. Every day, novice English teachers in Japan are facing challenges for which their pre-service training failed to prepare them (Mouri, 2020; Tahira, 2012). This presentation explicates a research project that aims to understand and support the practical needs of pre-service English teachers who intend to teach at junior high schools and senior high schools in Japan. Pre-service teachers of English (n=20) were asked to identify what topics they would like to be included in teacher-training workshops designed to address their needs. In 2022, two workshops were held based on these perceived needs. This presentation will focus on the efficacy of the first workshop based on the participants' feedback. The presenters will map out the design of future workshops and argue for the necessity for practical support considering the current teacher-training structure in Japan. This research project aims to provide realistic solutions to practical problems which English teachers in Japan face every day. It is hoped that fellow educators will find this presentation useful when considering making changes to their own educational contexts.

10:55-12:35 | 323B

# Saturday Onsite Presentation Session 2

Education, Sustainability & Society

Session Chair: Kerrie Pickering

10:55-11:20

65949 | *The Role of Food Literacy, Beliefs, and Social Cognition in the Sustainable Food Choices of Youth*

Gary Pickering, Brock University, Canada

Shannon Ruzgys, Brock University, Canada

The impact of agri-food systems on the global environment is far reaching, affecting water use, greenhouse gas emissions, and land use; indeed, agriculture is one of the most environmentally damaging industries on the planet. A shift towards a more sustainable food system is necessary, and youth are poised as key actors to affect this change through demand behaviour. However, information is limited on their level of education around sustainable food, their current level of engagement, and the predictors for adopting sustainable diets. We sought to address these deficits through the lens of The Transtheoretical Model of Behaviour (Prochaska & Velicer, 1997) with a survey sample of 18-25 yr old Canadians (n=614) and application of the newly developed Food Literacy scale (Park et al., 2020). Respondents varied in their action stages across the 15 dietary behaviours examined, with decreasing food waste showing the highest number of youth in the action stage, and reducing dairy consumption and reducing red meat consumption the highest number in the precontemplation stage ('not doing this and not willing to'). Results from multinomial logistic regression analysis highlight the importance of food literacy, belief around the efficacy of the behaviour, and social norms in predicting engagement for several behaviours. We discuss these findings in the context of food literacy initiatives and education campaigns around promoting attitude change amongst youth.

11:20-11:45

67128 | *Online Trauma-informed Transition Training: Child-focussed Participatory Training for Foster Caregivers*

Jo Axe, Royal Roads University, Canada

Hannah Dahlquist-Axe, Royal Roads University, Canada

In 2015, the Truth and Reconciliation Commission of Canada: Calls to Action were formed "to redress the legacy of residential schools and advance the process of Canadian reconciliation". With a focus on these Calls to Action and on the related 2019 Federal Act Respecting First Nations, Inuit, and Metis Children, Youth and Families, an organization that supports foster caregivers on Vancouver Island in British Columbia saw a growing need for additional foster caregiver training. As a result, the researchers worked with this organization to explore ways of assisting foster caregivers who support children and youth reunifying with relatives and their communities. A search of literature examining transition experiences and best practices in foster caregiver training was conducted, revealing the need for further primary research. Upon receipt of the ethics approval, the researchers conducted three focus groups with foster caregivers to gain an understanding of their transition experiences and training needs. A thematic analysis was undertaken on the resulting data. As foster caregivers discussed their experiences and needs, they emphasized that the training should be participatory, accessible, child-centred, and trauma-informed. The themes that emerged from the data revealed that the training should include the following aspects: developing and retaining connections with the child's community, relationship-building with the child's family and the care team, strategies for advocacy, understanding grief and loss, and building emotional supports. This presentation will explore the implications of the research that resulted in the creation and launch of the online trauma-informed transition training.

11:45-12:10

67264 | *'It Takes a Village': How Narewa Village, Fiji Supported Students During a 9-month School Closure During the Covid-19 Pandemic*

Kerrie Pickering, Brock University, Canada

Tristan Pearce, University of Northern British Columbia, Canada

This research explored how schooling in a Pacific Island village coped with school closures and online learning through a case study of Narewa village, Viti Levu, Fiji. When governments across the Pacific closed schools to contain the spread of COVID-19, classes moved to online platforms, which was challenging for students, educators, and families living in areas that had limited Internet service, technical expertise and support. In Fiji, the Ministry of Education created a standard curriculum and allowed teachers autonomy over how it was implemented. In Narewa, like many rural villages in Fiji, reliable Internet with suitable bandwidth is not available, nor do all households have access to computing equipment. We conducted interviews with a District Senior Education Officer, the turaga-ni-koro (village headman), parents, youth and teachers in Narewa to learn how they coped with this schooling challenge. The data revealed that teachers prepared weekly worksheets following the curriculum and had the turaga-ni-koro distribute them to the students at their homes and collect them a week later. The village supported students by maintaining the normal pre-pandemic restriction week-day routine of playing the lali (drum) at 5pm signalling it was homework time. Village elders and preachers reinforced to parents and children the importance of maintaining their education. Additionally, the National curfew kept parents at home and many parents used this time to help their children with the worksheets. Like many villages in the Pacific Island Region, Narewa provides an example of the resilience and innovation occurring at the community scale that can be incorporated into strategies elsewhere as countries strive to build back better.

12:10-12:35

67264 | *No Room at the Club: Race and Gender Biases Towards Women of Color in Higher Education*

Dolapo Adeniji-Neill, Adelphi University, United States

The purpose of this study is to examine the experiences, biases, micro-aggressions and macro-aggressions towards women of color in higher education faculty positions. There are many critical issues regarding the lack of diversification in the workforce, are unequal representation, a lack of cultural-social understanding, embedded institutional racism and insufficient collaboration and relationship building. I explored literature, as well as conduct autoethnographic research to determine the divergences and parallels between women of color experiences as faculty and identify their marginalization and underrepresentation in higher education. I also draw on critical race theory (CRT), Co-operative inquiry (CI), Intersectionality theory (IT), literature and other studies seeking transformational resistance. I highlight how daily and frequent micro and macroaggressions wear on people of color (POC) in the classrooms, the academy and from colleagues. Veenstra (2011), defines Intersectionality theory as a way of understanding social inequalities by race, gender, class, and sexuality that emphasizes their mutually constitutive natures, possesses potential to uncover and explicate previously unknown health inequalities."The results illuminate the hypothesis that women of color are at a disadvantage in faculty positions and that they face many obstacles and discriminatory treatment as faculty members and they are underrepresented.

12:50-13:40 | 323B

# Saturday Onsite Presentation Session 3

## Higher Education (Workshop)

12:50-13:40 (Cancelled)

67238 | *Learner Autonomy via FLIP Design to Achieve Higher-Level Language Proficiency*

Rong Yuan, Defense Language Institute Foreign Language Center, United States

Flipped approach, as an instructional approach has proven its effectiveness in the field of language education (Mehring & Leis, eds, 2018) and in other disciplines as well. This workshop is interactive in nature and starts by leading workshop participants to conceptualize the core values of FLIP by illustrating the proposed mnemonic of F (Flexible attitude), L (Learner-centered classroom), I (Interactive at all times), and P (Proficiency-oriented) in the context of foreign language education.

Secondly, through a series of experiential learning activities, participants will experience and understand three stages of FLIP design from promoting learner readiness to partial implementation, as well as to a full-blown implementation throughout the language learning journey. Specifically, scaffolding worksheets as learning aids will be provided for participants to implement the notion of FLIP. In addition, participants will be able to do mini designs of both pre- and in-class activities. Lastly, the notion of learner autonomy supported by flipped approach and its crucial importance in reaching higher level of language proficiency will be discussed with participants to consolidate key takeaways from the workshop. The notion of FLIP design is equally applicable to other educational settings in addition to foreign language teaching and learning.

13:55-15:10 | 323B

# Saturday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: TBA

13:55-14:20

64970 | *Development of "Theory-Constructed Classes"*

Katsunori Matsuoka, Naragakuen University, Japan

The major difference between elementary school arithmetic and junior high school mathematics is "argumentation." We decided to conduct an empirical study to explore the systematic curriculum development and teaching of arithmetic and mathematics beyond the boundaries of elementary and junior high schools and to gain a new perspective on class creation with an awareness of the connections between the nine years of learning. In this study, we decided to focus on "argumentation." In mathematics, argumentation instruction is provided through the study of algebra and figures, where students learn how to show that a proposition is true by deductive reasoning, but in arithmetic, there is no classroom model in which results are presented first and then proved deductively. Therefore, we developed a "theory construction type" lesson model in elementary school arithmetic to help students acquire the ability to think logically, which leads to argumentation in mathematics. This led to transformations such as being able to think deductively and inductively by utilizing what they had already learned, and being able to derive their ideas and basing their writing on what they had already learned. The features of this lesson model can also serve as a foundation for learning that leads to "argumentation" in mathematics, deepening children's thinking, creating a space for dialogue to occur naturally, and developing an attitude of learning how to learn.

We also believe that this will lead to the development of resilience in terms of learning that does not lead to an aversion to mathematics.

14:20-14:45

66539 | *Necessity of Empirical Evidence in Scientific Qualitative Methods*

Katerina Zäch, University of Fribourg, Switzerland

Teaching qualitative methods allows us to demonstrate how scientists work in the world of modern science, produce knowledge, and reflect on our positionality. Indeed, I felt compelled to think about how to embrace and augment empirical materials in the teaching and in the context of connecting the empirical and theoretical sides of knowledge production. To pinpoint that, I pondered the ever-shifting gap between theory and practice and to what extent both are intertwined in the practice of teaching. In this vein, I especially focused on the role of ethnography and the challenges posed to conventional ethnography over the years (Bernard, 1988; Scheyvens, 2014), as the encounters during the ethnographic process are an instrumental component of the qualitative method. Contextual illustrations allow students to examine what qualitative methods accomplish and how empirical awareness may enhance the coherence of one's theoretical stance toward empirical questions. To recognize this is to acknowledge first what qualitative methods have accomplished in traditional fields and what are the theoretical, epistemological, and practical aspects of the social research. Secondly, there is a need to discuss new methodological tendencies as they relate and adapt to unforeseen human circumstances, such as the COVID-19 pandemic, or how past political events have influenced views on knowledge creation. Additionally, new ways of thinking about how to work with visual, digital, or participatory approaches merit more attention and detailed explanation so that they can be a more integral part of social research methods courses and seminars.

14:45-15:10

65853 | *Using Multiple Representations to Teach Energy – An Alternative Conceptual Approach*

Boon Chien Yap, Changkat Changi Secondary School/Academy of Singapore Teachers, Singapore

Chu Beng Lau, Yusof Ishak Secondary School, Singapore

Energy is a principal concept in the learning of Physics, yet it is a concept that students found abstract and challenging to grasp, especially the key ideas of Transfer, Transform and Conservation. This paper proposes that a multiple representation approach in the teaching and learning of this topic for Secondary 3 students (15 years old students) helps support and deepen students' learning of the topic. Qualitative and quantitative treatments have their place in the multiple representations of energy, which allows teachers to scaffold students' learning for deeper understanding, and enable students to demonstrate their knowledge. This evidence-based sharing will illustrate how representations such as Energy Bar Diagram (LOL) and Energy Cube manipulative are used to (i) quantify conservation of energy (ii) show energy transformation within bodies, and (iii) quantify energy distribution and energy transfer between interacting bodies.

15:25-16:40 | 323B

# Saturday Onsite Presentation Session 5

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

Session Chair: Somer Matthews

**15:25-15:50**

67146 | *The At-risk Brain: What Every Teachers Should Know!*

Karla Garjaka, LEARN Preschool & Globally Brighter, United States

Reading is the only academic area in which children are expected to arrive as kindergarteners with a basic skill level. Nonetheless, it is well known that the process of language development starts on the very first time a child hears language and it continues throughout his life. Hence, when children first come to school, usually between the ages of 3 and 5, they bring with them a set of 'language knowledge' that must be acknowledged and refined; children's wide range of background knowledge and oral language ability, attributable to factors such as native language, in/out-home experiences and socioeconomic status (SES) shape their language knowledge and thus reflect on their language output. Teachers then, need to be equipped to not only effectively teach these diverse group of students how to read, but they also, and most importantly, must learn to recognize the missteps that can hinder this goal. The audience in this presentation will learn practical and easy ways how to assess their student's language knowledge and how to develop an effective intervention program that will target the student's unique needs.

**15:50-16:15**

66053 | *Sexuality and Sexual Education for People with Disabilities*

Somer Matthews, University of North Carolina Greensboro, United States

The importance of sexual education for all people cannot be overstated. Appropriate sexual education prior to adulthood has been linked to greater positive sexual outcomes later in life. Specifically, appropriate sexual education has been linked to increased use of contraception resulting in less sexually transmitted infections (Bourke et al., 2014; Lindberg & Maddow-Zimet, 2012). It has even been linked to decreased likelihood of sexual abuse (Santelli et al., 2018). Despite all of these benefits, however, people with disabilities are routinely denied formal sexual education (Holland-Hall & Quint, 2017). Further, interviews with people with intellectual disabilities have found that even when they have been exposed to sexual education, it has often been sub-par and not in accessible language (Swango-Wilson, 2011). This presentation will provide a brief overview about the importance of Sexuality Education for this population as well as a look into the literature surrounding the subject. The presentation will then present some individual perspectives from people with disabilities surrounding sexuality and sexual education. Finally the presentation will end by providing some information about resources, both free and paid, that can help parents, teachers, and caregivers tackle this important instruction for their students.

**16:15-16:40**

66054 | *Multiple Means of (Mis)representation? A Critical Analysis of UDL Checkpoint 1.2*

Somer Matthews, University of North Carolina Greensboro, United States

Christie Cavanaugh, University of North Carolina Greensboro, United States

Peter Wilson, University of North Carolina Greensboro, United States

Universal Design for Learning is widely touted to be an evidence-based practice for students with disabilities. However, the adoption of UDL into policy as a research-based framework has come with little to no analysis of the evidence-base in question. This session will present the results of a critical analysis of one subset of the existing foundational research for UDL, checkpoint 1.2: offer alternatives for auditory information, as a representative sample of the literature. After a review of a number of checkpoints, this was chosen as an accessible microcosm of UDL's vast literature base. Results of the critical analysis indicated much of the literature base for UDL checkpoint 1.2 was found to be out-of-date or disconnected to UDL altogether. It is hard to argue against the idea of designing instruction so that it is beneficial to all students, regardless of disability (CAST, 2020), and UDL certainly has a place in today's classrooms. However, given the (ir)relevance of the literature base that contributes to its label as an "evidence-based practice", perhaps it is time the educational community look into the effectiveness of the UDL framework for various populations, and in various contexts, to ensure this is not another bandwagon approach to educational policy.

09:00-10:40 | 317A

# Saturday Onsite Presentation Session 1

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Spencer Scanlan

**09:00-09:25**

67070 | *Perceptions of School Belonging Among Pacific Islander College Students*

Erika Feinauer, Brigham Young University, United States

Spencer Scanlan, Brigham Young University, United States

Grace Tora, Brigham Young University, United States

Kehau Maltz, Brigham Young University, United States

Catalina Hernandez, Brigham Young University, United States

This study looks at students' perceptions of school belonging at one college in Hawaii with high levels of Pacific Islander students. Ninety-seven Pacific Island college students participated in 17 on-campus focus groups facilitated by a member of the research team, held over 7 weeks during the summer of 2022. Consent forms were collected and all data collections were approved by the IRB. Focus groups lasted approximately 90 minutes and included questions related to student perceptions of ethnic identity, and school belonging. All focus group interviews were audio and video recorded over ZOOM, then transcribed and de-identified for analysis. Transcriptions of focus group interviews were analyzed iteratively with an inductive coding strategy for emergent themes and patterns (Cresswell, 2009; Miles et al., 2014). Analyses revealed multiple themes about factors that promoted or inhibited school belonging among Pacific Islander students. Teachers who allowed for greater expressions of ethnic identity within the school setting promoted a greater sense of school belonging. Many first generation students reported difficulty belonging, due to familial or religious obligations. Pacific Island students feel misplaced when school campus expectations are at odds with their cultural identity, but teachers were identified as agents of promoting or inhibiting ways for students to belong. Other emergent themes will be presented and discussed in this presentation, contributing important information from the perspective of Pacific Islander students. Findings from this study may foster conversations among school leaders to revisit expectations and policies that might promote student sense of belonging.

**09:25-09:50**

66158 | *The Sound of Identity: The Artistic Interpretations of Wāhine Māori Through Audio Portraiture*

Maree Sheehan, Auckland University of Technology, New Zealand

Artistic interpretations grounded in Māori ways of knowing and understandings explores specifically how audio-portraiture might capture and embody the essence of Māori women through sound, by responding to multiple dimensions of their identity. Such portraiture seeks to respond to the physical and the spiritual nature of the wairua (spirit) and mauri (life-energy) of particular wāhine, through the creation of a sonic immersive experience that utilises binaural and immersive sound technologies. Significantly, it does not assume that a portrait is a visual document. I define a portrait as an original rendering of an individual's identity. I am a wāhine Māori (Māori woman), and my identity and that of the wāhine (women) I have collaborated and created with is predicated on our shared cultural beliefs and values. This research proposes that a portrait might reach beyond the surface into something richer and more profound.

**09:50-10:15**

67205 | *CSI: Cultural Summit Investigation*

Mary White, Houston Christian University, United States

Currently, as educators we are detecting cultural wars, cultural biases, and culture shock, in our classrooms as they become more diverse. How does this recognition assist with designing instruction that captivates the brain while attending to the individual cultures? When one classroom can contain as many as 20 or more different cultural influencers, how does one design instruction that covers essential standards? This workshop session is based loosely on Zaretta Hammond's book "Culturally Responsive Teaching and The Brain; Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students." Through interactive discourse it will guide the participants to becoming aware of their own cultural idiosyncrasies which can have an impact on student learning. Incorporating culturally responsive teaching practices will improve student achievement as a climate of trust and intellectual safety is built. It is when the student believes that the teacher is sensitive to their individual and familial systems of beliefs that sustainable learning will take place. Hammond states, "Cultural responsiveness is not a practice, it's what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students. That's why it is so important for culturally responsive teachers to be well-versed in brain science and cultural understanding." Active and transparent engagement in this session will cause a pivot in our focus. Thus, informing our practices to make them not just silos of knowledge but wider and more effective instructional deliveries.

**10:15-10:40**

67067 | *Perceptions of Ethnic Identity Among Pacific Islander College Students*

Erika Feinauer, Brigham Young University, United States

Spencer Scanlan, Brigham Young University, United States

Grace Tora, Brigham Young University, United States

Kehau Malz, Brigham Young University, United States

This study looks at students' perceptions of ethnic identity among Pacific Islander college students at one college in Hawaii with high levels of Pacific Islander students. Ninety-seven Pacific Island college students participated in 17 on-campus focus groups facilitated by a member of the research team over 7 weeks during the summer of 2022. Consent forms were collected and all data collections were approved by the IRB. Focus groups lasted approximately 90 minutes and included questions related to student perceptions of ethnic identity, school belonging. All focus group interviews were audio and video recorded over ZOOM, then transcribed and de-identified for analysis. Transcriptions of focus group interviews were analyzed iteratively with an inductive coding strategy looking for emergent themes and patterns (Cresswell, 2009; Miles et al., 2014). Analyses revealed multiple themes about how students' perceived expressions of ethnic identity among their students. Students shared participation in ethnic clubs, references to family heritage, participating in cultural activities (culture night) and speaking their native language as expressions of ethnic identity. Pacific Island students often feel misplaced if social norms and school campus expectations are at odds with their cultural identity. Findings from this study may foster conversations among school leaders to revisit expectations and school policies that might promote students' expressions of their ethnic identity. Additionally, school leaders may consider creating more opportunities where such expressions are welcomed and valued among peers and school staff members. Other emergent themes will be presented representing the perspective of Pacific Islander students.

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10:55-12:35 | 317A

# Saturday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Yogani Govender

10:55-11:20

67368 | *Adolescent NHPI Educational Attainment in California and the US: Barriers and Opportunities*  
Sarah McNally, University of Michigan, United States

Educational attainment among NHPI adolescents in middle and high school represents a critical period of development among this population. NHPIs continue to have lower rates of high school graduation and lag behind other racial groups in college admission, no less completion. Addressing this problem is difficult due to the complex nature of Pacific cultures and adolescents' demands regarding family, community, and church commitments. Internalized generational patterns of low educational attainment fail to provide an environment that emphasizes the importance of educational success, and young adults often join the labor force early to assist the family's financial needs. This paper examines the patterns of educational attainment among adolescents aged 12 to 17 who attend middle school or high school. The paper uses data from two studies, the 2012 Pacific Islander Health Study, representative of NHPIs in the state of California, and the 2014 National Health Interview Study for Native Hawaiians and Pacific Islanders, representative of the US as a whole. The paper will compare the levels of completed education across the two time periods and examine variations in family structure, income, and parental educational attainment. This paper will be the first to look at these issues using these two unique data collections and will provide new insights on the educational trajectories of NHPI adolescents at the state and national levels.

11:20-11:45

65937 | *Institutional Responses to Violence in Students' Lives: Addressing Adversity and Developing Resilience in Campus Learning Environments*  
Connie Guberman, University of Toronto Scarborough, Canada

This presentation will address the impact of violence in students' lives and how it affects their learning, including their sense of future potential. Effectively identifying and responding to the harm and violence in students' lives is critical to the success of our increasingly diverse student populations. It can be extrapolated from national data that significant numbers of students in colleges and universities, particularly women, gender non-conforming and LGBTTTQ students, are experiencing violence and harm in the home, in workplaces as well as on campus, yet do not report what is happening. (Sinha, 25 February, 2013) These experiences of violence have been exacerbated in the past two years due to isolation as a result of the pandemic. (Peterman, 2020) Students who live with, witness, or fear such violence in its many forms are living in what has been called 'a dialectic of trauma' (Herman, 1997) It is this trauma, fear and silence that prevent students from fully engaging in their learning and in co-curricular campus life activities. Indeed, the experience of violence is an impediment to students' equal access to education, a significant issue for the practice of teaching and learning, yet one rarely addressed. Attendees will be encouraged to contribute to the conversation as to how instructors and/or administrators can collaborate to create teaching and learning environments that consider the complexities of violence and harm in students' lives and work toward the development of administrative responses and transformative learning opportunities for all students.

11:45-12:10

65459 | *Restorative Practices in a California Public Charter School*  
Elizabeth Wade-Stueckle, Summit Preparatory Charter High School, United States

In the midst of nationwide discussion and subsequent legislation regarding what should happen in our schools—from disingenuous debates regarding the place of Critical Race Theory, to the infamous “Don't Say Gay” bill—one thing has become abundantly clear: ensuring the emotional and physical safety of students in schools has become more important than ever. Restorative justice has the potential to address this significant need in our school communities. Based on the fundamental values of respect, dignity, and mutual concern for all members of the learning community, restorative justice principles present us an alternative to the punitive and carceral discipline many schools implement in the name of physical safety but at the cost of emotional safety and cohesive community. In this review of the literature, the impacts, benefits, and implementation challenges of restorative justice in education (RJE) are explored. Common findings are that the more dependable and caring student-adult relationships are, the more productive and beneficial RJE will be. Additionally, RJE is often not fully committed to, which undermines its overall effectiveness. In systems attempting to hybridize RJE and punishment, racial inequities are often replicated in the school environment. After a review of the literature I did classroom-based action research meant to build relationships late in the school year with students who were struggling emotionally and academically. This targeted relationship building resulted in strengthened trust and has implications for the centrality of relationship building in the future.

12:10-12:35

65962 | *Learning Experiences in Summer Bridge Program for Successful Retention of Post-secondary Hispanic Students in Puerto Rico*

Yogani Govender, Interamerican University of Puerto Rico, Puerto Rico  
Karen. V. Zapata López, Inter American University of Puerto Rico, Puerto Rico

Due to hurricanes, earthquakes and COVID-19 pandemic in Puerto Rico students' academic performance has been severely affected, resulting in students obtaining lower scores on college entrance exams and increased high school dropout rates. Most students were not academically prepared for the transition to college. The Inter American University of Puerto Rico, Metropolitan Campus developed a Summer Bridge Program (SBP) in 2021 & 2022 to address the gaps in knowledge and skills of developmental mathematics education. In the second year, we combined courses with extracurricular activities to address students' social-mental health, including peer tutoring, mindfulness, and stress management. The two SBP math courses were taught by the same faculty member who used the Educo Soft platform. Students spent an average of thirty-two hours using the platform during the two-week period of the program. Students who participated in 2021 SBP had lower average grades (76%) when compared to students from 2022 (84%). Students in SPB had a higher pass rate (100%) in math when compared to the institutional baseline (53 % passing rate) during the first year of college. Also, 100% students who participated the SBP were retained in fall when compared to the 69% institutional retention rate. Assessment of the SBP showed 100% of students agreed that the activities and workshops in SBP of 2022 were relevant and beneficial for their academic and personal development. Learning experiences using technology in our multidisciplinary SBPs provided Hispanic students the tools to strengthen their resilience and a guided path towards achieving their academic goals.

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12:50-13:40 | 317A

# Saturday Onsite Presentation Session 3

## Interdisciplinary, Multidisciplinary & Transdisciplinary Education (Workshop)

12:50-13:40

67326 | *Multidisciplinary Curriculum Integration in Higher Education: Implementation Models, Challenges, and Successes*

Ekaterina Koromyslova, South Dakota State University, United States

Gary Anderson, South Dakota State University, United States

Anna Sadovnikova, Monmouth University, United States

The fast-paced marketplace requires college graduates to learn how to integrate knowledge from multiple disciplines. The contemporary global challenges are so complex that no single branch of learning can adequately describe or solve them. However, many higher education courses still progress linearly working with one instructor and the same group of students seeking little information or collaboration outside of class, particularly from individuals from diverse fields. Students trained in this structure are technically competent but lack professional multidisciplinary collaboration skills. For higher education institutions it calls for innovative cross-disciplinary teaching methodologies to achieve these ambitious goals. In this workshop participants will be introduced to the Multidisciplinary Curriculum Integration (MCI) framework and its implementation models developed and practiced over the three-year multidisciplinary and multi-university teaching initiative. Participants will learn practical approaches to design the project-based multidisciplinary teaching materials, including examples of project assignments, grading rubrics, and tips for scheduling and facilitating of multidisciplinary teamwork.

During the interactive workshop session, participants will have the opportunity to brainstorm the approaches for implementation of the discussed methodologies to their courses and programs. The workshop facilitators and participants will discuss challenges identified from the student and faculty perspective and will share strategies to overcome barriers to multidisciplinary teaching in higher education.

13:55-15:10 | 317A

# Saturday Onsite Presentation Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Izhar Oplatka

**13:55-14:20**

65906 | *The Effect of Early Education Programming on Later Academic Outcomes*

Elizabeth Dhuey, University of Toronto, Canada

Jon Duan, British Columbia Ministry of Education, Canada

Muhammad Ali Sajid, University of Toronto, Canada

Brett Wilmer, British Columbia Ministry of Education, Canada

We study the impact of school-based family drop-in centres on later academic achievement for preschool children in British Columbia, Canada. We find, by exploiting a number of different research designs, that participation in the program positively impacted later academic performance. More specifically, participation increased Grade 4 literacy and numeracy scores by roughly three percent in province-wide standardized testing. We further estimate, using back-of-the-envelope calculations, that hosting this program in a school results in a nearly two percent increase in a school's overall average Grade 4 literacy and numeracy scores. Our results show that this large-scale early childhood intervention has a short-term positive impact on academic performance.

**14:20-14:45**

66217 | *Prototyping a Student Support Service Model Towards Greater Student Success*

Salamina Manoge Dzingwa, Central University of Technology, South Africa

South African Higher Education experiences challenges related to the national financial aid scheme, limited accommodation, and racial tensions with negative consequences. Education is seen as an engine of economic development to redressing the past inequalities. The sector experiences volatile, uncertain, complex and ambiguous (VUCA) elements that overreaches these public entities. Universities are seeing diverse types of students enrolling, making it imperative to ensure that the services offered enables access that translates to success. This study unmasks the critical role student services play to support the academic project at the university. It evaluates a model applied at the Central University of Technology to discern its effectiveness in enabling the students to acquire support during the time when the country was on lockdown in response to COVID-19 pandemic. A qualitative approach was followed to evaluate factors influencing effective support services. Data were collected through semi-structured interviews with student participants. A non-probability, purposive sampling procedure was used. Emerging themes from the study provides a framework for an effective student affairs operating model that seeks to enhance the academic plan and contribute to student success. Findings highlighted that the major issue affecting students was the delayed responses from student services staff, as well as the lack of online portals for real time action and feedback. This study recommends a focused prototypical model to be applied post pandemic. The applied research produces knowledge of practice-based approach and collaborative governance strategies with recommendations for administrative enhancement of student success and adequate support

**14:45-15:10**

66127 | *Educational Leadership in Times of Crisis: Some Lessons From the Biography of the Duke of Wellington*

Izhar Oplatka, Tel Aviv University, Israel

Background: The Duke of Wellington was a great military commander who fought on many battlefields, including the Peninsula war and the battle of Waterloo. During a series of battles from 1808 to 1814, Wellington coped successfully with triumphs and defeats, conquers and retreats, hopes and frustrations.

Purpose : (1) To illuminate the ways in which Wellington coped successfully with crises on the battlefield.

(2) To provide educational leaders with mechanisms to face the next crisis and to cope with its dire consequences.

Value: Despite major differences between armies and schools, when it comes to crisis, leaders from different occupational and organizational sectors may face similar challenges and implications (e.g., uncertainty, threats).

Methods: 'Biographical research' that enables studying a leader's personal characteristics and behaviors and their underlying values, attitudes, motivation, beliefs and environmental contexts.

Findings : Wellington's flexible thinking, understanding of the 'land', courage, accessibility, mental agility, and high planning skills helped him to beat the French army in different battles.

Conclusions: • Flexible thinking and open-mindedness enable the educational leader to find innovative strategies and solutions to uncertain, changing circumstances. • Resource mobilization is important, because confronting the crisis requires innovative responses and procedures as well as new human resources and expertise. • Educational leaders should be accessible to teachers, students and stakeholders as a way to decrease negative emotions and increase organizational commitment, particularly in times of crisis.

15:25-16:40 | 317A

# Saturday Onsite Presentation Session 5

Educational Policy, Leadership, Management & Administration

Session Chair: Danielle Lane

15:25-15:50

65720 | *Narrative Inquiry of Teacher Candidates' Experiences With Performance-based Assessments*

Danielle Lane, Western Oregon University, United States

Katherine Baker, Elon University, United States

As humans, we experience our lived narratives each day. These narratives vary in length, in timing, in composition, and in themes. As teacher educators, one of the narrative themes we explore is the use of performance-based assessments for the preparation and certification of teacher candidates. As such, this presentation highlights the lived experiences of five pre-service teacher candidates completing the edTPA performance-based assessment. Through narrative inquiry, stories of practice are composed for each teacher candidate enrolled in their final student teaching experience as dual special and elementary education majors. More specifically, this presentation paints a picture of our teacher candidates' emotions, experiences, and insights surrounding performance-based assessment through a narrative arc. We share their narratives in order to shed light on the perceived benefits, drawbacks, and necessary changes to the implementation of high-stakes teacher education assessments. In doing so we explore the effects of the performance-based assessment on the experiences of teacher candidates. Further, conference participants will explore our takeaways, as instructors and researchers, from the narratives of our teacher candidates. Ultimately, this presentation shares the stories of our pre-service teacher candidates in an attempt to explore the process and impacts of summative performance-based assessments.

15:50-16:15

65961 | *Achieving Team Success in the Remote-Work Era*

Chris Chamberlain, California State University, United States

In the two and one-half years since the COVID-19 work from home order, staff and faculty in the College of Education and Allied Studies (CEAS) at California State University East Bay (CSU East Bay) in Hayward, California learned to radically change how it worked and delivered its educational product to its customers. While faculty in many programs were allowed to continue to teach in a remote or co-synchronous environment, college staff were told to return to the office. A systemwide telecommuting policy was implemented for up to two days per week remote work however the CEAS administration only allowed staff to telecommute one day per week. This brief case study of experiences provides valuable lessons on the process of developing trust among staff and a new College Dean to successfully expand the policy from one day of remote work per week to two. There were many challenges in developing a plan that would work achieve our goals that included a major shift in the mindset of how work is done effectively and efficiently. Outcomes of this year long experiment/experience include insight into the decision making/problem solving process, demonstrating consistency in that process and the ability to build solid working relationships as well as taking the long view to see the overall benefits from this developmental process. This session is good for anyone seeking to build a successful team in the remote work era.

16:15-16:40

67994 | *Seven Key Findings From the Case Study "Education Reform Policy at a Japanese Super Global University"*

Grant Black, Chuo University, Japan

"Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration, Mutation" is a recent critical realism-based case study. This presentation will highlight 7 key findings in the monograph, explain their significance, and discuss implications for further analysis. As an interdisciplinary case study, the monograph addresses issues in Higher Education, academic management, policy translation and labour market studies. The author was embedded in the management operations of a Japanese national university. Using fieldwork notes, the case study is a form of ethnographic observation of operations and management practices at the university. The critical realist approach to case study research seeks to uncover the mechanisms for why things operate as they do. The result of the monograph is a telling case for globalizing-focused education reform policy in Japan. The seven core findings are as follows: 1. Groupist civil-servant type vs individual corporate type management styles; 2. Output vs outcome in processes and operations; 3. Elysian we-I drift in social development; 4. Factionalised operations; 5. Maintain the past, protect the village as stance toward change management; 6. Funding the crowd – dispersed and diminished resources; and 7. Latent institutional strengths that characterize the functions and achievements of the university.

09:00-10:40 | 317B

# Saturday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Helen Cripps

09:00-09:25

65708 | *Digital Badges and Teaching Arabic: A Suggested Micro Credential Design to Teach Arabic for Non-Native Speakers*  
Mohammed A El-sheikh, Tanta University, Egypt

This study aimed to design an educational micro credential model based on the principles of digital badges using the Internet in the field of teaching Arabic to non-native speakers. This proposed model in its first stage is limited only to the content. The study analyzed the skills of the Arabic language for non-native speakers according to the international frameworks reference for learning foreign languages, which is the American framework reference for learning foreign languages. This framework of reference dividing foreign language skills into three levels: the beginner level, the intermediate level and the advanced level. Each of the three levels has three sub-levels: A, B, and C.

To achieve the purpose of the study used, the research methodology based on qualitative design, which is the developmental research method, it also reviewed by group interview experts review The study revealed that, the content structure of Arabic language skills as a foreign language is six skills: listening, speaking, reading, writing, grammatical structures and critical thinking, each of skill displayed in three main levels appears in 36 digital budgets. The study recommended the design of a partial assessment system in light of the proposed digital requirements to assess the level of proficiency in Arabic language skills as a foreign language

09:25-09:50

67156 | *Towards a Mixed-pragmatic Account of Japanese Study Abroad Participation: A Proposal*  
Christopher Samuel, Hannan University, Japan

With Globalization continuing at an ever-increasing pace, the government and universities in Japan are striving to find ways to foster cross-cultural communication in Japanese students to stay competitive, and to integrate into global marketplaces (Asaoka & Yano, 2009). To this end, many universities offer students the opportunity to participate in Study abroad (SA) programs, with the hope that participation in such programs will cultivate jinzai – or internationalized human resources capable of taking active roles in international markets (Take and Shoraku, 2018, p. 38). Yet, there remains little research on the efficacy of SA programs with regards to Japanese students, especially after they return to Japan. This presentation proposes a study to explore how participation in an SA program affects Japanese students' linguistic ability, and if improved linguistic ability affects attitudes towards cross-cultural communication and internationalization. The presentation proposes a sequential exploratory mixed method design consisting of pre-and post-departure qualitative interviews, and quantitative language tests. Through the use of a mixed methods research design, it is hoped that the study can gain a greater insight into the student's lived experiences, while also generating quantifiable test data to ascertain if there exists a link between student's linguistic improvements during their time on an SA program and their attitudes towards cross-cultural communication and internationalization.

09:50-10:15

67017 | *Spanning Physical, Cultural and Discipline Boundaries Through International Digital Collaboration*

Helen Cripps, Edith Cowan University, Australia  
Thomas Mejtoft, Umea University, Sweden  
Melissa Fong-Emmerson, Edith Cowan University, Australia  
Claire Lambert, Edith Cowan University, Australia  
Christopher Blöcker, Umea University, Sweden

As Intercultural, interdisciplinary, and international skills are now a requirement in higher education, a collaboration between marketing students at Edith Cowan University (ECU), Australia, and engineering students at Umeå University (UmU), Sweden, commenced in 2017. This collaboration enables students to participate in an international cross-discipline business simulation, where students from both institutions collaborate on a development project focusing on the design process with interlinked assessments and the outcome being apps designed for an Australian market. By students identifying business problems to be solved that the prototyped app can address, facilitates open communication, dynamic idea exchange and joint ownership of the project as the two student groups address the assessment brief. The seven iterations of the collaboration have been evaluated through student surveys, focus groups, and interviews, which has resulted in continuous improvement of the collaboration. Data collected show enriched learning experiences focusing on professional skills through their collaboration across borders and disciplines and developing their sense of self-efficacy in cross-cultural and cross-disciplinary knowledge and skills. Building on the experience gained from the ECU-UmU collaboration, a series of virtual study tours was conducted to provide internationalised learning experiences for students who are constrained due to finances, home/work commitments, and travel restrictions. The tours use a variety of digital tools to 'visit' global experts with ECU students collaborating with Sri Lankan students on assessments relating to global business challenges. In both these projects digital platforms create vibrant cross-cultural and cross-disciplinary asynchronous learning experiences regardless of student's location or professional or private commitments.

10:55-12:35 | 317B

# Saturday Onsite Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Kevin Oh

10:55-11:20

66116 | *Problems Encountered by Teachers During Online Learning at the Time of the COVID-19 Pandemic: The Catanduanes State University Experience*

Jane Rose Azanza, Catanduanes State University, Philippines

Patrick Alain Azanza, Catanduanes State University, Philippines

At the height of the COVID-19 pandemic, like other universities worldwide, the Catanduanes State University (CATSU), the lone state university in the island-province of Catanduanes in the Philippines, was forced to implement online and modular learning in order to be able to deliver instruction to tertiary level students. Thirty (30) out of the 235 regular faculty members of CATSU were randomly chosen as respondents in this study (with a margin of error of .05). A closed-ended questionnaire was used with a Likert-scale ranging from 1 (Strongly Disagree); 2 (Agree); 3 (Neutral); 4 (Agree); to 5 (Strongly Agree). The internal consistency and reliability of questions were evaluated using Cronbach Alpha. The research focused on the various problems encountered by the teachers who suddenly had to shift from face-to-face mode to online and modular teaching mode during school year 2019-2020. The results of the study revealed the following significant problems encountered by the teachers of the Catanduanes State University during the COVID-19 pandemic are as follows: 1) the lack of training and preparation to shift to online teaching; 2) the absence of appropriate technology such as the learning management system and low-tech gadgets and computers; 3) inefficient internet connectivity; erratic power supply in the island; and 4) the lack of time to convert learning materials to online and modular version, among others. Alternative solutions to these problems encountered by the teachers are presented in this study based on the feedback provided by the respondent teachers.

11:20-11:45

65712 | *Students' Perspectives of Attendance Taking and Student-teacher Communication via the ARS During the First Year of Emergency Remote Teaching*

Brian Rubrecht, Meiji University, Japan

The move to emergency remote teaching (ERT) in 2020 due to the coronavirus pandemic forced instructors to seek ways of providing their course content remotely. It also compelled them to consider how they might carry out their standard non-content-related classroom practices of taking attendance and creating and maintaining student-teacher communication channels while distanced from students. In response to these latter needs, the multifaceted Attendance Record Sheet (ARS) was created (author, 2020). With this single document, student attendance could be taken and communication with students could be fostered both remotely and consistently. Previous analyses of ARS use revealed it to have fulfilled its intended aims effectively, often beyond expectations (author, 2021, 2022), yet students' perceptions of the weekly ARS and its various completion and submission requirements remained to be investigated. To this end, an online student questionnaire was administered at the end of the 2020 academic school year in order to gain information about students' views of the ARS and how they interacted with it. Results revealed that although some students acknowledged the sheet's shortcomings, they nevertheless regarded it highly, particularly because they understood its purpose and recognized the myriad benefits its use provided to all course participants. As a majority of students found the sheet to be clear and supportive to their learning, most expressed a desire to continue using it in future academic years should they be required to continue studying remotely, which ultimately was the case for many. Questionnaire results and pedagogical recommendations are presented and discussed.

11:45-12:10

66263 | *Transforming Pedagogy and Technology Integration After COVID Remote Teaching*

Esther Smidt, West Chester University, United States

Rui Li, Bradley University, United States

David Bolton, West Chester University, United States

Thomas Pantazes, West Chester University, United States

Shannon Mrkich, West Chester University, United States

Paige Gardner, West Chester University, United States

The COVID pandemic has been a challenge for many colleges and universities. Although most faculty at West Chester University (WCU) in Pennsylvania had never taught online, our faculty were given three weeks to transform their courses into online courses. The faculty had to quickly adjust their teaching pedagogy and methods. Most adapted well to the challenge. The pandemic has provided a golden opportunity for faculty members to rethink their approach to teaching. To what extent they transformed their teaching is the focus of this study. During the last academic year, faculty members had to adjust back to face-to-face teaching. This begs the question, how has the faculty members' face-to-face teaching changed as a result of their teaching online during the lockdown? A mixed-methods approach is used to address this question. A survey was sent to all faculty members at WCU in Fall 2021 with a list of technological and pedagogical techniques that are typically used by those teaching online. Faculty were asked to indicate which of the techniques they had started using during the pandemic and which they had continued to use when they started teaching face-to-face again. This was followed up in Spring 2022 with focus groups that asked faculty to elaborate on their transition back to face-to-face teaching focusing upon how the pandemic affected their teaching. The finding from the survey and focus groups will be presented at the conference.

12:10-12:35

66932 | *Capturing the Successes and Failures During Pandemic Teaching: An Investigation of University Students' Perceptions of Their Faculty's Emergency Remote Teaching*

Kevin Oh, University of San Francisco, United States

Natalie Nussli, University of Applied Sciences and Arts Northwestern Switzerland FHNW, Switzerland

This research investigates teacher candidates' experiences during two semesters of imposed remote instruction during a pandemic. Through qualitative research interviewing, the perceptions of a purposeful sample of five preservice teachers were captured to investigate the faculty's emergency remote teaching approaches. The theory-based interview guide was developed based on six concepts, namely, feedback, care, student engagement, choices, collaboration, and autonomous learning. The results present factors affecting the quality of feedback. Several challenges were identified in the way and the timing in which content was structured, presented, and released. The interviewed participants' engagement levels were determined by regular synchronous interaction, highly structured learning platforms, and precise communication. The challenges of collaboration, a lack of social cohesion, and a lack of adaptations made to the digital curriculum affected students' motivation, engagement, and efficiency levels. Distinct structures, clearly communicated purposes, and a well-defined organization was considered to be key to ensuring learning autonomy. The study contributes to refocusing efforts with a view toward post-pandemic teaching.

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12:50-13:40 | 317B

# Saturday Onsite Presentation Session 3

## Education, Sustainability & Society (Workshop)

12:50-13:40

65902 | *Experiences of Service Providers Working with HIV Communities Amidst COVID 19*

Rita Dhungel, University of the Fraser Valley, Canada

Sarah Zendel, York University, Canada

Jose Benito Tovillo, MacEwan University, Canada

John Wang, University of Calgary, Canada

This presentation explores the narratives and the stories of the service providers working with People Living With HIV (PLWH) amidst COVID-19 in Alberta and propose a transformative community-led COVID-19 recovery model. Using a mixed method research design, we conducted a community-based study with the service providers with aims to identify the challenges that the service providers experience in their service provisions amidst COVID 19, and develop a transformative COVID -19 recovery model to effectively and efficiently support the HIV community. In collaboration with the community-based HIV agencies in Calgary and Edmonton, we virtually conducted 3 focus groups with the leadership team and one focus group with the front line workers. We also distributed surveys to the HIV organizations in Albert, and 25 people attended the surveys. Using a thematic analyses, we developed key challenges including staff shortage, lack of funding/resources, uncertainty in social service provisions, technical difficulties, maintain confidentiality of clients, lack of coordination amongst staff, meeting immediate needs, lack of guidance from the leadership team. Forged by adversity, the service providers' efforts towards supporting the HIV community is praiseworthy. Using the model, the implications of the study will be shared at the conference. Overall, we claim that COVID-19 escalated the pre existence injustice and the vulnerability of service providers to mental health and psychological marginalization. A further research focusing on the mental health and psychological wellbeing of service providers working with HIV communities from a social justice lens is critically needed.

13:55-15:10 | 317B

# Saturday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Marie-Helene Hebert

13:55-14:20

66248 | *"I Did Not Know That the Children Loved Dancing... Until the Projector Came": Constructions of Dance in School-age Educare*

Märtha Pastorek Gripson, University of Halmstad, Sweden  
Torun Mattsson, University of Malmö, Sweden

Internationally, there is a growing interest in School-Age Educare (eg. Fischer et al., 2014; Bae, 2019), and aesthetic aspects. Even if dance as art is beneficial for human wellbeing (WHO, 2019) and can be understood as both a physical activity as well as an aesthetic expression (Gard, 2006; Mattsson and Larsson, 2021), there are few studies that examine dance in school-age educare. According to UNICEF (2019), dancing is one way for children to develop imagination, creativity, and social skills, and therefore this research project aims at critically examine conditions and prerequisites for how dance is constructed in School-Age Educare. Dance as aesthetic expression can be linked to femininity (Gard, 2003; Lindqvist, 2010, 2019; Pastorek Gripson, 2016; Risner, 2009; Stinson, 2001), this adds challenges in educational practice. This study shed light on discursive constructions made by school-age educators when they reason around dance in their education. The empirical material consists of six semi-structured interviews with educators in school-age educare. Mainly two discourses of how dance is constructed appears in the material. Firstly, dance as a fun-filled activity. Secondly, dance as an imitation of movement to digital tools. It is challenging for the educators to encourage the children while managing the risk that dance as a feminine activity is consolidated (Lindqvist, 2010, 2019; Pastorek Gripson, 2016; Stinson, 2005a, 2005b). In its current form, there is a shortcoming of possibilities for children's own creativity in dance. Furthermore, the educators lack the know-how to develop children's dance skills beyond what they already know.

14:20-14:45

66122 | *How can Information and Communication Technology (ICT) be Used to Assess Children's Development in Kindergarten Classrooms?*

Marie-Helene Hebert, TELUQ University, Canada  
Monica Boudreau, Université du Québec à Rimouski, Canada  
Naomie Fournier Dube, Université de Montréal, Canada  
Helene Beaudry, Université du Québec à Rimouski, Canada

Assessment in kindergarten classrooms is not a simple task (Boily, 2008; Perusset, 2008), particularly because of the young age of the children and their limited relationship to the written word. To facilitate the assessment task of teachers, one solution is to use information and communication technology (ICT), which offers a significant opportunity for confirmation of children's development. Including, interpreting the results of the teacher's observations, identifying children's strengths, progress, and challenges, and communicating them to various stakeholders, including the children and their parents. It is in this context that we conducted a study to examine how Quebec kindergarten teachers use ICT to assess children's development. Using an online questionnaire, the responses of 244 teachers were analyzed. The results revealed varying degrees of use among teachers, with participants reporting using ICT "a great deal" (12.7%), "quite a lot" (34.4%), "not very much" (44.7%), and "not at all" (8.2%) to assess children's development in kindergarten classrooms. The results of this study will highlight the effective use of ICT as well as the leading benefits and barriers to its utilization and teachers' self-reported competence in its application.

14:45-15:10

67071 | *A Model for Using Data and Differentiated Instructional Strategies to Support Students' Learning Needs*

Clarice Sim, Singapore Polytechnic, Singapore  
Lucas Chiam, Singapore Polytechnic, Singapore  
C. James Sethmohan, Singapore Polytechnic, Singapore

Learning Analytics is an important area in education, with limited evidence that it improves student outcomes and supports learning and teaching needs (Viberg et al., 2018). In a creative school, the use of data to understand students' needs is even less straightforward because many of our learning goals are more subjective and not as easily quantified. We pioneered an approach of blending the use of data with differentiated instructional (DI) strategies in a creative education setting. First, data is collected on students' abilities or needs through a quiz, survey or diagnostic task on the school's learning management system. When students come to class, the lecturer employs a DI strategy like "tiering" (Tomlinson, 2017) to better support their learning needs or abilities. Finally, a post-class survey is conducted to check on students' perceptions, which allows the lecturer to continually monitor and adapt his/her lesson activities. Survey results (n=108) from our pilot suggest that our model of using data and differentiated activities are well-received by students from different creative disciplines, with 70% to 74% of students reporting a high level of perceived competency after the lesson activities. The school has continued to pilot different ways to assess students' needs and more ways to differentiate lesson activities (e.g. compacting, flexible groupings). We hope to share this model and our experience with other teaching practitioners to move beyond a "one-size-fits-all" approach to teaching and learning.

15:25-16:40 | 317B

# Saturday Onsite Presentation Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Sora Suh

15:25-15:50

66705 | *Navigating Jim Crow America Through a Geographic Mobility Lens: An Example Lesson*  
Joshua Kenna, University of Tennessee, Knoxville, United States

Geographic mobility is the measure of how populations, goods, and ideas move over space and time. For governments and businesses this information is vital for various reasons. However, according to Alderman and Inwood (2014), "Geographic mobility is physical movement invested with social meaning (positive or negative) and embedded within structures of power, including [racialized power, such as] white supremacy...Finally, mobility can be (re)constructed in ways that either control or empower historically marginalized groups such as African Americans (p. 72)." Maintaining white supremacy during Jim Crow required the production of Black immobility. In fact, social studies teachers often teach the Jim Crow era solely from the perspective of Black immobility. This is often epitomized with primary source photographs showing signs that read, "Whites Only" or "No Negroes Allowed". Yet, African-Americans did move from place to place during this era, and not just in small numbers. In fact, the scholars who study the Great Migration suggest that nearly 2 million African-Americans moved from the South. There are additional evidence to suggest that African Americans resisted immobility efforts put on them by whites including the creation and production of *The Green Book*, a travel guide, for middle-class African-American travelers to avoid discrimination by identifying accommodations that would welcome them. This proposal is an example lesson that highlights the geographic concept of mobility and shares how a history lesson can be tailored to discuss this important concept and content.

15:50-16:15

66027 | *An Examination of the Collaborative Advocacy of ESL and Bilingual Teachers*  
Sora Suh, Fairleigh Dickinson University, United States

Catherine Michener, Rowan University, United States

This paper examines the collaborative forms of advocacy that four public school teachers took for emergent bilingual students in one public school district. Previous research on the advocacy work of teachers has shown that while teacher advocacy takes many forms, much advocacy work is done by individuals, risking isolation or marginalization in their schools when advocating for immigrant youth. This paper contributes to the documentation and understanding of teachers' advocacy work as a collaborative act in teacher education research. The paper is a multiple case study that identifies and tracks the advocacy-related topics that emerge in online discussions during a teacher preparation program and the advocacy work of the teachers in their school. We apply Bakhtin's theory of language to theoretically frame the work of teachers as a dialogic construction of shared knowledge where individuals dialogue within themselves, with colleagues, ideas, and sociocultural discourses that structure their work. Data collected includes online discussions on the topic of advocacy, video-audio recordings of classroom teaching observations and individual and focus group interviews. The paper's findings demonstrate that the advocacy-related topics discussed by teachers during their teacher preparation program and teaching practice were instructional advocacy, professional advocacy, and community advocacy. These findings support previous research on the types of advocacy work of teachers and provide new evidence of collaborative advocacy work by a group of engaged educators, which, to date, has been limited in the advocacy literature. The paper highlights the increased agency and effective advocacy of teachers through teacher education and collaboration.

16:15-16:40

66259 | *Strength in Numbers: The Impact of a Professional Learning Community to Increase Equity Within the Classroom*  
Abigail Amoako Kayser, California State University, Fullerton, United States

Brian Kayser, California State University, Fullerton, United States

This study describes the experiences and practices of three in-service teachers in year-long, monthly professional learning sessions centered on antiracism, justice, equity, and inclusivity (AJEI) in a state that was banning inclusive teaching practices. The teachers taught within the same school district but each taught at schools that were demographically different from each other. Data included recorded professional learning discussions, teacher written reflections, and semi-structured interviews. Findings from this study showed that not only did teachers grow in understanding of their own identity and biases, but were able to translate that understanding into targeted classroom instruction while resisting local and statewide efforts designed to extinguish culturally responsive teaching practices.

09:00-10:40 | 322A

# Saturday Onsite Presentation Session 1

Education, Sustainability & Society

Session Chair: Regina Ramsey James

**09:00-09:25 (Moved to Virtual Presentation)**

66492 | *Quality Education and Economic Growth in Sub Saharan African Countries for Developing Countries*  
Martha Matashu, North-West University, South Africa

Deepened gaps of inequalities, increased extreme poverty, and decline in economic activity due to disruptions of the Corona Diseases Virus -19 (COVID-19) demands developing countries provide a quality education that promotes economic growth. Universal Declaration of Human Rights (UDHR), 1948 recognizes the fulfillment of universal human rights, dignity, and freedoms as the foundation for building national prosperity, peace, and justice. Paragraph 2 of Article 26 of the Universal Declaration of Human Rights (UDHR), 1948 prescribes that education shall be directed to the full development of the human personality and to strengthening respect for human rights and fundamental freedoms. Building on UDHR the human rights approach has since provided the dominant educational policies the world over. Literature critiqued the human rights approach as having some inherent conceptual and theoretical inadequacies that limit its capabilities to actualize the realization of rights and freedoms. This conceptual paper through a theory integration approach incorporates the human capital theory to extend the human rights education-based approach to quality education and capabilities to enact sustainable development-driven education policies in Sub-Saharan African developing countries. The findings of this study will contribute to a comprehensive understanding of the relationship between quality education, human capital, and sustainable development for Sub-Saharan African developing countries. The implications of the findings to educational policy and practice will be drawn and presented.

**09:50-10:15 (Moved to Virtual Presentation)**

66133 | *Civic Virtue and the American School*  
David Ericson, University of Hawaii at Manoa (Retired), United States

Civic virtue, a cardinal quality of liberal democracy, involves the capacity for individuals to rise above political partisanship and individual selfishness to consider and embrace the common good. Without the widespread embodiment of civic virtue by citizens and elected officials, a liberal democratic order cannot long stand. But how and where is it acquired? Americans have long looked to their schools to produce good and decent citizens who exhibit this democratic virtue. However, judging from the recent political strife and intense division, it is apparent that the American school is failing this historic mission. In this paper, I analyze the policy choices and curriculum priorities by educational policy makers that have weakened the ability of the school to help develop good citizens. Foremost in this failure is the intense valorization of mathematics and science and the diminution of the importance of history, social studies and civics, and literature in the school curriculum. Though civic virtue cannot and should not be taught directly without fear of indoctrination, I show how schools through both the overt and hidden curriculum can aid the acquisition of civic virtue. Beyond restoring history, social studies and literature, to equal stature with mathematics and science, I argue that the American school can and should strongly feature the kind of democratic discussion of ideas, perspectives, and arguments in which the search for truth and relevant evidence is paramount. This kind of policy analysis is itself central to enabling a democratic education.

**09:25-09:50**

65792 | *Building Sustainable and Resilient Structures to Advance Social Justice Equity in Higher Education: A Case Study*  
Menah Pratt, Virginia Tech, United States

Effective, meaningful, transformational, and sustainable social change involving issues of diversity, equity, and inclusion, can only occur through social movements which shift the ways in which power has operated. The tool I developed – the Transdisciplinary Applied Social Justice model – (Pratt-Clarke, 2010) is designed to help increase the likelihood of successfully addressing and responding to systematic and institutional oppression. The model encourages an interrogation of the elements that perpetuate oppression: power, philosophy, people, processes, practices, policies, perceptions, and privilege. The model incorporates concepts from social movement theory, Black feminist thought, and critical race feminism. It argues that responding to issues of social justice and the traditional and historical marginalization of populations based on their intersecting identities requires a strategic approach influenced by multiple disciplines (Pratt-Clarke, 2010). Transdisciplinary Applied Social Justice is “the application of concepts, theories, and methodologies from multiple academic disciplines to social problems with the goal of addressing injustice in society and improving the experiences of marginalized individuals and groups” (Pratt-Clarke, 2010, 27). It is a tool focused on praxis; it has a strong qualitative methodological core with discourse analysis; and a comprehensive theoretical approach from critical race feminism and Black feminist thought. As a case study, the Transdisciplinary Applied Social Justice model is applied to diversity, equity, and inclusion work at Virginia Tech. The application of the model illustrates the challenges and opportunities associated with building resilient and sustainable structures to advance DEI in higher education.

**10:15-10:40**

66870 | *The Beginning of the End: How the Supreme Court is Poised to Whittle Away of the Right to Privacy*  
Regina Ramsey James, Southern University Law Center, United States

The United States Supreme Court (hereinafter “Court”), illegitimate in both composition and decision-making, needs to be “checked” by the other branches of government, pursuant to our federal system of Separation of Powers among the three branches of government. Both the executive and legislative branches of the federal government have powers to “check” the judicial branch and should exercise these powers before the Court’s majority undoes decades of jurisprudence that secured and expanded rights of women, minorities, and the underprivileged and underrepresented. The Court, in *Dobbs v. Jackson Women’s Health Organization*, has demonstrated its willingness to disregard well-established precedent and the doctrine of *stare decisis*. This overturning of precedent will continue and will result in a drastic dismantling of the rights, liberties, and privileges of millions of Americans. This article posits that the executive branch should “pack the Court” or the Congress should enact laws that provide federal protection for the Right to Abortion and, thereby, demonstrate that the other branches of government will exercise the powers given to them by the Constitution as a check on abuses of power by other co-equal branches of government. If this decision is allowed to stand unchecked, other similar decisions will follow, dismantling privacy and many other substantive rights of the poor, women, children, LGBTQ+, now protected by the Due Process Clause of the Fourteenth Amendment. This presentation provides an in-depth constitutional analysis of actions of the Court and discusses the myriad potential privacy implications for higher education institutions and the students they serve.

10:55-12:35 | 322A

# Saturday Onsite Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Madeleine Mejia

10:55-11:20

65635 | *Retracing, Reimagining and Reconciling our Roots in Social Work Education in Canada*

Michele Sorensen, University of Regina, Canada

Valerie Triggs, University of Regina, Canada

This paper presentation contributes to discussion regarding creative and arts-based research for artists/researchers/teachers interested in pedagogies for reconciliation and decolonization in graduate education of social workers in postsecondary university settings. We will share our research and pedagogical process from a federally-funded research project in which our research objectives include exploring the potential of the arts/artists for provoking complex conversations about Indigenous-settler relations in social work education relating to reconciliation, land and culture. The project engaged arts-based methods and *art/r/tography* in particular, in working alongside traditional Indigenous Knowledges to encourage social workers to inquire into ways of fostering practices grounded in respect, relevance, reciprocity and responsibility across cultural difference. *Art/r/tography* is an adaptive methodology encouraging application of hybrid methods to document visual, auditory, sensory and text-based data as well as invite participatory approaches in artmaking, research and practitioner work. Various Indigenous artists, Medicine keepers and Elder helpers facilitated explorations of issues, strategies and methods of connecting with learners in meaningful and transformative ways. Additionally a student filmmaker was hired to document this research process. In our oral presentation, we will share clips of our film in process. We will share beginning findings analyzed in relation to student engagement with the concepts of retracing, reimagining, reconciling and rootedness, and how the artmaking, walking, and writing offer new insight into social work pedagogy and practitioner work, as well as everyday relationality and care.

11:20-11:45

67037 | *Rethinking Multicultural Groupwork Education*

Anne Lawrie, University of Stirling, United Kingdom

The focus of this paper is to inquire into the current approaches to multicultural education as they relate to the practices of tutors. Then to consider the resourcefulness of drawing upon an ancient Chinese style of thinking, *shi* (勢), as an analytical tool to the field of Education and examining how this approach might inflect professional practice of teaching and learning. It argues that practitioners who adopt *shi*-inflected thinking into their teaching affords them insight into how an apparent static situation might be moved towards a more dynamic one. Theories and interpretation of data related to intercultural communication stem from Western beliefs and ideals. Gudykunst (2002: 200-201) pointed out that there is a need for theories to be developed by scholars outside of the USA. *Shi* (勢) comes from Chinese philosophy and its use as a tool in relation to Western styles of thinking is especially associated with Francois Jullien (1995). Using *shi* to analyse the qualitative data, a new direction emerged, one which involved bringing the practitioner into the mix and highlighting the importance of his/her role in multicultural group work. The findings indicate how a *shi*-inflected approach to practice necessitates a practitioner engaging with reflexivity and reflectivity and treating each teaching context as unique. This engagement can enhance a practitioner's practice by helping to reduce the anxiety experienced by all students as they engage in multicultural group work and increase the potential for successful intercultural interaction from the start of a programme of study.

11:45-12:10

65871 | *Connecting to Place: Transforming Teacher Practice Through Place Conscious Pedagogy*

Sharon Pelech, University of Lethbridge, Canada

Darron Kelly, Memorial University of Newfoundland, Canada

What is the experience of educators working to adopt place-conscious pedagogy for their students? Our research documents a cohort of 14 teachers and 3 principals engaged in a school-division initiative to support and enhance place-conscious pedagogy at three schools in Crowsnest Pass, Alberta. Place-conscious pedagogy offers hands-on opportunities for students to become active participants in understanding and applying personal and curricular knowledge in local environmental and social contexts. The educational value of place consciousness is well reported in the literature with studies showing this approach to teaching can improve academic performance and develop informed, active, and engaged young citizens. Examples of place-conscious pedagogy draw on local culture and nature and include working to alleviate poverty and homelessness, collaborating with artists and artisans, recording narrative histories, school ground naturalization projects, neighbourhood environmental audits, sustainable and community gardening, and habitat restoration. Continuing in this spirit, our research documents the experiences and practices of 14 teachers and 3 principals – representing a diversity of perspectives in K-12 education – in a rural setting as they develop, implement, and support place-conscious approaches to teaching. Based on our preceding research in place-conscious pedagogy, we anticipate documenting and further developing key themes including greater student and teacher agency, affirmation of student and teacher identity, increasing and strengthening school-community partnerships, innovative teaching and assessment practices, enhanced student-teacher relationships, and improved collegial engagement and collaboration. We also document the constraints and challenges of undertaking place-conscious teaching within the current school system.

12:10-12:35

66313 | *Pedagogical Moves to Counter Resistance: Developing Ideologically Clear Teachers*

Julian Jefferies, California State University, Fullerton, United States

Madeleine Mejia, California State University, Fullerton, United States

This proposal describes the pedagogical moves employed to counter resistance in two Critical Race Theory (Ladson-Billings, 1998)-infused foundational courses for K-12 teachers and literacy leaders. Using testimonio (Reyes & Rodriguez, 2012), two Latinx instructors detail the kinds of resistance faced from White or White-aligning students during an online class and the pedagogical moves used at every instance of this resistance to move students toward ideological clarity (Bartolomé, 2002). Instances of resistance included self-removal, deflection, silence, downplaying advantages, and defending the status quo, which students used to "slip away" from doing the work of reflecting on Whiteness, privilege and the hidden curriculum. We describe reframing, wait time, recognizing resistance, asking questions, and concept mapping as pedagogical moves used to counter this resistance and acknowledge that while they are not novel in teaching spaces, our teaching context and our selection and use of these practices were strategic. Our intentional use of these "moves" was aimed at helping White students see their Whiteness, acknowledge the myth of meritocracy, the danger of colorblindness and assimilationist and deficit-laden ideologies—in essence, to become ideologically clear (Bartolomé, 2002) about who they are and how their self-knowledge impacts their teaching decisions and teaching practice. In our discussion, we consider the role of pedagogy and ideology for teacher educators in working with resistance from White teachers.

12:50-13:40 | 322A

# Saturday Onsite Presentation Session 3

## Higher Education (Workshop)

12:50-13:40

66391 | *A Women's Interdisciplinary Faculty Writing Group: Reflections on Job Crafting and Resilience*

Stephanie Bauman, Washington State University, United States

Jennifer Lodine-Chaffey, Montana State University Billings, United States

Vanessa Cozza, Washington State University, United States

Tracey Hanshew, Eastern Oregon University, United States

In higher education, scholarly women often write in isolation. They experience difficulties producing scholarship due to the demands of teaching, service, and/or family responsibilities (Badenhorst et al., 2016). Preliminary data suggests the COVID-19 pandemic exacerbated the problem of scholarly productivity for women academics (Cui et al., 2020). Mindful of the challenges facing women scholars, we propose a workshop that will explore how creating and participating in a writing group may facilitate professional development and resilience. More specifically, we will discuss our experiences in an interdisciplinary faculty writing group, using the organizing framework of job crafting, a process by which employees take steps to shape the work experience to meet their work-related needs (Berg et al., 2010). Proactive in nature, job crafting consists of actions that initiate and create change in the context of a person's existing work responsibilities and of their position in an organizational hierarchy (Berg et al., 2010). Three examples of specific actions, which we will examine in greater detail, are task crafting, relational crafting, and cognitive crafting. Task crafting deals with the management of responsibilities and resources like time. Relational crafting involves how, when, and whom people interact with in the workplace. Cognitive crafting refers to changing how individuals think of tasks related to their careers. After sharing our writing group experiences, we will explore how workshop participants may use job crafting themselves to better meet their needs as scholars, facilitate professional resilience, and create positive career outcomes.

13:55-15:10 | 322A

# Saturday Onsite Presentation Session 4

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Daniel Mills

**13:55-14:20**

66218 | *A Novel Mathematical Communication Tool to Overcome Barriers to Active Participation*

Marco Pollanen, Trent University, Canada

The covid-19 pandemic forced a rapid shift to online communication that continues to transform the post-secondary educational experience, in particular, changing the way students interact and collaborate with each other and how they communicate with their instructors. However, there exist technological barriers to the quick real-time communication of mathematical content online as quantitative knowledge requires the digitization of mathematical expressions which may require the use of many special symbols not represented on a keyboard and have a nested hierarchical structure with a two-dimensional layout. In this talk, we describe a new real-time communication tool that uses a novel input method for mathematical expressions and we provide study results to show it is more effective and intuitive for students than existing methods. We also provide case study results to show how this new communication tool can be used to overcome traditional communication barriers that exist in the mathematics classroom. This includes the relatively low levels of active engagement in post-secondary mathematics lectures compared to many other disciplines, as well as the even lower level of participation by certain groups, such as women and/or English-language learners.

**14:20-14:45**

67243 | *Bridging the Gap Between the Learners and the Educational Designer for Learning Experiences in the Discussion Forum of MOOC*

Neha Balhara, Japan Advanced Institute of Science and Technology, Japan

Eunyoung Kim, Japan Advanced Institute of Science and Technology, Japan

Massive open online courses (MOOCs) are widely accepted as the key to obtaining higher education qualifications with the advantage of distance learning. In distance learning, discussion forums are used to facilitate interaction between learners and instructors. It is well known that discussion plays a crucial role in the learning process. The study aims to bridge the gap between the experience of learners and the educational designer of the MOOC. Towards this objective, a unique experiment was conducted on twenty-eight participants and delivered three types of discussion forum design. The experiment was designed based on three factors: 1.) classification of discussion forum posts and participants, 2.) design of three different patterns of discussion forum 3.) evaluation of learner's experience. The findings of the study contribute to the re-designing of the effective asynchronous discussion forum to improve the quality of the learning process. These findings add substantially to our understanding of an interactive user interface in terms of design, usability, and time efficiency that can increase the interest of learners and instructors. Despite the interest in issues faced by learners, few studies have focused on the instructor's experience and the learner's performance in MOOC. Previous studies have failed to address the discussion forum's organization and the forum usability issues from the learner's side. The present study is expected to contribute to our understanding of learners' perspectives in asynchronous discussion forums. Our research has highlighted the importance of discussion forum design that can be implemented by MOOC designers for effective and efficient interaction in the asynchronous discussion forum.

**14:45-15:10**

66374 | *Digital Natives at Last: The Effect of the Pandemic on Technology Adoption in Japan*

Daniel Mills, Ritsumeikan University, Japan

Japan is known throughout the world as a center of technological innovation. Yet, in terms of educational technology, the country has lagged behind other developed nations. Therefore, when the COVID-19 pandemic required the delivery of courses through online distance education, teachers and students both struggled to adapt. While the pandemic was a challenging time for everyone involved in education, it also served to facilitate digital transformation in schools. This was especially true in Japan where institutional change occurs at a very slow pace. Even though classes are mostly returning to face-to-face delivery, teachers and students are continuing to use the technology that was employed during emergency remote teaching and learning. This has become evident to many of us who have taught in Japanese higher education for a long period of time. Students, who traditionally used mobile phones as their main access to the internet, are increasingly bringing laptops and tablets to class. In addition to increased access to technology, students seem to be dramatically more capable and confident in their use of technology. To examine these changes, the researcher administered a quantitative survey instrument to students at a Japanese university. The survey consisted of a modified and translated version of the ECAR Student Technology Survey as well as a validated measurement of 21st-century learning profiles. The results of the survey will be presented in this session along with a discussion on how these results compare to previous research on the subject.

15:25-16:40 | 322A

# Saturday Onsite Presentation Session 5

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Li Zhang

**15:25-15:50**

66459 | Digital "Hack Your Future" Event as Approach to Support Entrepreneurial Capacity of Students Through the Design Thinking Process

Pirita Ihamäki, Prizztech Ltd, Finland

Santeri Koivisto, South-Eastern Finland University of Applied Science, Finland

The hackathons provide rapid, hands-on opportunities to explore the innovative creation of new business ventures, digital solutions, start-ups and students' entrepreneurship capacity, which incorporate novel technology as a vital component of their business models and operations. A hackathon is an event in which participants involved in software development collaborate intensively over a short period of time on solving the company's problem. In this work, a hackathon is proposed to generate creative concepts, rapid innovation capacity, design methods, and tools to co-create and solve the companies' problems with the help of students. However, at the same time in hackathon events, problem-solving opportunities create business opportunities for 55 participating students. This paper describes the process and results of the event and shows that a hackathon is a viable approach to accelerate the co-creation, design thinking process, and support entrepreneurship education to increase student entrepreneur capacity.

**15:50-16:15**

65057 | *Research on the Sustainable Development of Traditional Crafts Under the Perspective of Service Design*

Li Zhang, Loughborough University, United Kingdom

Nowadays, along with time and technological advancements, the development of intelligent industry and industrialization is gradually replacing traditional crafts, which leads to the gradual shrinkage or even disappearance of traditional crafts. However, traditional crafts' unique cultural values and individual creativity are irreplaceable. As a result, it is critical to investigate the direction of traditional crafts' long-term growth. To better adapt to the changing times, this paper proposes to use service design thinking to build a sustainable development path for traditional crafts. This paper presents the use of service design thinking to create a sustainable development path for traditional crafts based on inheritance, committed to innovation, explores new modes of traditional craft development, and highlights the modern value of traditional crafts. It gives craftsmen a sense of cultural belonging and identity, thus ensuring and promoting the continuity of craft development. It is significant for the long-term survival of traditional crafts.

09:00-10:40 | 322B

# Saturday Onsite Presentation Session 1

Interdisciplinary Education

Session Chair: Clement Tong

**09:00-09:25**

67234 | *Providing Accessible Learning Materials for the Diverse Learner: Equitable Learning Opportunities Provided Through School Libraries*

Tandra Tyler-Wood, University of North Texas, United States  
Daniella Smith, University of North Texas, United States  
Xian Zhang, University of North Texas, United States

School libraries are founded on a philosophy of equal access to information, and are concerned about accessibility to all (Tewell, 2019). In the 21st century, technology provides an opportunity for accessing infinite learning materials. School libraries once responsible for housing and dispersing written materials, now meet new challenges of providing materials in various media and multimedia platforms. Making materials accessible to diverse populations offers many challenges. Legal requirements for providing accessible materials vary, but exist in both the United States and Canada. Apart from the legal requirements, equitable access to information for diverse people is a matter of human rights and an issue of supporting diversity and social justice. To provide equitable access to materials for all, it is important for school libraries to provide both materials and environments that allow people to feel empowered to access informational and learning materials to include books, videos, screencasts, and interactive multimedia. In 2021 the University of North Texas received funding through an Institute of Museum and Library Services (#RE-250111-O) grant to determine how to provide school librarians with the critical knowledge set required to serve English language learners (ELLs) and their teachers. Products from this seminar include a website, white paper, and project toolkit. A goal of this presentation will be to consider the information obtained through this grant to determine if strategies and the needs identified can be implemented with other diverse populations.

**09:25-09:50**

66068 | *Preservice Music Education Preparation: Is It Full of Dinosaurs or Deviceful Ideas?*

Heidi Lucas, University of Delaware, United States  
Jennifer Shank, Tennessee Technological University, United States

Throughout the United States, music educators are prepared at universities and colleges based on national accreditation standards, state requirements, and philosophical and methodological ideologies. Their preparation is critical to not only the success of the pre-service candidate but to the state of arts education in p-12 systems as a whole. Students preparing to be Music Educators need the tools to be successful in the classroom as well as the skills to be considered a professional in the arts. Often times these two directives can seem to be at odds with each other and can create gaps in a student's preparation. This paper looks at the preservice music education curriculum for over 200 nationally accredited music programs in the US today. It examined the similarities, differences and significant "out of the box" requirements and classes for licensure to teach p-12. The researchers will also look at trends in k-12 music education to identify potential causes for the differences. The intent of the research is to drive conversations and further research to consider systemic change in preservice music education preparation to better serve music students in p-12 settings.

**09:50-10:15**

67327 | *Multidisciplinary Curriculum Integration to Enhance Student Career-Readiness Skills*

Ekaterina Koromysova, South Dakota State University, United States  
Gary Anderson, South Dakota State University, United States  
Anna Sadochnikova, Monmouth University, United States

This paper will review the three-year research program that aims to develop an effective and sustainable pedagogical framework for curriculum integration to address industry expectations for multidisciplinary collaboration competencies among college graduates. In the first year of the program, Multidisciplinary Curricula Integration (MCI) framework and a set of practice-inspired, learner-centered curricular materials were developed and piloted. In the second and third years, the MCI framework was implemented on a full-scale basis, in the context of the multidiscipline-integrated and interdisciplinary industry-based projects. The specific objectives in the projects included engineering design and product development, manufacturing cost estimates, and market commercialization strategy, effectively spanning across the FANH, STEM, and Business Management disciplines. The diversity and complexity of the project objectives effectively reflected real-world industry environment and necessitated active student collaboration across the majors involved. A comparison of the empirical results on student learning outcomes, students' learning progress and overall satisfaction with their in-class experiences are offered to highlight the benefits and challenges of the MCI framework implementation. Practical recommendations to improve current teaching methodologies targeting the multidisciplinary skills are discussed in the paper.

**10:15-10:40**

67034 | *From Heung Shan to Tan Heung Shan – Understanding Early "Chinese" Migrants to Hawaii as Part of a Worldwide Cantonese*  
Clement Tong, University of British Columbia, Canada

Many early "Chinese" migrants arriving in Hawaii from China came from two groups in the Guangdong Province – people from Heung Shan (Xiangshan, later renamed Zhongshan) and the Hakka People. Long before the discriminative measures against Chinese workers being put in place starting in the late 19th century, these two groups of "Cantonese" were already settling in places like Honolulu and Hilo, engaging in business ventures and other kinds of labour work. Even the early name of the Hawaii Islands, Tan Heung Shan (the Sandalwoods Mountain), was reminiscent of the Cantonese linguistic characteristics, as Cantonese speakers tended to use "mountain" to denote a place, such as calling San Francisco Gam Shan (the Gold Mountain), and referring to their own country China as Tang Shan (the Tang People's Mountain), rather than Zhongguo (the Middle Kingdom). This paper argues that by emphasizing the early migrants to Hawaii from China as primarily Xiangshan and Hakka "Cantonese", we will be able to understand these early migrant communities from an interestingly different and revealing perspective. The Hawaiian situation would also be used to compare to the situations in Americas, where early Cantonese migrants came mostly from the Sum Yup and the Seiyap regions - areas adjacent to but different from the Xiangshan and Hakka areas - in order to better understand how the demographic differences affected the characteristics and expressions of these communities.

10:55-12:35 | 322B

# Saturday Onsite Presentation Session 2

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Minseok Yang

10:55-11:20

67069 | *Teacher Instructional Moves and Choices That Facilitate Pacific Island Students Sense of Belonging*

Kehaulani Malzl, Brigham Young University, United States

Erika Feinauer, Brigham Young University, United States

Spencer Scanlan, Brigham Young University, United States

This study looks at teacher instructional moves and choices in a classroom setting that facilitate student perceptions of belonging at one University in Hawaii with high levels of Pacific Islander students. Ninety-seven Pacific Island college students participated in 17 on-campus focus groups facilitated by members of the research team, held on campus over 7 weeks during the summer of 2022. Consent forms were collected prior to data collections and all data collections were approved by the IRB. Focus groups lasted approximately 90 minutes and included questions related to student perceptions of ethnic identity and school belonging. All focus group interviews were audio and video recorded over ZOOM, then transcribed and de-identified for analysis. Transcriptions of focus group interviews were analyzed iteratively with an inductive coding strategy looking for emergent themes and patterns (Cresswell, 2009; Miles et al., 2014). Analyses revealed multiple themes about teacher instructional moves and choices that promoted or inhibited students' sense of school belonging among Pacific Islander students. Students talked about the importance of a teacher learning, knowing and correctly pronouncing their names as important for feeling like they belonged. Teachers displaying knowledge of their home culture contributed to creating a safe space for discussion and students noted how these teachers were able to create content that was relevant and applicable to them. Students described how it was important for them to have teachers who looked like them, meaning who were teachers of color or of Pacific Islander descent.

11:20-11:45

67068 | *Students' Perceptions of Language Education Policies in Fiji and Its Impact on Students' Ethnic Identity and School Belonging*

Grace Tora, Brigham Young University, United States

Erika Feinauer, Brigham Young University, United States

Spencer Scanlan, Brigham Young University, United States

This study looks at students' perceptions of language education policies in Fiji and its impact on students' ethnic identity and school belonging at one college in Hawaii with high levels of Pacific Islander students. Thirty-four (N=34) Fijian college students participated in 17 on-campus focus groups facilitated by a member of the research team, held over 7 weeks during the summer of 2022. Consent forms were collected prior to data collections and all data collections were approved by the IRB. Focus groups lasted approximately 90 minutes. All focus group interviews were audio and video recorded over ZOOM, then transcribed and de-identified for analysis. Transcriptions of focus group interviews were analyzed iteratively with an inductive coding strategy looking for emergent themes and patterns (Cresswell, 2009; Miles et al., 2014). Analyses revealed multiple themes related to how students perceived their language education to impact their ethnic identity and sense of school belonging. Some students noted how they felt colonized by the implementation of an English-only language policy. These students felt grief, a loss of ethnic identity, and ostracization from their community due to the loss of their native language through their schooling. Other students noted the importance of learning English as it connected them to global economies and global cultures, including the culture of schooling at the University. Other emergent themes will be presented and discussed in this presentation, contributing important information from Fijian students themselves about how they experience, and describe the impact of their language experiences at school.

11:45-12:10

65718 | *Faith and Works ... or is It Works and Faith? Discerning an Authentic Expression of Faith in the Samoan Church*

Terry Pouono, Laidlaw College, New Zealand

Christian education has always been a significant sector for the propagation of the Christian gospel in church circles. Many Samoan churches continue to utilise traditional methods passed down by Christian missions, such as catechisms, the reading of Scripture, and an exposition of the Bible reading. Traditionally, a key feature in the formation of one's faith, is the acquisition and application of biblical knowledge and theological reflection leading to good Christian practice. This research looks at engaging with the gospel message in a different light. More specifically, Samoan churches value the performative aspect as a form of expressing one's faith. In liturgy, this is marked by an organised church choir, an exquisite reading of Scripture in the vernacular language, group skits, creative dances, and a well-prepared sermon. Looking at the wider church ministry, the physical manifestation of one's faith through active, committed service to the church ministry is a sign of good faith. This is evident through superfluous amounts of monetary offering, loyalty to one's calling in the church and a commitment to all church programs. The Samoan cultural nuance of community and service helps form an authentic expression of a Samoan Christian identity. The following questions are raised: Has good, relevant theological reflection necessary for renewed practices been compromised by an established understanding of good works in Samoan churches? Should Christian education transform the witness of the church, reaffirm the Samoan Christian identity, or both?

12:10-12:35

66636 | *Turning on My Identity Switch: Cultural Identity and Conflicts of Korean Heritage Speakers in the United States*

Minseok Yang, West Texas A & M University, United States

Gyu-Ho Shin, Palacký University Olomouc, Czech Republic

Boo Kyung Jung, University of Pittsburgh, United States

We examine how Korean heritage speakers (KHSs) understand their cultural identity and conflicts in their adolescence and college periods. Although this population has garnered a great deal of attention from multi-cultural/lingual research, existing literature on this topic has been skewed toward major heritage-speaker populations (e.g., Spanish, Chinese). While KHSs in the United States, the minority population using Korean at home and English in daily life, are recognized as a model minority with their academic and economic achievements, they remain minor and underrepresented regarding diversity, equity, and inclusion issues. Moreover, recent changes in the societal environment, driven by COVID-19, are generating 'Asian Hate', threatening KHSs' physical safety, mental health, and identity. Therefore, it is timely to explore KHSs' narratives regarding cultural identity and conflicts, particularly in their adolescence and college periods. Methods. We use interview data from 24 KHSs, which were conducted from May to July 2022 through Zoom. Results. KHSs have established their own identity as a function of confusion, prejudice, and conflicts from peers, parents, and communities in their adolescence. At the same time, they tend to switch their identity contingent on with whom and where they interact, possibly worsening their uncomfortable feeling of being not affiliated in both sides. They have not experienced serious physical threats during the pandemic but continue to fight with prejudices and stereotypes imposed on KHSs, which may implicitly de-evaluate individuals' unique cultural characteristics and academic efforts. Our results suggest the importance of further academic and practical attention to KHSs.

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12:50-13:40 | 322B

# Saturday Onsite Presentation Session 3

## Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)

12:50-13:40

66855 | *Why We Don't Do What Works: Practice Tips Our Brains Like but We Avoid*

Barbara Fast, University of Oklahoma, United States

Our brains learn most efficiently with specific practice habits, but research shows we naturally avoid some of them. How to help students learn and practice in effective ways that really work, are explored in this workshop. The author has successfully utilized the practice strategy, 'Hardest First,' in group and private lessons. Grounded in sports research, the author-created strategy is based on ice skaters practicing many easier moves rather than the intended, difficult moves. Surprisingly, the ice skaters remembered practicing more repetitions of difficult moves (Deakon, 2003). Do musicians fall into the same trap: believing they spend more time on difficult areas, but in reality spend more time on easier sections? Cognitive and sports psychologists also recommend learning most efficiently via interleaved practice – returning frequently to an activity rather than extended, blocked practice. Most musicians intuitively use blocked practice. Recent music research indicates that Interleaved practice schedules are more effective than blocked practice (Carter & Grahn 2016). Again surprisingly, research demonstrated that performers, even after given their higher marks with interleaved practice, preferred blocked practice. Why do musicians avoid doing what really works? Our own natural resistance (Pressfield, 2002) and negativity bias (Baumeister, Finkenauer, Vohs, 2001) will be explored as explanations for avoidance of what is most effective. Useful tips for incorporating practice ideas that really work because our brains find them most efficient, such as 'Hardest First,' and interleaved practice, will be shared. The presenter has actively employed these strategies into teaching both private lessons and group piano classes.

13:55-15:10 | 322B

# Saturday Onsite Presentation Session 4

Teaching and Learning

Session Chair: Gladys Sibanda

13:55-14:20 (Moved from Room 323A Session 4)

67236 | *Studying Literature with Empathy: Shifting from In-Class to Online Asynchronous Teaching*  
Cynthia Wong, University of Colorado Denver, United States

In Spring 2020, a revolution occurred at public universities across the U.S. as a pandemic upended in-classroom/in-person education. The pandemic pivot to remote instruction around mid-semester at my university caused upheavals. When conscientiously addressed, some upheavals actually resulted in better quality of teaching literature to students whose academic goals soon collided with other facets of their lives. Nearly three years later, implementing a variety of reflective changes to my teaching pedagogy for the online asynchronous mode frequently resulted in students becoming very engaged with studying literature and working positively towards such literary skills as analyzing characters in fiction, interpreting poetry or drama and exploring the human condition through literature. For this oral presentation, I will outline the key implementations, discuss the assets as well as limitations of some modes for effectiveness with student engagement, and assess the state of online asynchronous modes for the college literature curriculum. I hope to establish that a teaching philosophy aimed at (1) nurturing student interest and investment in reading literature; (2) guiding them towards expressing and articulating their literary analysis; and, (3) motivating them to include literature in their lifelong intellectual and emotional development is based on cultivating reader empathy and motivating cognitive development.

14:20-14:45

64808 | *Integrating Citizen Science Projects (CSP) in Philippine Formal Science Education: Results and Perspectives from Pre-service Science Teachers*

Leonel Mendoza, Mindoro State University-Calapan City Campus, Philippines  
Jammel Abraham Rico, Mindoro State University-Calapan City Campus, Philippines  
Jermaine Ritzchelle Marquez, Mindoro State University-Calapan City Campus, Philippines

In the Philippines, science education is currently focused on three domains: (1) demonstrating scientific inquiry skills, (2) understanding and applying scientific knowledge, and (3) developing and demonstrating scientific attitudes and values (DepEd, 2016). This paper investigated whether citizen science projects (CSPs), specifically a plants-focused CSP using PlantNet and iNaturalist, can be integrated across basic science education in the country. To accomplish this, the ILO framework developed by The Cornell Lab of Ornithology, a pioneer in the development of citizen science, was adopted and aligned with the domains mentioned. Paired t-test analysis revealed a significant difference in students' scientific inquiry skills ( $p < 0.001$ ), motivation ( $p = 0.04$ ), interest ( $p = 0.05$ ), self-efficacy ( $p = 0.009$ ), and mastery of taxonomy concepts ( $p < 0.001$ ) between pre-and post-tests. SWOT analysis of the responses of participants in the follow-up interview yielded promising results. The fun and engaging nature of the intervention was recognized as a strength by the participants; the demand for time and resources, as well as the limited information that can be provided by the application used, were identified as weaknesses; application performance and information availability were identified as areas that can be improved; threats included student safety. Although these findings cannot be generalized to all CSPs, they met the Department of Education's three domains of scientific education; thus, citizen science projects, particularly those focused on biodiversity, can be integrated into K-12 science classes across the country.

14:45-15:10

66012 | *The South African National School Nutrition Programme in Primary and Secondary School: Reflection on the Realisation of Expected and Intended Impacts*

Gladys Sibanda, Tshwane University of Technology, South Africa

Oxfam in 2020 reported that "The World Food Programme (WFP) estimates that the number of people experiencing crisis-level hunger will rise to 270 million before the end of the year as a result of the pandemic, an 82% increase since 2019." South Africa was also identified as a rapidly "emerging" hunger "hot spot". Learners from poorer communities have not been spared the hardships of hunger. The South African government and the Department of Basic Education (DBE) has a feeding scheme called National School Nutrition Programme (NSNP), which provides one nutritious meal a day to all learners in poorer primary and secondary schools. The NSNP aims to improve the health and nutritional status of the poorest learners in South Africa to improve their ability to learn. The NSNP ordinarily feeds approximately 9.6 million of the poorest learners across the country during school term. Thus, the programme is also a poverty alleviation programme. This paper will investigate to what extent the NSNP promotes effective learning in particular being a tool towards the right to basic education in section 29(1)(a) and the child's right to basic nutrition in section 28(1)(c) of the South African Constitution. Theory of change underpins this study to explore the expected impacts of the programme employing a qualitative research approach. Data will be collected using semi-structured interviews, supported by note-taking and observations from 8 participants. Preliminary findings from the literature show that the impact of school feeding programmes are mixed and dependent on the nature of the School.

15:25-16:40 | 322B

# Saturday Onsite Presentation Session 5

Educational Policy, Leadership, Management & Administration

Session Chair: Melissa Corrente

15:25-15:50

66918 | *Anxiety Japanese University Teachers Faced During the Pandemic – Lessons Learned and Strategies for Effective Management During Educational Change*

David McCurrach, Kwansai Gakuin University, Japan

The pandemic forced teachers in Japan to an online, remote teaching context that many were unfamiliar with. I argue that there are two main challenges obstructing the move to online: the first, a collectivist and shame-based culture that gave rise to the continual use of a transactional leadership style that hindered the mental health of teachers by limiting effective two-way communication. The second challenge is that the ICT competence of many teachers was significantly lower compared to teachers of other countries, and combined with the forced online transition, an extremely stressful teaching environment resulted. An analysis of literature and observations from the author during the time confirm an inadequacy of leadership. I contend that to better facilitate educational change, those in leadership might adopt a psychodynamic approach through 'affective containment', which allows teachers anxiety to be recognized, conveyed, and contained.

15:50-16:15

65686 | *Supporting Teacher Mental Health: A Call to Action*

Melissa Corrente, University of Ottawa, Canada

Kristen Ferguson, Nipissing University, Canada

Ivy Bourgeault, University of Ottawa, Canada

The mental health of Canadian teachers has been deteriorating over time due to increased workloads, uncertainty, and inadequate support from school, boards/districts, and Ministry leadership (CTF, 2022). Many teachers do not feel supported on a system level and as a result many are taking mental health leaves, retiring early or leaving the profession altogether (ATA, 2021; Lorriggio, 2021; Naylor & White, 2010). The Healthy Professional Worker Partnership (HPW) is the first comprehensive, comparative, multidisciplinary and collaborative research initiative on mental health, leave of absence and return to work issues for professional workers. The HPW Partnership surveyed 1146 teachers and interviewed 53 teachers from across Canada in order to better understand the nature of mental health issues in the teaching profession. According to survey results, the top three sources of work stress included work overload, digital stress and poor relations with management. Based on the narratives shared by teachers, we curated a toolkit of interventions to promote psychological health and safety and mental wellbeing. We focused on curating peer, organizational, and system level promising practices to take the focus off 'fixing' individual teachers. Building wellness into the school day is vital to ensure the expectation isn't just to be well on your own time. Teachers want to be heard, protected, prepared, supported, and cared for. This cannot be achieved through mindfulness and self-care practices alone. The education system needs to change in order for teachers to feel supported, connected, and mentally well at school.

16:15-16:40

65742 | *Examining the Role of Emotional Intelligence in Higher Education Leadership Success for Women*

Jodi Consten, Westcliff University, United States

Women possess the knowledge, skills, and attitudes to be effective leaders. This study explores the extent to which emotional intelligence plays a role in the success of women in higher education leadership positions. Moreover, this study defines and analyzes the role of emotional intelligence in understanding successful leadership characteristics for women. Women leaders in higher educational institutions positively impact institutional outcomes by demonstrating emotional intelligence through creativity, critical thinking, communication, and collaboration. Solving problems, resolving conflicts, listening, accepting constructive feedback, and showing empathy contributes to the well-being of the leader and the institutional culture. The study shows that women leaders are vital to an organization's achievement of mission, vision, goals, and values and that an institution will benefit from embracing emotional intelligence skills as part of decision making and from being committed to developing these skills in the context of work. Fostering the competencies of emotional intelligence, work performance is improved and career success at the highest levels is achievable. Emotional intelligence plays a pivotal role in a woman's ability to lead. This study advances the field of emotional intelligence and women's leadership studies by articulating how emotional intelligence capabilities in women lead to personal and institutional success through intentional skills practice. Using this study institutions are able to change culture and provide new routines that leverage the strengths of women leaders.



# Sunday, January 8

## Parallel Sessions

**All times are in Hawaii Standard Time (UTC-10)**

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

13:15-14:30 | Room A

# Sunday Online Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Yaping Gao

13:15-13:40

67247 | *Research and Results of Teacher Question Analysis in the Concrete Lesson*

Gereltuya Tsereljav, School of Mathematics and Natural Science, Mongolia

Ganbaatar Tumurbaatar, Mongolian National University of Education, Mongolia

Jadamba Badrakh, Mongolian National University of Education, Mongolia

The quality of education depends on the quality of a concrete lesson. Therefore, lesson analysis is the most fundamental part of educational quality analysis. Lesson study and lesson analysis methods are becoming more and more sophisticated. Teacher-student interaction and dialogue are the main elements in the classroom. The quality of the teacher's questions directly guides the student's actions and thinking processes in the lesson. From the results of the previous research, it was seen that the type and level of the teacher's questions in the lesson have an effect on the student's answers. Therefore, within the framework of this research, the question is whether it is possible to make a conclusion about the quality of the lesson by analyzing the number and quality of questions asked by the teacher in the lesson. This article will present the results of analyzing the level and quality of teacher's questions in mathematics lessons in secondary schools. We analyzed 30 mathematics lessons using a transcript based lesson analysis approach. In the research, the questions asked by the teacher were classified according to Bloom's taxonomy and question types, and the method of drawing conclusions based on the answers of the students who answered the questions was used. According to the results of the research, about 50% of the questions asked by the teacher in the lesson have lesson organization and instructions, about 30% recall previous knowledge and factual knowledge, and only about 20% lead the student to think and do creative work.

13:40-14:05

65422 | *The Impact of Differentiated Activities on Students' Reading Ability*

Ni Yin, BASIS International School Guangzhou, China

In the field of education, there is a general consensus that differentiated instruction plays an indispensable and crucial role in satisfying every student's need in order to help them achieve individual learning goals. This also applies to the language education field. This study was conducted in an international elementary school in China. Focusing on the impact of content-differentiated activities on students' English reading skills, this study included an experimental group and a control group. Students of the experimental group, according to their reading ability (distinguished, intermediate and novice level), were provided with books and corresponding practices of different levels and taught through differentiated instruction on reading strategies. Students of the control group used the same materials for learning and practicing. Students' reading levels were tested by Measures of Academic Progress (MAP) three times during the study. The test results showed that the average score of the experimental group improved much more than that of the control group, and no student in the experimental group scored below U.S. national average. Additionally, within the experimental group, the improvement of the students at the novice reading level was the most significant. In conclusion, this study further proved that implementing reading activities with differentiated content supported all students and assisted them in reaching their language potential by addressing their needs.

14:05-14:30

65825 | *Quality Digital Teaching and Learning: The Critical Role of Faculty in Ensuring Academic Integrity and Helping Students Succeed*

Yaping Gao, Quality Matters, United States

Now that the world is slowly and steadily recovering from the pandemic, institutions all over the world are making further investments in infrastructure, support resources, workforce upskilling while going through a digital transformation in order to be more resilient and better prepared for an unpredictable future. Faculty and students have learned new ways of teaching and learning over the past few years and researches show that most have agreed and come to the conclusion that the hybrid format for teaching and learning is to stay, and is the right way to move forward as the entire society and how we live our daily lives have been fundamentally transformed. One of the remaining concerns or doubts, particularly from the perspective of the faculty/instructor, is that if technology plays such an important role in digital transformation, will all the web-based tools and technologies that enable online education and digital learning eventually reduce, if not entirely replace, the significant role of faculty? The answer is a resounding and definitive NO. This session will engage participants in reviewing, reflecting and examining, from different perspectives and at course, program and institutional levels, the crucial role of faculty in ensuring academic integrity and helping all students succeed.

14:40-16:20 | Room A

# Sunday Online Presentation Session 2

Higher Education

Session Chair: Tasnia Alam

14:40-15:05

66816 | *Nevada National Security Site Participation in Minority Serving Institution Partnership Program*

Sanjoy Mukhopadhyay, Mission Support and Test Services, United States

Paul Guss, Mission Support and Test Services, United States

This article describes the scope of participation of the Nevada National Security Site (NNSS) in the Department of Energy/ National Nuclear Security Administration (DOE/NNSA) funded Minority Serving Institution Partnership Program (MSIPP). The article elaborates the development and implementation of the objectives, instruments and methodologies for Nuclear Security Science and Technology Consortium (NSSTC). The broad thrust areas for DOE/NNSA in this consortium are to: 1) enhance the science, technology, engineering, and mathematics (STEM) education and research capacity among the minority serving universities (MSIs), in DOE/NNSA mission areas in nuclear security. 2) leverage collaborations between MSIs and DOE/NNSA Laboratories and Plants that increase scientist-to-scientist interactions, demonstrated participation of MSI faculty in DOE/NNSA technical activities and provide MSIs direct access to DOE/NNSA facilities. 3) increase the number of minority students graduating with STEM degrees. 4) increase the number of minority graduates and post-doctoral researchers hired into DOE/NNSA's STEM workforce.

The NSSTC provides STEM including Computer Science students from MSI partners with opportunities to learn and receive advice from practicing science and technology professionals at NNSS about state-of-the-art technologies related to radiation detection systems and materials informatics. The participating students are provided with a valuable understanding of the latest methods and processes in the field of nuclear security science and technology. The goal of the NSSTC is to build a sustainable pipeline between the DOE/NNSA sites/laboratories and MSIs in STEM disciplines. In this effort NSSTC has been working closely with University of Nevada – Las Vegas (the affiliated MSI), Los Alamos National Laboratory and Argonne National Laboratory.

15:05-15:30

66189 | *Changing Course, Transforming Education: Experiences of Stay-At-Home Students in Nigerian Public Universities*

Olutomiwa Binuyo, University of the Western Cape, South Africa

Adeola Oyewole, National Research University Higher School of Economics, Russia

The covid-19 pandemic adversely contributed to the existing challenges and exacerbated the wide disparity in acquiring quality education in Nigeria. Nonetheless, the poor system of education continues to experience regression even in the aftermath of the pandemic. The recurrent industrial action by the Academic Staff Union of Universities in Nigeria has halted the learning process 16 times, resulting in the loss of more than 50 months of the academic calendar since the transition to a democratic government in 1999. From the 14th of February 2022 to date, learning has been disrupted for Nigerian university students due to an ongoing industrial action. The objective of the 2022 UN Day of Education themed "Changing course, transforming education", is to highlight the voices of students on the changes they want to see to make the education sector more efficient in meeting its set objectives. Documenting the experiences of the affected stay-at-home students through a qualitative survey research design, the study captures the perceptions of 70 students from public universities in Nigeria. They were selected through purposive sampling and data was analyzed using thematic analysis. The study found that gender stereotypes, lack of political will, misappropriation of funds and lack of standard educational curriculum are root causes of defects in the Nigerian educational sector. Proposed recommendations include reformations of laws and educational policies, standardized educational curriculum, patriotism, equitable and inclusive educational system.

15:30-15:55

66006 | *Women's Empowerment Through Higher Education – Do the Dots Connect?*

Tasnia Alam, BRAC University, Bangladesh

Higher education enhances women's self-confidence and skills, reduces inequalities, and improves their status at home. The UN prioritizes women's empowerment as one of its Sustainable Development Goals (SDG). Higher education can help women gain freedom, self-determination, and power worldwide. According to various social science studies, social norms and society also influence women's empowerment. It is evident that human rights and poverty elimination cannot be achieved without the empowerment of women. However, studies have found that women's increased access to higher education and employment have not necessarily altered power relationships within families in some cultures. In this study, cross-sectional survey results and cross-cultural case studies have been used to assess how higher education impacts women's economic and social empowerment. Evidence from Bangladesh, India, Iran, Japan, Philippines, Australia, etc., has been analyzed in cross-sectional case studies. In addition, a small group of university students have participated in a survey to help understand the relationship among these factors. Through this study, it is hypothesized that higher education increases women's pay, reduces gender violence, and increases women's empowerment. The results of these analyses demonstrate the importance of higher education for women's empowerment. Additionally, these analyses suggest future measures that could be taken to improve women's empowerment through higher education.

15:55-16:20

66182 | *The Role of an Online Campus in Supporting a Sudden Shift in Students' Preference to Enroll at a College*

Carlos Morales, TCC Connect Campus-Tarrant County College, United States

Shelley Pearson, TCC Connect Campus-Tarrant County College, United States

Overnight, the higher education community experienced a shift to remote teaching and learning. The shift benefited only online learning institutions, as students rediscovered their ability to manage their time. This shift has generated a need for educational institutions to recognize students' preferences when scheduling. TCC Connect Campus opened in 2014 and is Tarrant County College's sixth and fully online campus, serving over 26,000 students each semester. Tarrant County College is in Fort Worth, Texas, and is a large urban community college. The campus has been on the cutting edge of adapting to students' preferences, resulting in a 25% increase in enrollments from Fall to Fall. The significant rise in enrollments caused tension on the five sister campuses, which were experiencing an opposite trend post-pandemic. Given the clientele's behavior, this complex situation required additional iterations and analysis to align "the online and face-to-face campuses in a One College framework." To support growth, an approach based on planning, soft launching, and data analysis was implemented while leveraging previously developed projects. As institutions returned to the classroom and the student preference for online became increasingly apparent, the College Chancellor, focusing on being a student-ready college, directed the online campus to open sections until demand was satisfied. We used our campus Data Analyst to provide continuous reports on enrollment status and fill ratios impacting the need to release additional courses. The authors will discuss strategies for providing leadership during a rapid change in student preferences, including data for forecasting and communication across the institution.

16:30-17:45 | Room A

# Sunday Online Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Nicole McGowan Madu

16:30-16:55

66064 | *Pert Analytic Effect of Psycho-demographic Factors as Determinants of Secondary School Teacher Effectiveness in South-west, Nigeria*

Premobowei Melekeowei, Lagos State University of Education, Nigeria

Teacher effectiveness is a critical factor in the teaching and learning process as it facilitates academic achievement and socially desirable behaviors of students. Extant studies have shown that secondary school teachers in the South-West have low teacher effectiveness. Previous studies have focused largely on teacher personality, self-esteem, self-efficacy, work experience, job satisfaction, age and gender with little attention given to causal explanation to TE. This study, therefore, was carried out to examine causal explanation of the psycho-demographic factors as determinants of TE in secondary schools in south-west, Nigeria. The survey design was adopted for the study and multi-stage sampling design was used to select the study sample. The simple random sampling technique was used to select four out of the six states in south-west, Nigeria. The proportionate to size sampling technique was used to select thirty-six Local Government Areas in the four states and the simple random sampling was used to select 360 secondary schools. The purposive sampling technique was used to select 1,650 teachers. The instruments used to obtain data for the study were Teacher Job Satisfaction scale(0.72); Neo five factor personality inventory(0.83); teacher self-efficacy(0.73); rosenberg self-esteem(0.76); teacher locus of control(0.82) and teacher effectiveness(0.76) scales. Multiple regression and Pearson's product moment correlation was used to estimate the causal linkages among the variables at 0.05 level of significance. The predictor variables (age, EQ, gender and LoC) jointly accounted for 93.5% of the total direct effect whereas (age, EQ, and personality) accounted for 6.5% of total indirect effect on teacher effectiveness.

16:55-17:20

65576 | *The Intersection of Whiteness and Queerness in a Critical Antiracist Educator Identity – An Autoethnographic Perspective*

Britt SchlaeGuada, The Athenian School, United States

In this paper, I explore self-study as part of a larger data set of white queer educators seeking to expose my own experiences as a participant and researcher within the broader dissertation study that I completed, which utilized community autoethnography and critical interview methodologies. The self-study will highlight my own pedagogical experiences in understanding how my identities as white and queer impact me as a critical antiracist educator. Using the theoretical frameworks of critical whiteness studies, queer theory, and critical pedagogies and synthesis of relevant autoethnographic literature related to the intersection of white and queer identity, I contextualize the research data. Data from a one-on-one interview and my participation in three "collaborative inquiry sessions" (as I've termed them) are analyzed to identify the key implications of this identity intersection on praxis. Results of the study indicate that there are significantly more access points to shifting away from status-quo ideology and shifting toward forming critical thought processes when the intersectionality of an educator identity is examined in critical ways. Through unpacking my own experience as a white, queer, nonbinary, participant-researcher, I contribute to a gap in the literature that lacks the criticality and intersectionality of whiteness with queerness in educator identities as related to pedagogy.

17:20-17:45

67072 | *Leveraging Lessons of Black Male Teachers to (Re)build a More Just Schooling Experience for Young Black Boys*

Nicole McGowan Madu, Southern Connecticut State University, United States

The COVID-19 pandemic exacerbated racial disparities in healthcare that were present in the United States prior to 2020, as communities with high numbers of Black, Brown and Indigenous peoples were disproportionately impacted by the virus (Alcendor, 2020). This health crisis caused further stress on families, as families were forced into unexpected homeschooling. Historically, the hidden curriculum (Jackson, 1968) of American schools, has worked to marginalize families of color by framing schooling in implicit social and cultural norms of the dominant White culture. During the pandemic, this became more evident as families of color, particularly those in low-income communities, lacked access to reliable internet connections (Kayitsinga, n.d.). Furthermore, relationships between teachers and families were strained as the majority White teaching population struggled to connect with students of color as digital learning spaces complicated delicate relationships that often lacked culturally responsive practices.

Yet, communities of color continue to find ways to persevere, echoing the sentiments of Maya Angelou's resilience, "[We] rise" (1978). We are rethinking a more just and equitable world specifically as it relates to the education of our youngest students of color. Grounded in critical race theory and Black feminist thought, and utilizing critical race methodology, extensive interviews and observations with two Black male second grade teachers were conducted in Harlem, New York. This presentation seeks to explore how racial and gender congruency has the potential to re-imagine positive learning experiences for Black boys in early childhood education, as we (re)build relationships and teaching practices for young Black boys.

17:55-19:35 | Room A

# Sunday Online Presentation Session 4

Higher Education

Session Chair: Jennifer Shah

17:55-18:20

66646 | *Impact of Vertical and Horizontal Mismatches on Earnings Among Highly-educated Employees in Japan*  
Mamiko Takeuchi, Aichi Gakuin University, Japan

This paper investigates the vertical and horizontal mismatches among highly-educated employees in Japan. Our analysis reveals that vertical mismatch is more likely to significantly lower annual earnings compared with horizontal mismatch for both men and women. We also find that this mainly applies to university graduates and there is no significant penalty of vertical or horizontal mismatch among employees with a master's or a doctoral degree. Our results also suggest that the horizontal mismatch is more common among female employees and that the penalty for overeducation is more severely pronounced in the fields of natural sciences or medicine and pharmacy.

18:20-18:45

66914 | *Rights to Education of Persons with Disabilities in Thailand*  
Arunee Limmanee, Thammasat University, Thailand

In Thailand, rights to education of persons with disabilities are guaranteed by laws and policies i.e. Constitution of Thailand, Persons with Disabilities Empowerment Act, Education Provision for Persons with Disabilities Act (EPDA), National Education Plan, and Convention on the Rights of Persons with Disabilities (CRPD). According to EPDA, persons with disabilities have rights to (1) free education from birth, or when their disabilities occur, with support as needed by the individuals (2) choose services, settings and types of education based on their ability, interest and special needs (3) quality education with reasonable accommodation such as modification of curriculum, teaching media and assessment methods, having IEP for students with special needs. In term of education systems, inclusive and special education are the most widely practiced in Thailand. Inclusive education emphasizes full participation and inclusion of all groups. Students with diverse backgrounds learn together in an inclusive setting. In this way, children learn how to live with others and respect diversity. Children with disabilities can live with their families in communities. However, there are limitations such as inaccessible classrooms, no transportation and financial constraints of families. For special education, it is mostly provided in an isolate setting, which limits children's learning opportunities as they are taken away from families and communities. Children living in institution are likely to lack social skills. Even though there are more cons than pros, special education is still practiced and children with disabilities still have limited access to freedom of choice in education.

18:45-19:10

64931 | *We Can Do This Differently: Utilizing a Flexible Approach to Attendance and Participation in Higher Education Through Flipgrid*  
Jennifer Shah, North Central College, United States

This research will contribute to the growing literature on Hyflex classrooms in teacher preparation (Abdelmalak & Parra, 2016) by exploring a video-based tool called Flip (<https://info.flip.com>). The field of education is affected by the Covid-19 pandemic and many states around the United States are facing a teacher shortage (<https://www.isbe.net/unfilledpositions>). Teacher preparation programs require their teacher candidates to complete rigorous coursework, hours in the field, and jumping through other state-mandated hoops such as content area tests. Teacher candidates also face obstacles in their work and personal lives that may lead them to miss classes leading to undesired outcomes such as poor grades or dropping the course. Allowing for flexibility in teacher preparation programs may be part of the complex answer to this problem. This project is a design-based research (Shah et al., 2015) study that utilizes data from previous semesters to tweak the use of Flip in a Hyflex classroom. Design-based research allows the researcher to develop or apply a tool, collect research on that tool and the process, and then tweak it for contextual variables that may lead to a greater impact. Data for this study was collected using a Qualtrics survey with closed-ended Likert-style questions as well as open-ended questions. A total of 56 undergraduate student survey responses were analyzed through open coding between 2021-2022. After thematic analysis, preliminary findings from this study argue for adaptability and interconnectedness when it comes to accessing content material in higher education by utilizing Flip in teacher preparation programs.

19:10-19:35

65943 | *Literature Review: How Does Student Culture Shape Participation in Online Learning Communities in Post-secondary Institutions?*  
Robline Davey, Simon Fraser University, Canada

Critical to online post-secondary education success is a student's ability to competently navigate online courses and fully participate in online learning communities (Anderson et al., 2000). Despite online education being touted as improving access for students from non-dominant cultures (such as Indigenous students) (Eady & Woodcock, 2010; Kral, 2010; Simon et al., 2014; Sisco, 2010), it is evident that meaningful access is not equitable (Laferrière et al., 2018) and has the potential to reproduce the same inequities that occur in face-to-face (F2F) courses. This review explores existing research on learner experiences, whose backgrounds vary from the dominant culture, in online discussion spaces including data regarding participation and identity construction in online learning communities. I have categorized and explored several themes from sixteen empirical, peer-reviewed studies. Findings include acknowledgment of an achievement gap, recommendations for students to prepare for reported, unexpected rigors of online learning, pedagogical instructor strategies for navigating online courses, for instructors to embrace critical pedagogy and transformational practices, and finally, a need for alternative spaces to explore equity and interculturality. Implications include increasing knowledge of the factors that prevent equitable access and developing frameworks to design best practices to support students from diverse backgrounds. It is the basis of my doctoral research examining the experiences of Canadian Métis (Indigenous) women learners in this context. Because of the lack of research on this topic, I included a study of learners whose culture differs from the typical post-secondary student from North American or Western backgrounds.

19:45-20:35 | Room A

# Sunday Online Presentation Session 5

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Alan Mateo Munoz

**19:45-20:10**

66243 | *Designing an Effective Breakout Room Activity for Engineering English Class in an Online Environment*  
Miori Shimada, Anaheim University, United States

This study is action research on breakout room activity the presenter has conducted since the academic year 2020. After most classes shifted to online mode during the pandemic, many universities encouraged language teachers to use breakout rooms to generate more interactions among students alternating face-to-face classrooms. However, teachers have still struggled to manage breakout room sessions successfully. Considering this problem, the presenter designed the task-based breakout room activity based on TBLT (Long, 2015; Swan, 2005; Ellis, 2003). In this student-led activity, students are divided into several breakout rooms in the middle of class time, where pre-assigned leaders are ready to give mini-lessons in English on themes related to the units they already covered. Group members focus on the lesson and answer questions prepared by a leader in English. The activity lasts approximately 15 minutes. In the presentation, the activity procedures and the worksheets the students use will be introduced. In addition, the way the presenter revised the activity based on the students' comments every semester will be explained. Feedback from the students based on the survey at the end of the spring semester of 2022 will also be shared. Although more students enjoyed and showed interest in this activity every semester, the majority still chose face-to-face classrooms as an ideal language lesson style. Using Ozverir, Herrington, and Osam's (2016) 11 key principles of Authentic Learning, the presenter will assess this breakout room activity, discover strengths and weaknesses, and suggest the future direction of this research.

**20:10-20:35**

67337 | *Developing Grade 6 English Learning Competencies via Datacasting Learning Materials for Distance and Remote Learning*

Alen Mateo Munoz, De La Salle University - Manila, Philippines  
Raymund Sison, De La Salle University Manila, Philippines

The COVID-19 pandemic has forced the education sector to utilize information and communication technologies in lesson delivery. Unfortunately, only 17.7% of households in the Philippines have Internet access, and only 23.8% of households have communal computers (DICT, 2019). However, around 82.7% of households in the country have a television at home and using datacasting technology, learning materials could be delivered to these homes. Datacasting is the process of delivering computer (IP) data over a traditional broadcast signal (APTS, 2018). This quasi-experimental pretest-posttest research aimed to develop a pedagogical framework for distance and remote learning via datacasting and to use this framework to develop and pilot lessons and learning materials for Grade 6 English. The constructs that underlie distance learning (DL) via datacasting are interactivity and structure which are based on Michael Moore's (1993; 2018) transactional distance theory. The lessons aimed to develop higher-order thinking skills and thus, are rooted in the principles of communicative language teaching and the Process Approach to Writing. The pilot was conducted at a public school in Cavite, and in a private integrated school in Laguna, Philippines. Results of the quantitative analysis of the test scores using Wilcoxon Signed Rank Test reveal that there is a 115% increase with 0 as the test stat sum. This means that the culminating writing activities of all Quarter 4 lessons enhance the writing skills of the students who completed all the lessons. However, the results suggest further refinement of the learning materials and feedback mechanism.

13:15-14:30 | Room B

# Sunday Online Presentation Session 1

Assessment Theories & Methodologies

Session Chair: TBA

**13:15-13:40**

66972 | *Authentic and Communicative Testing for Remote Teaching Based on the K-12 Most Essential Learning Competencies*  
Justine Wong, Far Eastern University-Cavite, Philippines

The research focuses on the preparation and validation of an authentic and communicative language test that can be used in remote teaching for high school students in the Philippines. Exploratory sequential mixed method research is the study design that involved seven (7) high school teachers and ninety-five (95) high school students from grade 8. Data were analyzed using document analysis, focus group, and validation of appropriateness, clarity, and validity of the exam. A statistically weighted arithmetic mean was used in the validation results, and it underwent revision. The language test was developed to be appropriate, clear, and effective. It will help in the development of other types of communicative and authentic tests in different grade levels of K-12 Filipino subjects suitable for remote teaching. It will also serve as a starting step and support the gradual elimination of the concept of giving traditional examinations in the current curriculum and will focus on teaching and testing the ability to use the language in communication.

**13:40-14:05**

65821 | *The Development of Framework for Measuring English Proficiency of Prospective Thai Tour Guides*  
Kuliga Tanasavate, The University of Sydney, Australia

There is a recent change in licensing policy of tour guides from non-examination licensing to a requirement for passing a licensure examination as a pre-requisite for becoming accredited tour guides in Thailand. The licensure examination assesses subject knowledge and English proficiency of tourism graduates who want to get a license. However, there is no explicit description of standards indicating candidates' expected level of achievement in using English in this examination. This study aims to introduce the process of developing a framework outlining performance standards of English for Thai tour guides to accommodate an assessment of those who are preparing to be granted tour guide licenses. The study also presents how the framework is used to design a test blueprint which is a pre-requisite for constructing test items that aim to measure level of English proficiency of tour guides, and, to establish a minimum standard of proficiency required for licensed tour guides. The development process is underpinned by the standards-referenced assessment model and the concept of English for Specific Purposes (ESP). It was mainly divided into two sections: framework development and framework validation. In framework development, a need analysis was implemented through policy analysis and domain analysis. The analysis results were used to develop the framework in relation to the construct of ESP where the developed framework consisted of the description of performance standards described for different proficiency levels. Subsequently, the framework was validated by consulting two different Advisory Groups which included language experts, tourism experts and tour guides.

**14:05-14:30**

66844 | *Development of Analytical Thinking Using Flipped Classroom Approach for Big Data Analytics Courses*  
Norshakirah Aziz, Universiti Teknologi PETRONAS, Malaysia  
Emelia Akashah Patah Akhir, Universiti Teknologi PETRONAS, Malaysia  
Said Jadid A Kadir, Universiti Teknologi PETRONAS, Malaysia  
Hitham Seddig Alhassan Alhusain, Universiti Teknologi PETRONAS, Malaysia  
Mohd Hafizul Afifi Abdullah, Universiti Teknologi PETRONAS, Malaysia

This research clarified the development of analytical thinking skills through 10 hands-on lab modules conducted among undergraduates at Universiti Teknologi PETRONAS (UTP). For a more thorough analysis, this systematic literature review examined 30 publications from 2017 to 2022, including full-text articles from online sources. In addition, the significant findings of previous research were displayed in tables. According to the results of this study, most English instructors and learners who participated in previous studies believed that the Flipped Classroom method enhances analytical thinking among undergraduates. This research provides a vital aspect of visual thinking that allows us to solve problems quickly and efficiently. At the same time, offers the attributes and the ability to analyze, examine, and interpret a topic to create complex ideas and solutions.

14:40-16:20 | Room B

# Sunday Online Presentation Session 2

International Education

Session Chair: Coleman Jordan

14:40-15:05

65847 | *A Qualitative Phenomenological Study of Educator Perspectives on Full Inclusive Teaching Environments*  
Cheryl Yates-Bledsoe, American College of Education, United States

The problem was general education classroom educators in a rural northeast Ohio school district did not identify as prepared to provide effective instruction to learners of wide-ranging academic and physical abilities in inclusive classroom. Study significance was evident in organizational shifts benefiting inclusive model educators and students. Stakeholders may benefit from research findings, with positive impact on inclusive models. Literature gaps existed regarding teacher training and need identification supporting inclusive students. Transformational leadership and social constructivist theories provided the theoretical framework for the study. Key research questions prompted seeking lived experience of inclusive educators, documentation of the experience, instructional strategies, and administrative elements supporting teachers. The purpose of the study was to understand how general education teachers perceived preparation to provide effective instruction in inclusive classrooms. In this hermeneutic phenomenological study, data were collected using semistructured interviews from 15 K-12 general education teachers in inclusive classrooms at the site, excluding intervention specialists. Data collection included professional development transcript analysis, demographic inquiry, and semistructured interviews utilizing a researcher-created instrument, with thematic analysis model examination of data. Transcriptions were member-checked by participants. Multiple data encounters established familiarity, initiating coding for theme identification and labeling. Latent expression and patterns were evaluated to saturation, and codes collapsed for interpretation related to research questions. Key results yielded insufficient training and ineffective application of least restrictive environment (LRE). Co-teaching models were identified as ineffective resulting in failed authentic differentiation and tiered instruction. Recommendations included time for professional development and increasing opportunities for co-planning and cooperative teaching.

15:05-15:30

63590 | *Outdoor Learning Within Education, Is It a Gimmick or Impactful Teaching and Learning Method Within Education?*  
Luke Parker, University of Kansas, United States

This presentation will focus on the rapidly growing concept of Outdoor Learning (OL) within Elementary and Secondary Education. This session will introduce Outdoor Learning before investigating how Outdoor Learning operates within Education. Example topics that will be covered within the session include the following: - Defining Outdoor Learning - Theories of taking students into the outdoors - How to structure Outdoor Learning programs across various schooling levels - The benefits of Outdoor Learning programs - Analysis of existing programs - Providing example structures for Outdoor Learning across the curriculum. This presentation will also cover information on tips and tricks gained from assisting thousands of educators to implement Outdoor Learning programs within various levels of Education. All attendees will also be provided a copy of more than 200 example activities that can be implemented across various educational levels.

15:30-15:55

66095 | *Supporting Social-Ecological Resilience by Developing the Resilient Learner: An Innovative Community-School Partnerships Model of STEM Education*  
Emily Krysten Spencer-Mueller, Wilfrid Laurier University, Canada  
Elizabeth Kurucz, University of Guelph, Canada  
Karin Archer, Let's Talk Science, Canada  
Catherine Hands, Brock University, Canada  
Nadine Guduz, York University, Canada

Economic, social, and environmental concerns are threatening our communities and the sustainability of our planet (OECD, 2019). To support innovation required to address these challenges, we must rethink the potential for STEM education in developing student capacity to positively impact both societal and individual well-being. Secondary education in North America employs an outdated model of learning that does not provide students with the competencies they will need to be successful and ignores recent developments in adolescent neuroscience (Cook-Deegan, 2016; Mehta & Fine, 2019). Education models must challenge existing assumptions about STEM learning and emphasize the development of lifelong learners who are resilient, adaptable, and who can solve problems that do not yet exist (Ontario Ministry of Education, 2016). In 2019, a Canadian secondary school program 'I-STEM' was launched, incorporating key recommendations from the Canada 2067 learning roadmap (Let's Talk Science, 2018) and in partnership with local community and post-secondary stakeholders. This program focuses on interdisciplinary and experiential learning, and mentorship with the community and workplace in the context of the UN Sustainable Development Goals (HDSB, 2022). In this presentation we will explore the impact of I-STEM learning experiences and the community-school partnerships model on student resilience. Using a mixed methods research design, we draw on findings from our inaugural Resilience survey and our ongoing Developmental Evaluation (Patton, 2011) research focused on co-constructing the program with key stakeholders. We consider how the program supports both the development of resilient learners for the 21st century, and learning for social-ecological resilience (Sterling, 2011).

15:55-16:20

66535 | *Re-Educating an Architect: The Global Decolonizing of the Built Environment*  
Coleman A. Jordan, Morgan State University, United States

Edward W. Said's groundbreaking book, *Orientalism*, critiques the central issues of misrepresentations of "others" outside Western Culture. Although *Orientalism* speaks more directly to Asian and Arab cultures, its broader theme reflects that of any culture outside Western societies—Post-Colonial and Diaspora Africans are no exception. The "education of an architect" is based on Western ideologies. To decolonize an architectural pedagogy and manifest an egalitarian global citizenry, one must recognize "others" as equally visible and relevant within modern society's built environment. Historical connections of the colonized and colonizer, as well as the en-slavers and enslaved peoples, have grown out of the African continent and must be relevant and openly discussed. These events have shaped a traditionally "male-made" environment affecting our world economies and our psychological and architectural perceptions of Western powers and, in turn, positioned "others" as inferior. Ignoring these realities leads to the stereotyping, essentializing and patronizing of global communities and their aesthetic nature. This paper will argue that Western ideologies cannot be the rule, but rather a tool that includes the narratives and spaces of underrepresented minorities and allow for the "re-education of an architect." Just as African Americans appropriated European musical instruments to create what is known worldwide as jazz and hip hop today, the creative "others" must have a voice in designing our built environment.

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16:30-17:45 | Room B

# Sunday Online Presentation Session 3

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Tomas Trescak

**16:30-16:55**

65052 | *The Use of Technology to Support Collaboration Between Schools and Indigenous Parents: A Narrative Review*

Murni Sianturi, The University of New South Wales, Australia

Jung-Sook Lee, The University of New South Wales, Australia

Therese M. Cumming, The University of New South Wales, Australia

Technological advances have the potential to support educational partnerships between schools and parents. While the positive benefits of technology for these partnerships have been reported in the literature, there is still incomprehension about how to best use this technology to meet the needs of Indigenous parents. Given the intergenerational impacts of colonisation, socioeconomic stress, structural barriers in schooling, and other critical challenges experienced by Indigenous parents, the use of technology as a tool for partnering with Indigenous parents requires careful consideration of their experiences. Therefore, the aim of this narrative review was to describe key attributes of the use of technology in home-school partnerships with Indigenous parents. Findings revealed that technology integration was beneficial to increasing Indigenous parental engagement, as it was connected to the wellbeing and future of Indigenous young generations. However, it could also exacerbate divide, raise cultural tensions, and bring undesirable consequences. Therefore, as a practical implication, schools should embed culturally appropriate approaches when adopting technology in their partnerships with Indigenous parents.

**16:55-17:20**

66881 | *Improving College Students' Performance Using Social Media – A Design Science Approach*

Mohamed Abouzahra, California State University Monterey Bay, United States

Project-based learning (PBL) is a learning method that exposes students in teams to real-world problems to enhance their problem-solving and teamwork skills. Despite the usefulness of PBL, it faces several challenges including the difficulties of team collaboration and the limited ability of teachers to assess students' participation in PBL teams. These difficulties became more significant with the move to online learning, especially during the Covid-19 pandemic. Several tools were developed to address these challenges including learning management systems, collaboration tools, and social media. However, these tools have some shortcomings that impact their effectiveness. In this study, we take a design science approach to design and implement a social media system that combines social media features with PBL collaboration features. This system motivates students to collaborate in PBL while providing teachers with the ability to monitor students' activity and address their collaboration problems. Our initial results show that this system is indeed useful for both students and teachers and therefore can help in enhancing the outcomes of PBL.

**17:20-17:45**

67074 | *Understanding Skill Development in Learning Programs*

Tomas Trescak, Western Sydney University, Australia

Mesut Kocyigit, Western Sydney University, Australia

Laurence Park, Western Sydney University, Australia

The rapidly changing nature of job markets with shifting skill requirements makes it difficult for educational institutes to provide up-to-date training for job-ready graduates. Institutions update their courses to reflect the assumed skill requirements. Some institutions provide explicit information about the skills developed during the course. But due to the existence of a plethora of skill frameworks with ambiguous skill descriptions, it is difficult to evaluate if these skills match the requirements of the job market or make predictions about future trends. To overcome these problems, we developed a framework-agnostic automated skill-matching system that extracts individual skills based on information provided about the skill and compares it to the information about each subject using natural language processing methods. While we are able to extract skills from individual subjects, it is desired to aggregate and analyse skill acquisition from degrees, programs or specialisations. For such purpose, we developed a formal language along with algorithmic means of defining complex pathway structures. This approach allows us to evaluate skills in all pathways and perform further analysis of opportunities or pitfalls. We evaluated the validity of our approach with the target group of subject coordinators, with a majority of recommended skills matching the expectations of academics. This approach also allowed academics to assess, whether critical skills are missing from course summaries, providing them with guidance on how to adjust the content. We also used our formal language to model over one hundred degrees and specialisations in our institution.

17:55-19:35 | Room B

# Sunday Online Presentation Session 4

Professional Training, Development & Concerns in Education

Session Chair: Sreeramulu Gokisonda

17:55-18:20

65883 | *Research Competence of Graduate Studies Students and Faculty: Basis for Research Enhancement Training Program*

Janet Valdez, La Consolacion University Philippines, Philippines

Mark Rey Santos, La Consolacion University Philippines, Philippines

Enrico Rosales, La Consolacion University Philippines, Philippines

Higher educational institutions (HEIs) pursue the achievement, enhancement, and sustainability of high level of quality education. Aside from instruction and community extension, research is considered as one of the relevant functions and parameters of quality standards among HEIs. Research being the center of contemporary higher educational pursuit created the reverberating voice of desire among faculty members and students to be equipped with the rigors of research. Training, therefore, is of primordial relevance in the continuous professional development. The main concern of the study was the determination of the research competencies and training needs of the convenient samples of 944 faculty members and students at the Graduate Studies from a private Catholic Higher Education Institution (HEI) in the City of Malolos during the First Trimester of the Academic Year 2021-2022. The study utilized a descriptive research design which found out that the graduate students possessed research competence while the faculty members had high competence in research; thus, based on the findings of the study, a Faculty Development Plan and a Student Research Competency Enhancement should include training, write-shops and webinars in the following research skills: accessing research resources, scientific writing and editing, authoring and translating modules and books, preparing scientific posters and presentations. Similarly, professional development on managing with limited resources is needed to address the leadership skill. Budget should be allocated for external resource speakers or from the pool of internal resource speakers. The modality of the training will be synchronous through Google Meet.

18:20-18:45

65964 | *Leadership Competencies for Sustainability: Role of Business Schools*

Anshuman Khare, Athabasca University, Canada

Patricia MacNeil, Dalhousie University, Canada

Leadership effectiveness has been called into question in various contexts, but one area of particular urgency is the need for expanded capacity to solve the problems inherent in living sustainably. Sustainability has been receiving some long overdue recognition in recent years. Many businesses are beginning to integrate sustainability into their strategies and operations as a way to increase competitive advantage. Similarly, higher education institutions (HEIs), particularly business schools, are including sustainability teachings in their curricula. The increased emphasis on sustainability has sparked research on the identification of competencies to enhance management and business performance. Competencies are defined as the combined knowledge, skills, understanding, values, attitudes, and desires that leaders must master to function successfully. However, more is needed if leaders are to solve sustainability-related problems and advance sustainable development. They require an additional set of competencies that relate to systems-thinking, futures-thinking, values-thinking, strategic-thinking, and interpersonal relations. A coordinated effort is needed to ensure the next generation of leaders are mastering the sustainability competencies to prepare them for the complex issues they will face. Business schools and other HEIs are responsible for helping students acquire these additional competencies. This study employs a scoping literature review to describe the situation in higher education today. In the presentation we explain the need for urgency and consistency in teaching approaches and provide an overview of the key competencies and assessment tools available for immediate implementation.

18:45-19:10

66253 | *The Medium-term Effects of the Collective Reflexive Coaching Device Catching Your Breath on ECEC Managers Well-being During COVID-19 Pandemic*

Geneviève Fortin, University of Quebec at Montreal, Canada

Nathalie Bigras, University of Quebec at Montreal, Canada

Lise Lemay, University of Quebec at Montreal, Canada

Christelle Robert-Mazaye, University of Quebec in Outaouais, Canada

Annie Charron, University of Quebec at Montreal, Canada

Stéphanie Duval, Laval University, Canada

The COVID-19 pandemic has increased the workload of the early childhood education and care (ECEC) managers and decreased their well-being at work (Bigras & al., 2021). Quebec's ECEC managers expressed a need for support in dealing with the challenges encountered during the pandemic (Bigras & al., 2021). Then, a collective reflexive coaching device, called Catching Your Breath, had been implemented and evaluated (Bigras & al., 2021; Fortin & al., 2022). The present study evaluates its effects, one year later in March 2022, on work well-being (self-compassion, work-related stress, burnout, depressive symptoms, work engagement) using a quasi-experimental design (pre-post) including a control group (n = 25). Experimental group (n = 22) met for three hours monthly between February and June 2021. Quantitative data were collected with an online questionnaire completed in February 2021, June 2021 and March 2022. ANOVAs repeated measure indicated that almost control group scores worsened after one year, while the experimental group scores improved. Intragroup scores are significant for the variables well-being at work ( $F[1,44] = 9.465, p < 0.001$ ), self-compassion ( $F[1, 44] = 3.331, p < 0.05$ ), work-stress related ( $F[1, 44] = 6.117, p < 0.01$ ), and depressive symptoms ( $F[1, 44] = 3.822, p < 0.05$ ). Intergroup scores are significant for the variables self-compassion ( $F[1, 44] = 7.450, p < 0.01$ ), and depressive symptoms ( $F[1, 44] = 0.601, p < 0.01$ ). These results suggest that this device has positive effects that were maintained a year later. It seems that supporting ECEC managers, with a device like Catching your Breath, can mitigate negative influences of the pandemic on their well-being.

19:10-19:35

65891 | *Who Starts-Who Owns? A Sociological Study on Mushrooming of Private Schools in India*

Sreeramulu Gosikonda, NMIMS-Hyderabad, India

The Kothari Commission (1964-66) believed that social equality can be reached in India through the common school system. However, an overview of educational statistics on children enrollment by school management demonstrates the compartmental model of schools across the states. Private schools are mushrooming not only in urban areas but also in rural areas throughout the country despite different degrees of development. Lack of commitment, teachers' absenteeism, poor quality of education, deficient teaching staff, lack of basic facilities and withdrawal of rural elite from the government schools are some of the reasons for both poor performance of government schools and emergence of private schools. At this juncture, the present paper aims to study the rationale of the private school managers for establishing private school/s in small towns. Besides, the paper reveals key factors for mushrooming of private schools. The paper is an outcome of an empirical research carried out in Huzurabad town of Telangana State. The researcher conducted face to face in-depth interviews with school managers of private schools by adopting convenience sampling. The study finds a positive relationship between the culture of agriculture and the culture of learning in Telangana. Though most of the first generation private schools were started due to unemployment, wherein the owners consider schools as a source of livelihood, over a period of time, the business interests started dominating the service motive and philanthropic culture. Hence, the study recommends the government to enforce strict rules to end commercialization of school education.

19:45-20:35 | Room B

# Sunday Online Presentation Session 5

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

Session Chair: Sukitha Kunasegaran

**19:45-20:10**

66199 | *Developing Life Skills or 'Just a Good Day Out'? Evaluation of an Equine Assisted Learning Programme for School Children*

Lorna Stoppard, University of Stirling, United Kingdom

Jayne Donaldson, University of Stirling, United Kingdom

Equine-Assisted Learning Programme (EALP) was delivered by Equitots Lanarkshire Community Interest Company to promote the development of life skills using an experiential learning approach.

The research questions were:

RQ1: What aspects of the programme work (or not)?

RQ2: What changes in cognitive, psychomotor or social skills were witnessed during and/or after the EALP in the children or young persons?

RQ3: What experiences do teachers and programme trainers report about the EALP?

The intervention involved 25 sessions with five primary education schools, with four children per school attending five sessions each. Primary schools were from two local authority areas in Scotland, UK. The intervention involved a variety of activities designed with and without the pony for primary school children (aged between 8yrs-11yrs). Ethical approval was gained through University of Stirling General University Ethics Panel GUEP509, and management approval was granted via the Head of Education in both Local Authorities.

Sample: Seven teachers from five primary schools and one programme trainer volunteered to take part in the study. Audio-recorded face-to-face or telephone interviews using a semi-structured set of questions, approximately 60-90 minutes in length, were used to collect data from participants. Data were analysed using thematic analysis.

Findings:

This presentation will present findings from this research study, using 4 themes:

• relationships and trust • communication and confidence • achievement • teamwork and participation

In conclusion, this study suggests that EALP may have a significant impact on the way the child learns, as well as having longer-term benefits.

**20:10-20:35**

67285 | *Self-Reflection and Insight in Singapore Polytechnic Students*

Sukitha Kunasegaran, Singapore Polytechnic, Singapore

Studies have shown that self-reflection can provide motivation to learn, contribute to a growth mindset, and stimulate self-regulation. The intention of this mixed-method research was to find out whether introducing students to a reflective framework will enable them to develop better insights about themselves for self and social awareness. Fifty-two students from Year 1 to 3 in the Media, Arts & Design School in Singapore Polytechnic participated in the study. Students were introduced to the 'Rolfe Reflective Model' (Rolfe et al., 2001) as well as a self-monitoring tool to target specific areas of self and social awareness for growth and development through the self-reflective process. Quantitative data was collected from the students on 'Engagement in Reflection', 'Need for Reflection' and 'Insights' (about themselves) through the 20-item 'Self-Reflection & Insight Rating Scale' (Grant et al., 2002), at the start and end of 10 weeks. The results suggested that students in Year 3 had better insights about themselves post-reflection,  $t(13) = 4.84, p < .001$ . Students seemed to like the simple and intuitive 3-step process in the Rolfe reflective model. It was apparent that although many students were uncomfortable with introspections, the self-monitoring worksheet was helpful in targeting areas for growth through regular self-reflection. The next step would be to see if the framework can be implemented across different schools in the polytechnic, using an interactive (game-like) platform which may motivate more students to internalise and make self-reflection a habit rather than just an occasional event.

13:15-14:30 | Room C

# Sunday Online Presentation Session 1

Interdisciplinary Education

Session Chair: Wade Naylor

**13:15-13:40**

65921 | *Use of Simulations in Teaching U.S. History for Motivating Learners*

LeAnne Schmidt, Notre Dame Preparatory and Marist Academy, United States

Facing unmotivated and inattentive students, teachers turn to new methods to engage classes, such as video lessons and interactive content. A literature review of this nature benefits educators in providing a counterpoint of the disadvantages and best practices of simulations for classroom success. Simulations, including role-playing scenarios, video games, map exploration activities, and mock trials, actively involve students in either live or game-based learning, which improves test performance, interest, and openness to new learning experiences. Participation in active simulations improves critical-thinking and problem-solving skills. Utilizing best practices of purpose, active involvement, formative (not summative) assessment, affinity spaces, learning characteristics, failure as an option, emotion, and situated learning establishes an environment which promotes students' long-term comprehension and success. The power of simulation lies in its demand for active learning, whereas passively reading a textbook or completing answers on a worksheet of contrived questions which are not those of the student negatively impacts the inspiration (breathing in) of knowledge. Fueled by a better understanding of the available research, engagement is possible.

**13:40-14:05**

66337 | *Hidden Academic Failure: The Course Experience of International Graduate Students in Japan*

Wanxin Yan, Tohoku university, Japan

Academic success can be seen as one of the most important aspects of research on international students, as they invest social and economic resources and travel across borders to study. Numerous studies have also verified that international students face academic challenges in English-speaking countries, such as understanding what they are learning, participating in classroom discussions, and interacting with people in the host country and international students. In Japan, however, there is still insufficient research on the academic challenges and learning difficulties faced by international students. In 2008, the Japanese government proposed to accept 300,000 international students by 2020 in order to cope with an aging society, increase the world ranking of Japanese universities, and promote the internationalization of Japanese higher education (Ota, 2020). Thus, it can be seen that the academic success of international students not only plays a significant role in their own growth, but also positively impacts the internationalization of Japanese higher education institutions and the sustainable development of Japanese society.

This study aims to understand the course experiences and academic challenges of international students in Japan through a qualitative approach based on semi-structured interviews and PAC analysis with six graduate students from China and Indonesia. The results show that despite the high final grades of most of the international students, they face many challenges in understanding the course content and assignments, and they are less satisfied with the curriculum design and teaching style of the Japanese faculty.

**14:05-14:30**

66030 | *An Autoethnographical Account of Teaching Physics Across Cultures and Educational Systems*

Wade Naylor, Australian Catholic University, Australia

This autoethnographical account details my own experiences in teaching physics across different continents: from Europe to Asia and Australasia in universities, high schools and back to academia. I also compare with other international academic staff (IAS), like me from my own point of view. The underlying themes of this article relate to issues of teaching in an international context, physics teaching pedagogy and andragogy; and academic identity in relation to acculturation and imposter phenomena of which my own academic journey has passed through these issues many times. I ponder the question of the value and benefit of this journey personally and for all those I have had the honourable pleasure of working with and / or teaching. I then finally discuss, from my own point of view, how others I have interacted with, and I would argue fall into the same category of IAS, have fared on their own academic journeys.

14:40-16:20 | Room C

# Sunday Online Presentation Session 2

Interdisciplinary Language/ Foreign Language

Session Chair: Ayako Nakai

**14:40-15:05**

65352 | *Digital Multimodal Composing (DMC) from a Multi-draft Process Perspective*  
Fan Xujie, Hainan University, China

Although the shift from page to screen has dramatically redefined conceptions of writing, very little is known about how students compose with multiple modes in digital environments. In order to respond to the multi-modal realities and bridge multi-modal practices inside and outside the classroom, the aim of this case study is to integrate multi-modal composing activities into L2 writing classroom, so as to examine how 35 sophomores majoring in English make and refine their PPT. More importantly, the multi-draft process approach will be employed to provide students with the opportunity to self-reflect and further revise their PPT slides. Data are collected from multiple sources, including learners' written text and multiple drafts of multi-modal texts (PPT slides), questionnaires, audio and video recordings, interviews, checklists, and written reflections. The findings will be discussed in relation to 1) students' strategy use and product effects during the designing phases, and 2) how students reflect on and response to feedback emotionally, cognitively, and behaviorally in revision and redrafting phases. Such findings will have implications not only for the development of students' multi-literacy skills through digital multi-modal writing, but also for teacher's understanding and guidance to students' digital multi-modal writing.

**15:05-15:30**

66929 | *Vocabulary-enhanced English for Specific Purpose Instructions for Physical Therapy*  
Minako Inoue, Health Science University, Japan

A large population uses English for Specific Purpose (ESP) instructions with a content-based approach in Japanese universities. Given this trend, various studies have been conducted that focus on ESP's theory, status, effects, and issues. Many have suggested further effective implementation of the ESP program, thus emphasizing the importance of acquiring vocabularies. Believing in the requirement of learning vocabulary to implement effective ESP instructions, the current study focuses on students' vocabulary learning, their vocabulary size, and ESP corpus development in an English as a Second Language context. Participants are 98 university students majoring in physical therapy (PT). The study first performs a needs analysis for designing the vocabulary-emphasized instruction. The instruction involves various types of vocabulary-enhanced activities, including word list construction (index), translation and definition exercises, fill in exercises, and round-up tests. The instruction's effectiveness is measured by students' pre- and post-test vocabulary scores. The numerical and correlational analysis is performed using the IBM SPSS Statistics software. The results of the vocabulary size test and PT corpus vocabulary tests are also included in the analysis. Although significant improvements in students' vocabulary acquisition were not observed, examining each vocabulary item helps understand students' learning tendencies and difficulties. Further studies are needed to delve into various factors such as students' autonomy and vocabulary learning strategies in vocabulary acquisition. It is believed such examination will help to design successful ESP instructions.

**15:30-15:55**

67148 | *A Comparison of Foreign Language Anxiety of Heritage and Non-heritage Learners of Persian in Virtual vs In-person Classes*  
Shahla Adel, University of North Carolina at Chapel Hill, United States

Research on teaching Persian to Heritage Learners in general and investigating their experience of Foreign Language Anxiety (FLA) in online vs. in-person environment in particular is rare. Thus, this study aims to fill this gap in the literature. In this mixed methods study, Foreign Language Anxiety of Heritage learners and Non-Heritage learners of Persian was examined. A sample of 95 students enrolled in first- and second-year Persian courses from two universities in the US participated in this study. A mixed methods research design was employed. The data was collected using two questionnaires: Demographic Information Questionnaire and Foreign Language Classroom Anxiety Scale (FLCAS), as well as semi-guided interviews. The study was guided by three research questions:

- 1) What are the foreign language anxiety levels of Heritage learners of Persian?
- 2) How do the levels of foreign language anxiety for Heritage learners compare to the levels of anxiety found in Non-Heritage learners?
- 3) How does using in-person classroom vs. virtual mode of learning impact foreign language anxiety of Heritage learners and Non-Heritage learners?

A mixed methods approach using descriptive statistics and qualitative data was used. Findings indicated that in general, the mean anxiety scores for the Heritage learners were lower than the mean anxiety scores for the Non-Heritage, and although the Heritage learners had lower scores on the FLCAS in comparison to the Non-Heritage Learners, they still experienced anxiety. Furthermore, both Heritage learners and Non-Heritage Learners reported higher anxiety levels in online classes compared to in-person classes.

**15:55-16:20**

66916 | *Effects of Implementing CLIL in a Cultural Studies Class at a Japanese University: Maintaining the Students' Motivation*  
Ayako Nakai, Toyo University, Japan

This study aimed to examine the effects of implementing Content and Language Integrated Learning (CLIL) in a university in Japan. A total of 25 university students participated in a Cultural Studies class, English mediated course. It covers characteristics of wine making, and different grapes. Before and after the intervention, they took pretest and posttest for evaluating the improvement of English writing fluency. In this study, the students' fluency was analyzed based on the average number of words in their 20-minute timed essays. It was predicted that the decrease in their motivation in learning English was because CLIL was a new teaching style for them. Therefore, Student Motivational State Questionnaire developed by Guilloteaux and Dörnyei (2008) was used to investigate the students' motivation before and after the treatment. During the intervention, the teacher taught the students using PowerPoint slides with 10 percent of Japanese subtitles, including photographs and comprehension questions. Subsequently, they conducted discussions to recommend their favorite wines in groups. After the treatment, the students motivation towards the course remained unchanged ( $t(24)=1.309, p=.203$ ) and their linguistic confidence was maintained ( $t(24)=.398, p=.694$ ). In contrast, their classroom anxiety decreased significantly ( $t(24)=2.451, p<.05$ ). They exchanged ideas in the discussion and answered quizzes with pairs. The collaboration with other students would alleviate their anxiety. After the intervention the results of the difference of Mean scores between the pretest and posttest showed a significant difference ( $t(24) = 4.02, p<.001$ ). The CLIL class improved Japanese students writing proficiency and maintain their motivation.

16:30-17:45 | Room C

# Sunday Online Presentation Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Anshuman Khare

16:30-16:55

67135 | *Legal, Economic, and Social Impacts of Public Schools' Leadership in an Urban School District in a Mid-Atlantic State*  
Hyacinth Anucha, Bowie State University, United States

This study evaluates the correlation between per student expenditure and academic achievement. Key socio-economic factors (poverty and crime) chronically impact low academic achievement as stakeholders claim that schools have been failing students for decades, while questioning the huge per student expenditure of public education. Behind the facade of socioeconomic improvement are the realities of students' failures yawning for effective and lasting solutions. Meta research studies have indicated that effective leadership and innovative strategies must be employed to improve student achievement, socioeconomic growth, and meaningfully reduce the surging crime rate in the urban cities. Educational leadership has an inescapable responsibility to enable citizens and school systems to be better than we are, always modifying capitalized forms of life intelligence, and habits of discipline to recognize and communicate truth in any community. While test score data findings predict diminished academic performance of minority pupils, it could be equally and logically declared that underperformance by minorities in academic domains may be driven by the implicit cultural biases the educational leaders and teachers have on students' pedagogical efficacy. Educational leadership needs to create a vision that goes beyond what policies crafted now could accomplish, and meaningfully unite all educational stakeholders, disrupt the school-to-prison pipeline for Black and Brown children in what has been branded a symbiotic relationship between the schools and the court systems. Moreover, solution-driven systemic innovative strategies must be highly incorporated to improve equality of access to effective teaching, learning, and meet high academic standards.

16:55-17:20

66359 | *Native Hawaiian Education Priorities: Is There a Need to Change?*  
Kimo Cashman, University of Hawai'i-Mānoa, United States  
Larson Ng, University of Hawaii-Mānoa, United States

For the last 30 years, Native Hawaiian education priorities primarily focused its efforts in trying to reclaim their culture and language. Since that time, much time, effort, and financial resources have been allocated to those goals, despite systemic low Native Hawaiian student achievement in math, science, and language arts. The following livestream workshop presentation will engage its participants in a highly critical discussion analyzing whether those priorities need to be re-engineered or left the way they are. After a brief review of a comprehensive evaluation of the status of Native Hawaiian education today, the presenters will facilitate a discourse among the attendees in hopes the collective wisdom shared can point to areas of improvement.

17:20-17:45

66343 | *Learning to Transform Higher Education – Gaining Insights Through a Readiness Assessment*  
Anshuman Khare, Athabasca University, Canada  
Brian Stewart, Simon Fraser University, Canada

The pandemic ushered in a long-heralded shift to online delivery of education. We are now waking up to a post-pandemic-hybrid-flex delivery world, but only a few have wrestled with the full meaning of the new pathways. The expectations of post pandemic students is different. The on-campus experience, cherished before the pandemic, is giving way to the expectation of flexibility and choice. The online enablement of services that enabled "normal" life to continue during the pandemic is testimony to the new perspective. The challenge for institutions is to design a new multi-modal, multi-channel, multi-technology organisation, that retains the strengths and value of traditional learning methods, and to combine them in new ways to produce richer more flexible delivery options. A new digital infrastructure is needed which can utilise many of the existing components, but in new combinations, with new objectives and most importantly within a new design paradigm. The exact nature of this new design is still being determined as institutions iterate, experiment and trial innovative approaches. In this paper we provide key questions that will allow a greater understanding of what will be needed to create a digital under-structure supportive of hybrid and flex delivery while encompassing an integrated student-teacher experience. Our intention is to provide an accompanying assessment tool to improve awareness of and insights into the critical elements that need to be considered and thereby allow a broader synthesis of available information to derive more effective and impactful decisions.

17:55-19:35 | Room C

# Sunday Online Presentation Session 4

Educational Policy, Leadership, Management & Administration

Session Chair: Lori Portzer

**17:55-18:20**

65886 | *What Hinders School Leaders in Exercising Instructional Leadership? A Case of an EMO School Sukkur, Northern Sindh, Pakistan*

Tooba Noor, Agha Khan Institute of Educational Development (AKU-IED), Pakistan  
Ali Nawab, Sukkur IBA University, Pakistan

Aimed at improving schools, the educational policy of Pakistan formulated in 2006 recognizes the significant role of school leaders as instructional leaders. However, prior research conducted in Pakistan reveal very limited role of school leaders as instructional leaders. A burning question in this background is, what factors influence the enactment of instructional leadership in this part of the world. This study attempts to address this question by using qualitative research approach and exploratory case study method. Data are collected from purposively selected two school leaders and eight teachers. School leaders are interviewed individually using semi-structured interview procedure whereas the teachers are interviewed in two groups each group consisting of four members. The study found that school leaders' instructional leadership practices were mainly influenced by their limited authority, partial understanding of their responsibilities, teachers' attitude, and a communication gap between school and the upper management responsible for overseeing the academic activities of the school. The paper argues that unless these influential factors are addressed, it is very unlikely for school leaders to exercise instructional leadership role. The study brings forth many unique contextual realities adding new knowledge to the existing literature on instructional leadership in the developing world.

**18:20-18:45**

65462 | *Student Publications Management Practices and Challenges Among State Universities in Region III: Basis For A Proposed Management Framework*

Gladie Natherine Cabanizas, Tarlac State University, Philippines

This study investigated the practices and challenges of student publications in the different state universities and colleges in Region III. Included practices and challenges of student writers and advisers were the following: selection and functions of writers and advisers, student publication management of funds, compliance with publication policies, and other problems encountered in managing the school publication. A total of 79 student writers (96.34%) and 3 advisers (3.66%) were the participants in this study. A mixed-method was employed in this study. A survey questionnaire and interview were used to collect quantitative and qualitative data. Results revealed that the majority of the state universities and colleges still adhere to using existing policies in selecting and in the functions of the student writers and advisers. Problems and challenges encountered by the participants are the following: appointment of advisers, the content of the articles to be published, budget allocations, liquidation process and hearings as determined by the administration, delays of budget release, implementation of scholarship grants to student publication staff and more training, seminars, teambuilding activities and the like. A proposed management framework for student publications for the different state universities and colleges was recommended.

**18:45-19:10**

67314 | *Representations of the Directors of Educational Environments With Regard to the Skills Essential to Quality Management: The Choice of Methodology*

Manel Lamdjadani, Université du Québec à Montréal (UQAM), Canada  
Manon Boily, Université du Québec à Montréal (UQAM), Canada  
Nathalie Goulet, Université du Québec à Montréal (UQAM), Canada

Throughout the world, quality is the subject of growing reflection in childhood education circles (Houben et al., 2022; Honig, 2022). In Quebec, this concept is part of a law and is enshrined in several government policies (MF, 2019). Several studies have been undertaken and have produced convincing results (Bouchard et al., 2017; Duval et al., 2016; Duval et al., 2020). However, several authors have underlined the importance of also taking an interest in the quality of the management of the principals, because this has an influence on the quality of the educational environment offered to young children (Yaya-Bryson et al., 2020; Dennis and O'Connor, 2013). From this angle, Beach et al. (2004) have shown that the skills of management have a significant influence on the educational environment, in particular because it is their responsibility to offer a service of quality childcare. This research therefore focuses on managers and the skills essential to quality management that they must implement. To approach the essential skills, the angle of the representations is chosen since it is through them that the choice of practices takes place (Abric, 2011). This communication evokes the problem under study, the conceptual framework that underlies it and the methodology Q chosen to achieve the first objective of the research. It also covers the process for constructing a Q-Sort based on the representations of the directors as to the skills they consider to be essential to quality management.

**19:10-19:35**

66952 | *Objective Analysis of Colorism in Educational Images*

Lori Portzer, Lebanon Valley College, United States  
Bettie Bertram, Lebanon Valley College, United States

Colorism in school environments may have a strong influence on the lives of students. By understanding colorism, educators can address the impact implicit biases have on low self-esteem, poor anger management, depression, self-destructive behaviors. Previous analysis of a textbook using skin tone scale established by the New Immigrant Survey (NIS) determined lighter tones have greater representation (NIS 1-6). These findings precipitate the inquiry for increased assessment of colorism in educational imaging. Purpose: To determine skin tone representation in educational images using objective colorism measurement. Methods: 695 images from eight health textbooks were assessed by computer analysis of image proportion and average skin tone. Frequency statistics assessed prevalence of various skin tones and ANOVA with an alpha level of 0.05 stratified data by publisher, and bivariate analysis of image/page ratio to objective scale. Results: Lighter skin tones represented a greater percentage of images [2 (16.5%), 3 (21.1%), 4 (24.8%)], skewness of 0.667, kurtosis of 1.601. No significant difference between objective scale rating and image/page ratio,  $F(456,238) = 1.080, p=0.253$ . Conclusion: Objective measurement yielded representations of all skin tones (NIS 1-10); the majority of skin tones represent the lightest skin colors (NIS 2-4). No significant difference in image proportion, indicating that image size in text is not influenced by skin tone representation. Results show variability, though indicate a lack of equal representation of darker skin tones. The question whether exclusion of darker skin tones is due to visibility and contrast issues versus a systemic bias in textbook development.

13:15-14:30 | Room D

# Sunday Online Presentation Session 1

Learning Experiences, Student Learning & Learner Diversity (Panel Presentation)

Session Chair: Tamara Cherry-Clarke

13:15-14:30

67317 | *Prioritizing the Margin: Developing Intentional Strategies to Retain Diverse Students, Faculty, and Staff*

Tamara Cherry-Clarke, Virginia Tech, United States

Shernita Lee, Virginia Tech, United States

Andrea Kennedy, Virginia Tech, United States

Jess Hoopengardner, Virginia Tech, United States

Chatrice Barnes, Virginia Tech, United States

As the college student population in the United States continues to become more diverse it is imperative that colleges and universities work to recruit and retain faculty and staff that are equally as diverse. While some institutions have created strategies for recruiting minority populations there is still a gap in the research on best practices to successfully retain racial and ethnic minorities at the same rate as their majority peers; specifically those serving at Predominantly White Research 1 Institutions. At Virginia Tech, diversity retention has become a campus-wide priority. University administrators are seeking to improve and maintain diverse representation at the faculty, staff, undergraduate, and graduate student levels. This roundtable discussion will feature five administrators from various offices across campus who bring their expertise on retaining underrepresented minority (URM) populations. The five panelists will describe and discuss how their work has positively contributed to URM retention through intentional activities and data-based decisions. Panelists will also discuss challenges they have faced with diversity retention as well as possible implications and recommendations for the field.

14:40-15:55 | Room D

# Sunday Online Presentation Session 2

Teaching and Learning (Panel Presentation)

Session Chair: Lien Le

14:40-15:55

66236 | *Trio-ethnographic Reflection on Using Digital Storytelling to Enhance Learners' Engagement*

Lien Le, HCMC Open University, Vietnam

Duong Anh, Open University Ho Chi Minh City, Vietnam

Cuong Nguyen, The University of Pennsylvania, United States

Hugh Willbourn, RMIT University Vietnam, Vietnam

Anh Dinh, Vietnam National University & Ho Chi Minh City University of Science, Vietnam

The teaching and learning process in the digital landscape is no longer traditional one-way knowledge delivery. Using trio-ethnography, we sought to explore how to integrate digital storytelling into teaching and learning processes to engage learners. Central to our paper are our narratives via three lenses: educators, learners, and storyteller. In the three circles of an Indigenous approach, we share our narrative inquiries in different contexts and are rooted in three key topics: elements of digital storytelling, peer to peer learning, and level of engagement. We found that educators are not the primary source for integrating digital tools. Inquiry-based peer-to-peer learning determines the efficacy of learners' meaning-making and engagement. Aiming for explicit learning outcomes, educators would flexibly modify activities for diverse learning styles. In addition, empathy is the catalyst for lecturer-student intellectual relationships, enabling appropriate learning experience design approaches. Further, we hope to contribute to the trio-ethnographic methodology by using visual communication through sharing circles to articulate our meaning-making and illustrate our trusted connections.

13:15-14:30 | Room E

# Sunday Online Presentation Session 1

Interdisciplinary Humanities

Session Chair: Robert Hamilton

13:15-13:40

66241 | *From the 'Long-lost Brothers' to Co-ethnic 'Other': The Construction of Joseonjok Migrants as a Security Threat in South Korea*

Seung Min Lee, Waseda University, Japan

Amid the heightened anti-Chinese sentiments in Korea in recent years, Korean Chinese migrants, Joseonjok, have been increasingly targeted as security concerns. Despite the kinship, language fluency, cultural similarity, and the centrality of their migration history in Korean national history, they have been conspicuously established as 'other' in their ancestral homeland. The significance of this case is that, on the one hand, they have been accommodated as a part of the Korean nation with extended rights in the policy realm over the years; on the other hand, they have been increasingly perceived as a threat to social order, public safety and to the interests of South Korea, specifically by the public rather than traditional security policy elites.

Drawing on the current situation of Joseonjok migrants in South Korea, this paper explores the process of 'othering' and the construction of Joseonjok migrants as a threat. To this end, the study primarily focuses on the role of the media as the most powerful actor in the otherization process and analyzes the media representation of Joseonjok migrants by posing the following questions: How have the mainstream media portrayed the Joseonjok migrants over time? More specifically, how have the media representations constructed a shared perception of a threat, especially over the past decade? In addition, the study discusses another critical aspect that contributed to the construction of Joseonjok migrants as a threat to the Korean state: the rise of China and the question of 'homeland,' which intensified the threat perception of the Korean public.

13:40-14:05

66333 | *From Placemaking to 'Placetaking': An Exploration of Itaewon Class and Ethno-spatial Recentering in South Korea*

Robert Hamilton, Hankuk University of Foreign Studies, South Korea

In South Korea, nation-building projects and media-driven narratives have often presented racial others through stereotypes that discipline bodies and desires. However, embedded within these transgressions is an ethnic recentering that is outwardly inclusive yet still assimilative in ways that maintain the social marginality of racial others in the country. Most notably, ethnic minority representation, as presented, reinforces a pseudo-integration that expects and normalizes internalized ethnic inferiority of non-Koreans rather than expressing a progressive integration that transgresses language and belonging not affixed to ethnic mixing. This exploratory research uses interview data and works in popular culture to investigate the effects of gentrification in Seoul, Korea. It specifically explores the symbolic 'movement' of Itaewon (a popular commercial site in Seoul) from an ethnic enclave and a tourist hub for multiethnic celebration to a cinematic landscape for Korea's ethnic recentering, which coincided with the 2020-hit drama *Itaewon Class*. In so doing, this research expands on ethnic centering as a growing concern amongst migrant workers while providing new insights into 'placetaking' as a growing social response to visible multiculturalism in the country.

14:05-14:30

67418 | *Contextualizing Race Relations Through the Lens of Sociological Theory*

Mark Beeman, Northern Arizona University, United States

As educators, we are presented with the challenge of teaching students to engage in critical thinking. The history of race relations in the United States from a sociological approach can be understood utilizing C. Wright Mill's conceptualization of social problems. For Mills, social problems can only be properly analyzed within their historical and social structural contexts, providing a deeper critical understanding than viewing history as a collection of unique events.

This paper focuses on a case study of a young African American killed in Mobile, Alabama in 1981. The police dismissed the incident as a drug deal gone bad, but the victim's mother along with community members and the involvement of leading civil rights activists drew the FBI into the case. Ultimately two members of the Ku Klux Klan were convicted of the killing. This case is about the killing of an innocent victim, but it also illustrates how normative arrangements affect race relations in the United States.

To illustrate the importance of the sociological lens, I examine the applicability of both Scapegoat Theory and Normative Theory as perspectives for critically analyzing this case. I argue that both theories are useful heuristically, but they diverge in their commitment to social structural and historical explanatory factors. Recognizing both the theoretical strengths and weaknesses of these approaches allows us not only a better understanding of race relations, but insight into improving the theories themselves.

14:40-16:20 | Room E

# Sunday Online Presentation Session 2

Literature/Literary Studies

Session Chair: Chiou-Rung Deng

14:40-15:05

65136 | *Nadine Gordimer's July's People: An Imagined Post-Apartheid South Africa*  
Khadidiatou Diallo, Gaston Berger University, Senegal

This paper makes the argument that Nadine Gordimer, through aspects of the style in *July's People*, provides a dystopian critique of the fallacious ideas and the oppressive patterns inherent in the apartheid regime, and unfolds a utopian vision of post-apartheid South Africa. Wrapped in a futuristic narrative mode, the events in the novel examine the lying and dying days of apartheid and its harsh realities and imagine the life of whites in the post-apartheid era. The analysis demonstrates that using irony, symbols, and allegory, the author rebukes power differentials, and primitive conditions born from racial hierarchy, but also unveils the hypocrisy of white liberals, foregrounded in the representation of the black liberation movement. In doing so, the discussion elaborates on power dynamics and the forging of new identities and roles, with the Smales – caught between two worlds, one dead and the other powerless to be born' (Matthew Arnold, the Grande Chartreuse) – accommodated by their black servant, July. As a finale, the study argues that through the novel's themes and striking characterization, Gordimer hints at the future of the whites after the demise of apartheid, and draws the contours of the anticipated society, with possible avenues for fairer interpersonal relations, a redefinition of powers structures, and a redistribution of economic opportunities. This is, for the writer, an ineluctable road to the building of a new nation, symbolized by the Smales' children's immersion into village life, the only gleam of hope for a post-revolutionary rebirth.

15:05-15:30

66331 | *Xiao Hong as a Writer of Eco-Feminist Literature*  
Mengqi An, Johns Hopkins University, United States

My paper seeks to foster a new understanding of Xiao Hong's literary writings by critically examining the relationship between gender and ecology. I will read her novella, *The Field of Life and Death*, and supplement the reading with her other less famous short stories. While existing scholarship on Xiao Hong has only passingly addressed the relationship and has often simplified it to one of likeness, my paper focuses on how female and feminized characters are not simply likened to but also actively and mutually shaping, informing, and co-acting with their natural surroundings. I will combine textual analysis with historical and cultural references, as well as draw on theoretical developments in the discourse of ecological feminism. Having thrived as a perceptive that attends to the "twin domination of women and nature" (Warren 1994), ecofeminism now invites more debates about the multidimensional connection between gender and nature. Xiao Hong's works challenge the overly simplified binary systems of self-other, culture-nature, male-female, reason-emotion, etc., by inviting us to rethink how women connect to and interact with nature and redefine both feminine and animal agencies.

15:30-15:55

66156 | *Cross Cultural Transmission of Literary Canon – A Case Study of The Art of War*  
Dolly Liu, Hong Kong Metropolitan University, Hong Kong

The Art of War is an ancient Chinese military treatise written by Sun Tzu. It is found that The Art of War is not only useful in military scenario after its translations are widely circulated around the globe. The book is considered as a brilliant guidance for providing strategic solutions for problems people meet in all facets of life and recently there are increasing attempts made in adapting The Art of War to solving these problems. Among the English publications of this type, more than half of the adaptations aims to offer ideas for business strategy, which makes it an interesting phenomenon to explore. The process of such adaptations undergoes two layers of transformation – from east to west, and from military to business. This study aims to investigate how such adaptations in English-speaking countries interpret traditional Chinese military culture and transform it into Western business culture. Specifically, the writer conducts a case study on a book series called The Art of War Plus series by Gary Gagliardi. It is found that appropriations occur when concepts in ancient China conflict with the modern western society. For instance, an emperor who dominates the country in ancient China does not exist in Western modern society. When adapting Sun Tzu's teachings which includes this concept, the author will re-interpret Sun Tzu's words to avoid the discussion of the emperor's dominating power. Appropriations are also found when military strategies conflict with modern business ethics. For instances, Sun Tzu talks about using spies in wars which is deemed unethical in modern business world. When adapting concepts related to spies, the author redefines the concept to fit it into modern business ethics.

15:55-16:20

66456 | *Surface and Depth: Photographs in Paul Auster's The Invention of Solitude and Joy Kogawa's Obasan*  
Chiou-Rung Deng, Tamkang University, Taiwan

Since its invention, photography has been believed to promise a sense of fullness and endowed with the capacity to capture everything. On the other hand, such alleged potentiality to capture all is yet found limited to the surface, and photography turns out to be a sort of art without depth. The paradoxical tension between surface and depth has drawn critical attention. In *Camera Lucida*, Roland Barthes laments the "flatness" of photographs while pondering over their depth which evokes "a kind of subtle beyond". Similarly, in reading family album, Marianne Hirsch illuminates the excluded "off-frame", simultaneously underlying photographic plenitude and overthrowing the imaginary fullness of the photographic images. Engaging with critical discourses on photography, this paper seeks to explore the tension between surface and depth in the literary representations of photographs. Two literary works are in point; one is Paul Auster's semi-autobiographic narrative or his memoir, *The Invention of Solitude*, and the other is *Obasan* written by the Japanese Canadian author Joy Kogawa, both of which highlight the tension between surface and depth in their verbal representations of photographs. Aware of the imaginary fullness that photography promises but fails to fulfill, both literary works represent photographs in a way that resonates with Roland Barthes's idea of punctum.

16:30-17:45 | Room E

# Sunday Online Presentation Session 3

Media, Film Studies, Theatre, Communication

Session Chair: Rita Budiman

16:30-16:55

66086 | *League of Denial: A Case Study of the NFL and the Concussion Crisis*

Stephanie Pendrys, Turība University, Latvia

This case study analyzes the crisis communications response strategies used by the National Football League (NFL) in its external communications to address the league's concussion/Chronic traumatic encephalopathy (CTE) crisis spanning from 1994 to present day. Framing analysis was used to better understand the ways in which the NFL and medical professionals employed by the multi-billion-dollar sports colossus packaged and presented information about the connection between football, concussions, and long-term brain damage to several publics, including fans, leading medical journals, current and former players, and the media. The SWOT analysis was conducted through the lens of image repair theory (Benoit, 1995) within Mike Granatt's (2004) mass media response to reporting crises scaffolding with the intent of examining the crisis communication strategies, tactics, mistakes, and buffers used by the NFL over the span of more than two decades. The results indicate that the NFL focused on the primary crisis strategies of denial and diminishing, employing tactics such as public attacks, disputing science, and shared responsibility to minimize, not medicalize "how the NFL, over a period of nearly two decades, sought to cover up and deny mounting evidence of the connection between football and brain damage" (Kirk, 2013). The NFL has leveraged several buffers in the debate surrounding player concussions, legal implications, CTE, and long-term harmful effects: including prior relationship and historical reputation, sports fan communities, warrior narrative, and enormous wealth. The current state of the NFL's role in the concussions debate, practical implications, and future scholarship on this topic are also discussed.

16:55-17:20

65527 | *Hayao Miyazaki, Shinto and Environmentalism*

Lauro Filipe Reis, University of Lisbon, Portugal

Hayao Miyazaki (1941-) is arguably Japan's most successful and revered animator and screenwriter. It can be argued that three of his most iconic animations, *My Neighbor Totoro* (Tonari no Totoro, 1988), *Princess Mononoke* (Mononoke-Hime, 1997) and *Spirited Away* (Sen to Chihiro no Kamikakushi, 2001), embody three unique variations of the human-spiritual-natural relationship. Respectively, the first animation starts from a highly utopian and idealized viewpoint of nature, the second from a confrontational standpoint between humanity and a spiritual version of nature, and the third from a process of human displacement and alienation from the natural world into the world of spirits. By intertwining his environmental concerns with his Shinto beliefs, Miyazaki aspires to artistically represent a harmonious way of cohabiting with nature. The best way to achieve this entails recognizing human dependence on the natural element, as well as developing a reverential and respectful attitude towards nature's transience, attitudes that are historically imbued in Shinto praxis. This paper seeks to analyze the Shinto references and allusions in these three works by Miyazaki, outlining three very distinct approaches to the complex relationship between spiritual belief and new environmental thought, in order to gain a richer understanding, not only of Miyazaki's work and point of view, but also of the pivotal role that spiritual belief and storytelling can play in promoting a new environmentally conscious way of living.

17:20-17:45

67358 | *The Vlogging Practices of Indonesian Marriage Migrants: "Obedient Husbands" and the Sense of Home*

Rita Budiman, RMIT University, Australia

One of the issues that many people face in an increasingly mobile world is uncertainty and instability in the meaning of home. What makes us feel at home? This paper draws on research on the use of vlogs by Indonesian marriage migrants to create a sense of home. It looks specifically at the way these women use vlogs to assert agency in relation to their Western husbands. The analysis is based on ethnographic data collected from observations of vlogs and online interviews with Indonesian women in Australia, Belgium, Finland, France, Scotland and Sweden. Drawing on the concept of 'context collapse', I argue that the women make strategic use of the fact that the experience of disorientation in digital media differs according to levels of familiarity with the contexts that are being 'collapsed'. The Indonesian marriage migrants are fluent in negotiating relations between Indonesian followers for vlogs and their Western home. Their husbands, by contrast, are disoriented, making them appear relatively vulnerable inside the digitally mediated Indonesian space. In sum, this paper examines the ways in which digital media are used in everyday life to construct new 'geographies of belonging', with a focus particularly on how these geographies are interwoven with intimate personal relationships. It suggests that the marriage migrants vlog about their husbands' cultural disorientation to establish a sense of agency in the presence of their Indonesian followers, thereby reinforcing a sense of home.

17:55-19:35 | Room E

# Sunday Online Presentation Session 4

Globalisation

Session Chair: Michael Dixon

17:55-18:20

66268 | *Research on the Development Strategy of the Cross-border e-commerce Industry in Chongqing*  
Xinyue Huang, The University of Melbourne, Australia

Chongqing has achieved remarkable results in the development of the cross-border e-commerce industry since 2014. With the gradual liberalization of cross-border e-commerce industrial policies, cross-border e-commerce comprehensive pilot zones across the country have increased to 35, and industrial competition has intensified. However, there is still a big gap in the cultivation and development of cross-period e-commerce enterprises in Chongqing. In 2022, with the increasing popularity of Chongqing in the country, cross-border e-commerce enterprises in Chongqing are facing unprecedented opportunities. At this moment, under the influence of the new crown epidemic, for cross-border e-commerce enterprises, it not only positively stimulated online consumption behavior at home and abroad but also increased the difficulty of logistics transportation and distribution... This article mainly focuses on the relevant strategies for the development of cross-border e-commerce enterprises in Chongqing. It focuses on the promotion of cross-border e-commerce, accelerating the improvement of the main body of cross-border e-commerce in Chongqing, and guiding traditional manufacturing enterprises, foreign trade enterprises, and domestic e-commerce enterprises to use cross-border e-commerce channels to obtain Orders, expand the market, transform and upgrade, create a characteristic industrial belt of cross-border e-commerce, promote the "industrial belt + cross-border e-commerce" model, select advantageous industries, carry out resource docking of well-known cross-border e-commerce platforms at home and abroad, and promote enterprises in the industrial belt. The cooperation relationship between the two countries has been carried out in detail, and it is intended to provide theoretical guidance for various enterprises in Chongqing to carry out cross-border e-commerce trade.

18:20-18:45

66176 | *Swings, Roundabouts, and Slippery Slopes: Development and Delivery of a New Higher Education Course in the Space of Globalization and a Pandemic*

Rob Townsend, Institute of Health & Management (IHM), Australia  
Gerald Doyle, Institute of Health & Management, Australia  
Sharon Sperling, Institute of Health & Management, Australia

Asia-Pacific is the most expansive health and social work services region, ranging from New Zealand in the south to the border of the Russian Federation, including the Middle East in the north and east. The major issues of focus in terms of health and social work responses and practices are the Covid-19 pandemic, child trafficking, climate change, disaster recovery and societies in conflict. Professional education in social work, community services and allied health disciplines are expanding rapidly in this region. Globalization of health and social issues is challenging professional education and accreditation processes to adjust to producing higher education graduates who are global professionals, that is, multi-lingual, culturally responsive, able to work at diverse community contexts and network with local and global organizations and resources to create social and economic change. This presentation outlines the development of new social work courses for an international higher education provider that attempts to meet the challenge of intercultural learning and skills development for this new plurilingual context. Ethnographic reflection reveals that education organizations and educators can develop globalized, international curriculum when motivated and supported to do so. The Covid-19 pandemic has facilitated a level of understanding, motivation, and context to designing new globalized curriculum and adult learning content, processes, and outcomes.

18:45-19:10

66226 | *Leveraging the Intercultural Development Inventory® to Increase Intercultural Competence*

Lisa D Givan, Indiana Tech, United States  
Michael Dixon, Susquehanna University, United States

Oftentimes, advancing diversity and inclusion is viewed to be successful when we have established spaces and places for the "others". True inclusiveness involves strategically weaving diversity and inclusion efforts through the entire fabric of an organization, not simply developing specialized programs. Making the organization more inclusive (making the mix work) is often focused on developing more culturally appropriate recruitment, retention, performance evaluation, promotion, rewards, and leadership practices and policies. This can be done by assessing the level of intercultural capacity. The Intercultural Development Inventory is a tool that provides valid measurement of cross-cultural competence at the individual, team, and organizational levels. This tool measures intercultural competence by utilizing the Intercultural Development Continuum® (IDC) describing a set of orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation. The capability of deeply shifting cultural perspectives and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective. It also provides guidelines on the kinds of learning interventions that most effectively and efficiently build intercultural competence. Further, there is a growing body of research that clearly demonstrates that with appropriate learning interventions based on IDI profile results.

19:10-19:35

67252 | *Technology Futures: Speculation Overcoming Discontinuity*

Gerard Briscoe, Royal College of Art, United Kingdom  
Indira Knight, Oxford Brookes University, United Kingdom

The challenge of achieving envisioned technology futures continues to grow, with evermore emerging digital technology failing to be domesticated as intended. We propose this is because we are yet to overcome Mazlish's 'discontinuity' between ourselves and machines, failing to realise the required symbiotic relationship. Bridging this discontinuity, regarding digital technology as part of ourselves, involves creating digital cultures. These cultures encompass ways of thinking and doing that are embodied within digital technology, including the shrinking of physical distance and the dissolution of material reality. We therefore increasingly risk forms of servitude to technology if we cannot overcome this discontinuity. So, we consider how speculative design can overcome this discontinuity, better understanding how future and emerging digital technology does, does not and could become domesticated. This involves using fictions to present alternative futures, facilitating debate and discussion about preferable futures. This is critical in overcoming this discontinuity, ensuring that future domestication of digital technology is part of 'preferable futures'. Specifically, allowing individuals and societies to decide more consciously how best to relate with increasingly mainstream digital cultures. Including the use of Critical Making as a speculative design method, which aims to reflect on cultural values, as well as beliefs related to technology, using material production for concept elaboration to study technology. We conclude by discussing the potential of our approach, using speculative design to overcome this discontinuity in designing digital cultures for preferable technology futures. Also, the challenge of defining 'preferable' in speculative design, including the potential for inclusive design.

19:45-21:00 | Room E

# Sunday Online Presentation Session 5

Language, Linguistics

Session Chair: Hina Nandrajog

19:45-20:10

66284 | *A Child's Multimodal Meaning-Making during COVID-19*

Laura Brass, University of British Columbia, Canada

Situated in a bounded socio-geographical context (i.e., Vancouver, Canada), this ethnographic individual case study provides an in-depth analysis of a bilingual young girl's home literacy practices of meaning-making established across semiotic modes (i.e., linguistic, visual, audio, spatial, embodied, kinesthetic) during the COVID-19 pandemic. Framed within multimodality, this study aligns with research that integrates child literacy within semiotics and ethnography. The participant—an 8-year-old grade four Canadian-Haitian girl—identifies English as her first and French as her second language. The project unfolded over a two-month period in 2021 and consisted of 13 open-ended informal interviews and three sessions of imaginative play. Inductive coding and In Vivo codes were used for the thematic analysis of the 16 participant-generated artifacts (e.g., written texts, drawings, cartoons, books, toys, objects, art, photographs). The findings revealed two interrelated themes: drawing as collective meaning-making and play as embodied anthropomorphic meaning-making. Through drawing, the child made meaning collectively by establishing a zone of proximal development that allowed for situated learning as a means of communication. Through play, the participant displayed an anthropomorphic stance by talking with her toys as if they were animated beings. Her doll and stuffed animal acted as avatars for herself, pets, and siblings, as well as resources used to mediate interactions with the mother. The findings show how the child's interactions with humans and nonhumans contributed to her multimodal meaning-making during COVID-19, which might be beneficial for children in different contexts.

20:10-20:35

66065 | *Hawaiian Education Priorities: Looking at Verifiable Kupuna Knowledge of the Past for Guidance Going into the Future*

Larson Ng, University of Hawaii, United States

Hawaiian educators today are often influenced to focus their educational priorities on Hawaiian issues of identity, culture, and language. Although admirable, such objectives do not take into account kupuna educational choices taken before the illegal overthrow of the Hawaiian Kingdom. Based on recent mixed method research of historical legislative acts as well as Hawaiian and English language medium schools attendance records, it would appear aboriginal Hawaiians were willingly seeking to increase their knowledge and skills from the contemporary outside World. The following presentation will detail how the fall of the Hawaiian language and rise of English language medium schooling during the Hawaiian Kingdom was the prevailing education choice that kupuna decided for their keiki. It is hoped that through this presentation Hawaiian educators can utilize accurate and verifiable kupuna knowledge to base the educational goals for their Hawaiian students going into the future.

20:35-21:00

66830 | *Cultural Texts and Contexts: Diversity of the Ramayana*

Hina Nandrajog, Vivekananda College, University of Delhi, India

A cultural text may be loosely defined as one that is created by a community of people and embodies its value system. This paper explores one of the foundational Indian epics, the Ramayana, as one such text that has permeated deep into the psyche of the people of the Indian subcontinent and has persisted in print and performance over millennia. This is evident through multiple translations in different languages, depiction in performative arts, sculpture, painting, weaving, art and craft – in classical as well as folk tradition. The powerful tropes of the epic have had a deep impact on both thought and action and reinforce human beings' faith in the power of divinity; additionally and more significantly, they emphasize the affinity felt with fellow human beings through the collective spectacle performed before them. The paper explores the presence of the Ramayana in the collective unconscious of the people of India, irrespective of caste, class, region or religion, as well as its multifarious manifestations. It demonstrates the persistence of the epic as an epitome of unity in the midst of the great diversity of topography, race, language of the vast country. It also interrogates the perception that a single foundational text written by Valmiki is the sole authentic text and argues that it is the numerous translations and transcreations of the text that celebrate the 'unity in diversity' of India.

13:15-14:30 | Room F

# Sunday Online Presentation Session 1

History/Historiography

Session Chair: TBA

**13:15-13:40**

66872 | *The Multi-lens Discussion About the Glocalization of Bronze Drums in Thailand*

Taixing Li, Chulalongkorn University, Thailand

Haosheng Duan, Chulalongkorn University, Thailand

The bronze drum is a living specimen of Southeast Asian culture and a testimony to the development of Southeast Asian societies for more than 2,000 years. The bronze drum has been inherited dynamically hitherto, and it is still adopted by the Thai royal family and the folk. The diffusion and evolution of bronze drums in Thailand have illustrated the interaction and mutual socialization of Southeast Asia. Current scholarship on bronze drum is mostly confined archaeologically with little consideration of their social-cultural role. Furthermore, the splitting views of bronze-drum studies caused the omission of its essence of glocalization. This paper takes the theory of glocalization, namely bronze drum as the interpenetration of the global and the local results in unique outcomes in a specific geographic occupation, thus, in turn, Southeast Asia can then serve as an international community, and bronze drums spread in this globalized context, while experiencing localization in particular communities. Therefore, this study examines the glocalization of Thai bronze drums through a interdisciplinary research method that draws on multiple lens from the Western, Chinese, and Thai academia. This study devotes to complement aspects of social-cultural role of Thai bronze drum under the context of glocalization. Eventually, in a case of Thailand, the debate that, Southeast Asian civilization is constructed depending on localization meanwhile in the context of globalization, rather than a sub-civilization system.

**13:40-14:05**

65851 | *How to Construct History's Art Story Scene Today –Thinking About the Curatorial Curation of Archival Relationship Cited by Oral History*

Shanshan Xiao, Guangzhou Academy of Fine Arts, China

Have you ever wondered what survives your death? The natural youngster? Your spirit? Your work? Does history survive material or spiritual, left the objects or words? Is the artist's heritage an open and ongoing archive of spiritual stories? This paper derives the method of presenting a visual exhibition from the oral history research of the special topic "Oral Hu Yichuan", to discuss the establishment of the attitude and concept of "archive as a method", and consider the contemporary significance of the artist's life story being shattered into countless new fragments of memory that can be continued with each other by the public. A four-week exhibition organized around the oral history research of the artist's case, showed the process of oral, text, image, works, video, space, time and derivative creation of new behaviors, arising from a multi-dimensional impression that can be constructed by the republic of time and space, trying to restore the historical scene for today. Can the exhibition space become a clear historical archive scene, and can it restore the real scene or real history? Or co-create an infinite spiritual world of artists/people containing symbolic meaning? The research will investigate audience's feedback behaviors obtained after the practice of this exhibition, initially explore the meaning of a historical connection game or archival construction relational network that I am after. Finally, let me ask you again, have you ever wondered what survives your death?

**14:05-14:30**

66214 | *Resilience in Japanese-Korean Relations*

Mayuko Mori, Tokyo Woman's Christian University, Japan

In August 2022, 77 years had passed since the end of Japanese colonial rule over the Korean peninsula, but there remains a lack of resilience to make a new relationship between the countries.

Today, the Republic of Korea has achieved democratic reforms and economic development, and it is a member of the OECD, like Japan. On various occasions, Koreans have claimed damages from Japanese colonial rule, such as for forced labor or being forced to become "comfort women." These claims are based on the assumption that Japan's rule over Korea was illegal, because Japan forced the Korean Empire (1897–1910) to conclude treaties that led to its annexation. Since the 2000s, Japanese and Korean scholars have discussed whether these treaties were, in fact, illegal. Despite conferences and the unveiling of new documents that raise new points, they reject each other's positions. Today, Japanese–Korean relations are delicate and lack mutual trust. It is difficult to discuss the treaties' legitimacy, because the historical documents are not uniform. While Japan only sued to become a modern country that Westerners recognize, Korea not only sued to become a modern independent country, but also to be the successor to the Sino-centrism. Therefore, Japanese documents match Western documents, which are readable, but the Korean documents require a knowledge of Chinese history to understand them properly. This study aims to rethink the road to Japan's annexation of Korea, focusing on the differences in the political cultures of Japan and the Korean Empire.

14:40-16:20 | Room F

# Sunday Online Presentation Session 2

Teaching, Learning & Knowledge

Session Chair: Laurel Mitchell

**14:40-15:05**

66437 | *Praxis of Outcomes-based Science Instruction in Higher Education Institutions in Baguio City Philippines*  
Julius Simon, University of Baguio, Philippines

Educational reform through CHED Memo No. 46, s. 2012 has been implemented through Outcomes-based education (OBE). This study determined the level of knowledge, the extent of the practice, and challenges along OBTL and OBA among science teachers and students in the Teacher Education program of two autonomous HEIs in Baguio City. This study utilized a questionnaire, syllabus review, and focus group discussion using a mixed-method sequential explanatory research design. The findings revealed that both groups of respondents are coherent with extensive knowledge of OBA and highly extensive knowledge with an observed significant difference in how they perceived OBTL. The extensive knowledge of the science teachers and students enabled them to practice OBTL and OBA in the science classroom highly. The implementation of OBTL and OBA is being affected by inadequate OBE information, insufficiency of learning opportunities, and less practice of OBTL approaches and appropriate OBA tools to address diverse learners. Thus, the proposed faculty development program (FDP) is designed to enhance the capability of science teachers and fine-tune the practice of OBTL and OBA in the science classroom.

**15:05-15:30**

66234 | *Satisfaction of Basic Psychological Needs and Filipino College Students' Cognitive Engagement in the Context of Online Learning*

Katrina Resurreccion, De La Salle University Manila, Philippines  
Melissa Antoinette Garcia, De La Salle University, Philippines  
Diana Genevive Layag, De La Salle University, Philippines

Cognitive engagement is essential in student learning. In the Philippines, the abrupt changes in teaching and learning brought about by the shift from in-person to online education during the COVID-19 pandemic were deemed to impact students academically and psychologically. In this study, we looked into the satisfaction of college students' basic psychological needs of autonomy, relatedness, and competence, and their cognitive engagement in online classes. Using self-report measures and analysing obtained data using multiple regression, we tested the proposition that the satisfaction of these psychological needs would predict students' cognitive engagement. Supporting this hypothesis, our findings show that cognitive engagement among Filipino college students is positively influenced by the satisfaction of autonomy and relatedness needs in an online learning environment. The fulfillment of competence needs, however, did not predict cognitive engagement. For Filipino students, their efforts and commitment to learn during the pandemic are impacted by the perception that they are afforded opportunities to make independent choices about their learning, and to interact meaningfully with peers and instructors. Implications for educational practices and for future research are discussed.

**15:30-15:55**

66884 | *Language Program Evaluation*  
Aurore Bargat, University of Illinois, United States

An educational program is a formal learning experience in which students attend classes either in-person or virtually. Additionally, evaluation is the process of gathering and analyzing data to make effective decisions to improve a specific program (Ornstein and Hunkins, 2009). Putting both concepts together, we come to the idea of program evaluation, which refers to "the process of assessing the distinction or value of some aspect or the whole of a curriculum" (Sharma and Raval, 2019, p. 242). Overall, language instructors and language program directors need to regularly evaluate their language teaching methods, their materials, and the effectiveness of the language courses they are offering. Therefore, this presentation aims at defining program evaluation, reviewing the current literature (Tyler, Taba, Process, Stufflebeam, and Kirkpatrick models) and putting together a comprehensive tool to assess language programs effectively. Finally, the presenter will introduce an innovative evaluation tool that will provide key points to the audience to better analyze how well a specific language program achieves its educational objectives.

**15:55-16:20**

65517 | *Exploring the Lived Experiences of First-Generation Student-Athletes: A Phenomenological Study*  
Laurel Mitchell, Bellevue University, United States

This qualitative phenomenological research study explored and examined the lived experiences of first-generation student-athletes' motivations to achieve academic success, whether goal-setting impacted their academic success, and whether university services support their academic success. This study needed to be conducted as there was limited research relating to first-generation student-athletes. The qualitative analysis provided individual stories and experiences of 16 (12 males, four females) first-generation student-athletes from a private Midwestern university. The research site has an open-enrollment policy, and first-generation college students had never been identified or tracked prior to this study. The study's findings revealed seven themes: athletic coaches' support, relationship with faculty/program director, relationship with academic advisor, self-efficacy, scholarship, utilizing downtime, and value of academics. The research revealed what these students perceived as essential to achieving academic success. The theoretical framework used two theories: Locke's (1968) Goal-Setting of Motivation Theory focused on self-efficacy and persistence and McClelland's (1988) Need for Achievement (nAch) Theory focused on student retention, academic engagement, and goal achievement. Recommendations and future research are discussed.

16:30-17:45 | Room F

# Sunday Online Presentation Session 3

Interdisciplinary Arts & Humanities

Session Chair: Tekena Mark

16:30-16:55

66340 | *An Exploration of Female Agency in an Awarded Thai Novel: The Blind Earthworm in the Labyrinth*  
Sasinee Khuankaew, Chiang Mai University, Thailand

The *Blind Earthworm in the Labyrinth* is Veeraporn Nitiprapha's debut novel which won the SEA Write award in 2015. Set up in the last quarter of the 20th Century in Thailand, *The Blind Earthworm in the Labyrinth* points out changes in cultural values and norms, especially those regarding the notion of romantic love and codes of sexual morality. Written as anti-realism and anti-romance, the writer uses a melodramatic plot to develop the latent meaning of a love triangle as social. This paper seeks to examine how the anti-romance genre is told and investigates the changes in interpersonal relationships with regards to gender relations, especially when compared to conventional romance and gender ideologies before the turn of the 21st Century. Particularly, it will analyse how the notion of romantic love and sexual morality are represented, and to what extent female characters are able to exercise agency and power in relation to social and cultural contexts. Specifically, the novel suggests that by becoming more individualistic and obsessive about their desires, characters are blinded, resulting in self-destruction and devastation in relationships. Essentially, socio-cultural changes have great impacts on the characters' decisions and actions. The author's purpose of the use of anti-realism and anti-romance in *The Blind Earthworm in the Labyrinth* also intensifies the reader's engagement with the female characters, which is different from a traditional romance.

16:55-17:20

64107 | *Tragic Dramaturgical Representation of Benin History in Nigerian Drama: A Reading of Ossa Earliece's Nekighidi*  
Tekena Mark, Rivers State University, Nigeria

As a minority group, the Edo (Benin) people of Nigeria have made enormous contributions to the development of the Nigerian theatre as highlighted in their festivals and plays from playwrights such as Irene Salami-Agunloye, Pedro Agbonifo-Obaseki, Ossa Earliece, and many others. However, works on Nigerian theatre have focused on the major ethnic groups of Yoruba, Igbo, Hausa-Fulani, and less on minority ethnic groups. This qualitative study examines the tragic dramaturgical representation of Benin history in Ossa Earliece's *Nekighidi* and employs Meki Nzewi's (1981) "Theory of Nigerian Theatre" as its theoretical framework. The findings reveal the use of Benin expressions and songs to locate the cultural setting of the play, the use of prologue and epilogue, suggestive titles to name the scenes, the use of ritual, charms, and the belief in gods and afterlife to evoke the Benin religious world view. Typical of Aristotelian tragedies, the actions of the tragic hero *Nekighidi* evoke the emotions of pity and fear because of his weakness, and there is a purgation of these emotions at his death. The play obeys only the unity of action, employs a simple plot and a climatic plot structure, combines prose, poetry and Benin expressions in its language, and exemplifies how African playwrights can give a voice to the art and craft of playwriting in ways that are not alien to the African socio-cultural sensibilities.

17:55-19:35 | Room F

# Sunday Online Presentation Session 4

International Arts & Design

Session Chair: Zicheng Zhang

17:55-18:20

67217 | *Sustainable Animation Production: Movement Effectiveness and Durability of Stop-Motion Puppet Using Alternative Materials for Animation Production*

Dominika Anggraeni Purwaningsih, Universitas Multimedia Nusantara, Indonesia

Stop-motion technique for making animated films is one of the oldest techniques with distinctive visual uniqueness that has a lot of enthusiasts but the number of stop motion filmmakers are pale in comparison. One of the expected reasons for the small amount of filmmakers, especially on a movie production scale, is that it requires a higher cost and higher complexity. The characters and sets must be physically made in advance with materials that are relatively expensive. However, by recycling alternative materials from used objects around us like inorganic household waste and other reusable materials, the cost and complexity can be minimized. At the same time contributing in the effort of reducing waste from animation sector. In the previous research, author explored the potential of making stop motion puppets using alternative materials which then resulted in 2 puppets and entire set for stop-motion animation production. In this paper, author will research how the performance of the puppets in the production of stop-motion animation in terms of their effectiveness and durability during animation process. This research is a qualitative research with the method of collecting data from observations and experiments, guided with checklist form to maintain objectiveness. Results presented are gathered from the author's first-hand experience in the production of short stop-motion animated film titled "Junk Food". Finally, the author provides insights on what has worked well with the alternative materials, challenges faced, comparisons with conventional materials, and lessons learned during the process.

18:20-18:45

66019 | *Adaptation of Barrier-Free Design Approach to Abilities of the Blind and Visually Impaired People with a Tactile Art Space*

Xiaotong Zhang, Tongji University, China

Tanhao Gao, Tongji University, China

Jingwen Tian, Tongji University, China

Hongtao Zhou, Tongji University, China

China has the most significant number of visually impaired people globally, and the disease is increasing every year. With China's urbanization and steady economic development, people with visual disabilities' basic living needs can be solved through government security policies. However, only a few long-term museums, art galleries, and public art space resources can provide them with art appreciation. Challenging to touch the art and challenging to access exhibition halls always restrict the equal rights of disabled people to pursue art sharing. This paper aims to study how the adaptability of barrier-free design methods can meet the needs of blind and visually impaired people to participate in art exhibitions. Finally, implement the design scheme, combined with the experience of modern design multi-sensory art exhibition, and explore a movable presentation form of blind art space exhibition. A movable art exhibition, which goes deep into urban communities, rural suburbs, or places with inconvenient transportation. The exhibition space and exhibits are mainly tactile, supplemented by hearing and vision. It aims to provide more possibilities for visually impaired people to participate in art exhibitions and provide new ideas for barrier-free design for museums, art galleries, and public art spaces in China. Provide more opportunities for the visually impaired to participate in social and public activities, promote exchanges and interactions between healthy people, and promote diversified and inclusive social and cultural development.

18:45-19:10

67282 | *An Action Research on the Incorporation of Ethnic-cultural Materials into the Community Development: An Analysis of the Zuoying Community*

Weilih Yeh, National Sun Yat-sen University, Taiwan

This study analyzes the relationship between the university and local community through the concept of value co-creation in the incorporation of Ethnic-cultural Materials. Commencing from the starting point of the domain characteristics in Zuoying, Kaohsiung City. Due to migrant settlement, regional planning by the colonial government, the city of Kaohsiung attracted a large number of settlers. In terms of regional revitalization, Kaohsiung boasts high potential. The study probes into the questions of how National Sun Yat-Sen University perceives the concept of domain characteristic while practicing regional revitalization, and how respective action strategies for entering communities are established. The study collects the history and memories of Zuoying and presents them using innovative methods to build momentum for transformation and be part of the growth of local partners. The study focused on the Guomao Community, which is predominantly a community of provincial military dependents and the Minnan ethnic groups that have been living around Lotus Pond for over a century. Through field study in the Zuoying community, the university has tended to preserve stories that are vanishing, and to raise community awareness by collecting local memories. We have also tried to summon the memories of old Zuoying from local people and the whole city by activities, including soundscape exhibition, theater performance, storytelling and singing, Taiwanese old song concert, traditional street banquet, and local artisan documentary. Correspondingly, this study examines the feasibility for value co-creation of the two parties.

19:10-19:35

67398 | *Visualisation in Health Communication: Taking Weibo Interaction in COVID-19 as the Example*

Zicheng Zhang, Neone Social-integration & Communication Agency, China

Linli Zhang, University of Lancaster, United Kingdom

As China's biggest social media platform, Weibo has taken on essential health communication responsibilities during the pandemic. This research takes 105 posters in 15 health-related official Weibo accounts as the analysis objects to explore COVID19 health information communication and visualisation. First, the interaction between the audiences and Weibo, including forwarding, comments and likes, is statistically analysed. The comments about the information design are extracted manually, and then the sentiment analysis is carried out to verdict audiences' views about the poster's design. The forwarding and comments are quantified as the attention index for a reference to the degree of likes. In addition, this study also designed an evaluation scale based on the standards of Health Literacy Resource by the Centers for Medicare & Medicaid Services (US). Then designers scored all selected posters one by one. Finally, combining the data of the two parts, concluded that: 1. To a certain extent, people think that the posters do not deliver substantive and practical information; 2. Non-knowledge posters (i.e. cartoon posters) gained more Forwarding and Likes, such as Go, Wuhan poster; 3. The analysis of COVID posters is still mainly picture-oriented, mainly about encouraging people to overcome difficulties; 4. Posters for pandemic prevention usually contain more text and fewer illustrations and do not clearly show cultural differences. In conclusion, visualising health knowledge in an accessible way for the general public is challenging. The relevant posters still have the problems of lack of effective communication, superficial design, and insufficient content accessibility.

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## IICAH2023 Virtual Poster Presentations

### **Cyberspace, Technology**

66124 | *Digital Competency of Higher Education Students in the Context of COVID-19*  
Xiangshan Ye, London School of Economics and Political Science, United Kingdom

The COVID-19 pandemic has exerted a detrimental impact on students' learning. This is because although online pedagogy has been widely adopted in educational settings, many students have felt unprepared. Therefore, digital competency is crucial for students to cope with the unprecedented situation. It is also critical for international institutions and educators to revise digital competency frameworks and digital education plans to enhance the practical exercise, considering the multidimensional conceptualisation and the current circumstances. This study has adopted a mixed-method research approach. It conducted a web-based questionnaire to explore 48 participants' self-assessment of their digital competency alongside interviews with six students to acquire in-depth insights into their understanding of digital competency and digital education. From the six sub-disciplines adapted from Covello and Lei (2010), students generally perceive that they possess adequate digital competency to cope with the pandemic; however, they could benefit more from further support and education from their institutions.

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

67248 | *Development of Motion Estimation Model Through Deep Learning and Reinforcement Learning for User Behavior Recognition*

Tae-Koo Kang, Sangmyung University, South Korea  
Yoo-Seok Bang, Sangmyung University, South Korea  
Dong-Min Seo, Sangmyung University, South Korea  
Seo-Young Won, TDI, South Korea

This paper proposes a robust motion extraction technology based on Deep-Learning for robot-human communication.

As AI (Artificial Intelligence) technology develops, it is necessary to understand basic human behaviors such as standing, walking, and running to understand the user's complex situation and complex situation.

The previous deep-learning-based motion recognition technology shows good performance when the user's shape, that is, the structure of the head, torso, arms, legs, etc. is clear. However, when the structure of the human body is not visible due to various causes such as a long skirt, there is a problem of a sudden decrease in the motion extraction performance.

This paper proposes a robust motion estimation model for estimating the human shape to solve the above problem. The proposed algorithm implements the robustness of the user movement model through reinforcement learning after applying a deep-learning-based user estimation model. In particular, a strong joint extraction technology for users was developed through policy-based reinforcement learning. Based on this, it was applied to an educational interface for user learning.

As a result of applying the proposed method, it was possible to accurately estimate human motion under various conditions. Moreover, we can confirm that it can be applied to various educational platforms and applications such as sports motion analysis, home training, dance, etc.

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## IICE2023 Virtual Poster Presentations

### **Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability** 66935 | *Force for Good: The Value of High-Achieving University Students in Tutoring Struggling Younger Students in Underserved Communities*

Garren Ferreira, Texas Tech University, United States

Aarsh Ray, Texas Tech University, United States

Adarsh Hullahalli, The University of Texas at Austin, United States

Disparities in education access have been exacerbated by the pandemic. Children in communities with less access to education often experience additional vulnerability outside the classroom, compounding the gap between their education and that of other children. Given the paramount role that education plays in personal development, disparities in education pose a threat to the future of communities. Drawing on prior research and the success of the Texas Tech University Honors College's Bayless Elementary Mentoring Program in Lubbock, Texas, we propose the intervention of partnering struggling students in impoverished communities with high-achieving university students in mentoring relationships that involve one-on-one academic tutoring as well as companionship. To represent the steps of the intervention, we propose the IPBMO model: "I" for Identify, "P" for partner, "B" for Befriend, "M" for Mentor, and "O" for Observe. In the Identify stage, students struggling academically or socially should be noticed. In the Partner stage, identified students should be teamed up with a high-achieving university student whose personality matches the younger student's temperament well. In the Befriend stage, the university student and the younger student form a bond that increases trust between the two individuals. In the Mentor stage, the university student tutors and advises the younger student on school, all while continuing friendship development. In the Observe stage, any changes in the younger student's outcomes should be observed to ascertain the efficacy of the intervention. This model serves to be a good template to close the gap of disparities in education.

### **Learning Experiences, Student Learning & Learner Diversity**

66564 | *Beyond Didactics: A Holistic Education to Fill a Student's Plate*

Germaine Ferreira, University of St. Augustine for Health Sciences, United States

Amy Walters, University of St. Augustine for Health Sciences, United States

Many students can remember a specific faculty or mentor who influenced them not only for the time they were in college but shaped them into the person they eventually became. In recent years, more learning environments have transitioned to online formats and delivery. This has created the potential for students and faculty to miss out on building relationships. Students learn the best in an environment that is characterized by good support and high expectation. The constantly evolving education system and the diversity of roles available to future graduates requires that the education of the student be reassessed to help students evolve as leaders. The purpose of this presentation is to provide approaches, based on different philosophical underpinnings, of how to implement a holistic teaching approach into education programs. We can nurture the graduates of tomorrow with a holistic teaching environment which embraces service, leadership, diversity of thought, and culture. Faculty would benefit from amalgamating various frameworks to augment their teaching style. Faculty need to be proactive in addressing the mental wellbeing of students including self-care, exercise, healthy diet, adequate sleep, and empathy for others. Being a student can be stressful. Staying organized and providing learning platforms that are structured and easy to navigate facilitates diverse learning styles and helps the learning experience. Students should learn to recognize their own learning styles and faculty need to learn how to accommodate these varying learning styles that will give them the competitive edge to be successful in their profession.

67273 | *Evidence Based Strategies to Increase DLLs' Language Production in Classrooms*

Cecilia Jarquin Tapia, Boston University, United States

Stephanie Curenton, Boston University, United States

In recent years, the number of Dual Language Learners (DLLs) in the United States has quickly grown. DLLs are students who are learning two languages at the same time or sequentially. Most DLLs speak a minoritized language at home, such as Spanish as is most often in the US, while learning Standard American English in the school setting. DLLs have the opportunity to learn two languages but this ability is not always nurtured in classrooms. Our literature review suggests strategies to increase DLLs' language production in the classroom. These strategies include fostering peer-to-peer conversation, code-switching between home and school language, utilizing small groups for instruction and activities, and setting aside teacher-child conversation time with each child individually. This poster will overview these strategies and provide implications for both practice and research.

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## IICE2023 Virtual Poster Presentations

### Mind, Brain & Psychology

67065 | *Do Sound Bites Impact Students' Perceptions of Credibility of Podcasts? An Experimental Analysis*

Emily Dolan, Slippery Rock University, United States

Brittany Fleming, Slippery Rock University, United States

Due to their relatively low price and appeal, podcasts are commonly used in educational contexts (e.g., Cho et al., 2017). A common structural element of podcasts is the use of sound bites, which are excerpts of longer pieces of outside media (e.g., interviews).

A main indicator of quality upon which students judge podcast material is credibility, or the degree to which the content is trustworthy (Lin et al., 2014). One potential pathway to credibility is through including multiple perspectives, which may be accomplished through the use of podcast soundbites. Thus, the question arises: Do podcast sound bites impact students' perceptions of credibility?

This paper explores this question using an experimental design. Participants first listened to a podcast and were randomly assigned to one of three groups: (1) Long sound bites, (2) Short soundbites, and (3) No sound bites. Immediately following the podcast, participants responded to survey items pertaining to credibility. Data have been collected and the authors are currently in the process of cleaning and analyzing the data. Results will be discussed with regard to their implications in both applied and theoretical contexts.

67064 | *The Effects of Podcast Sound Bites on Information Retention: An Experimental Analysis*

Emily Dolan, Slippery Rock University, United States

Brittany Fleming, Slippery Rock University, United States

Podcasts are an increasingly popular tool for teaching and learning in higher education (e.g., Newman et al., 2021). These audio recordings often couple narration with sound bites, or excerpts from interviews. To date, little-to-no research has been conducted on the cognitive effects of educational podcasts. This lack of research, in combination with the structure of podcasts, begs the question: Does the use of sound bites in podcasts affect information retention?

Using the limited capacity model of mediated message processing (Lang, 2006), this study uses a between-groups experimental design to investigate if the use of sound bites affects retention of information. Participants were randomly assigned to one of three podcast groups: (1) Long sound bites, (2) Short soundbites, and (3) No sound bites. A post-test about the podcast content was administered directly after exposure to the podcast, and each participant received a score out of 10 representing the total number of correct answers. Data have been collected and the authors are currently in the process of cleaning and analyzing the data. Results will be discussed with regard to their implications in both applied and theoretical contexts.

### Primary & Secondary Education

66931 | *Alleviating Social Inequities of Healthcare Outcomes: An Analysis of Health Knowledge Among High School Students Stratified by Socioeconomic Status*

Liam Ferreira, Baylor College of Medicine, United States

Kenyon Agrons, Baylor College of Medicine, United States

Whitney Jin, Baylor College of Medicine, United States

Anjali Aggarwal, Baylor College of Medicine, United States

Disparities and socioeconomic inequalities in the distribution of chronic conditions and debilitating diseases underscore the importance of improving the health of marginalized communities. Obesity, cardiovascular disease, stroke, and other conditions can be traced back to health practices (smoking, diet choices, physical activity) that started during adolescence. The habits and lifestyles developed during adolescence have a compounding effect on the life course of an individual. High schools already teach health knowledge in dedicated classes, yet prior research shows low health literacy and knowledge among adults and children. Our study assesses knowledge of the most common causes of mortality for USA citizens among high school students. Health knowledge is an integral component of health literacy. Health literacy and knowledge have major prognostic value on long-term health and provide a litmus test on the efficacy of high school health education. Demographic stratifications reveal that a lack of health literacy and knowledge affects lower-income groups. Poor health knowledge adds costs disproportionately weighted towards patients who already struggle to afford care. Our study will include students from high schools in the Greater Houston Area, stratified by socioeconomic status. Our primary outcome will be the performance on the health knowledge 25-question instrument. Analysis of the outcomes will evaluate the effectiveness of high school education in disseminating meaningful health knowledge. Our ultimate goal is to contribute to health care policy by refining the curriculum of the health classes taught in high school and alleviating social inequity.

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## **Professional Training, Development & Concerns in Education**

66167 | *Japanese Elementary School Teacher's Learning Experiences Through Developing Digital Portfolios Regarding Parental Involvement of Immigrants in Physical Education*

Takafumi Tomura, University of Tsukuba, Japan

Takahiro Sato, University of Tsukuba, Japan

Yu Furuta, University of Tsukuba, Japan

Hirota Kizuka, University of Tsukuba, Japan

Cynthia Hall, University of Tsukuba, Japan

The purpose of this study was to investigate Japanese elementary school teachers' learning experiences of developing digital portfolios regarding parental involvement of immigrant parents in relation to physical education (PE). The study used andragogy theory (Knowles, 1989). The research method was a descriptive-qualitative methodology and an explanatory case study design. Eight Japanese public elementary school teachers participated in the study. All participants completed (a) the development of a digital portfolio conceptualizing their practices and strategies of parental involvement of immigrant parents in relation to PE, and (b) an exchange of their digital portfolios among other participants on the online platform. Data sources were teachers' digital portfolios regarding parental involvement of immigrant parents in relation to PE, semi-structured online interviews, and follow-up e-mail communication. Three themes emerged from the data: (1) selection of learning resources as a self-directed learner, (2) exchange of authentic cases and the search problem-solving strategies regarding parental involvement in PE, and (3) development of intrinsic motivation to share digital portfolios with their colleagues. The findings suggest that developing digital portfolios was helpful for teachers to reflect on their professional experiences of parental involvement of immigrant parents in relation to PE, and to summarize their ideas, insight, and strategies, which helped them find problem-solving skills. Moreover, the teachers sought to learn diverse effective and efficient methods of parental involvement from other teachers based on their years worked, professional responsibilities, and the policy of school district in order to promote their collaboration with immigrant parents in relation to PE.

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

67165 | *Time is of the Essence: Escape the Room!*

Shirley Kramer, University of St Thomas, United States

The continual evolution of educational settings poses significant opportunities and challenges for integrating technology. Based on the findings from a research study conducted during the rapid transition from face-to-face instruction to online synchronous instruction via Zoom in March of 2020, there is a need for flexibility in providing opportunities for students to learn and interact in a hybrid world. Escape rooms offer a way to collaborate with others and build community either face-to-face or online. This presentation will use the Community of Inquiry (CoI) framework to illustrate how escape rooms can be used to assess the reading, listening, speaking, and writing skills at novice and intermediate-level classes. While escape rooms are a non-standard way of assessment, they ignite curiosity, engagement, and motivation in the language classroom. Escape rooms provide a setting for learners to find the clues, decode locks, solve puzzles, and speak while in the target language. Through the use of target tasks and practical ideas, escape rooms provide instructors with a unique opportunity to observe the learners' progression toward developing their skills in the target language. Similarly, escape rooms offer learning opportunities for the learners' professional lives as they work and collaborate with different peers and personalities. Are you ready to explore this escape room?

65858 | *Using Augmented Reality and/or Virtual Reality to Teach Taiwanese Students with Disabilities: Current Status and Educational Implications*

Pen-Chiang Chao, Chung Yuan Christian University, Taiwan

Yu-Chi Chou, Chung Yuan Christian University, Taiwan

Wen-Ling Wang, Chung Yuan Christian University, Taiwan

Yen-Wei Chen, Chung Yuan Christian University, Taiwan

Students with disabilities, especially those with learning disability (LD), intellectual disabilities (ID), and autism, usually demonstrate unsatisfactory learning adaptation due to their cognitive deficits. It is imperative that we provide them with strategies that facilitate acquisition of knowledge and skills required for learning. Research has shown that augmented reality (AR) and virtual reality (VR) have potential benefits to assist students with disabilities in promoting learning motivation and efficacy. Therefore, we aimed at investigating evidence-based interventions that utilize AR and/or VR to promote learning of students with LD, ID, or autism in Taiwan. Our primary focus was on examining the current status of the usage of AR/VR including intervention's conceptual framework and implementation. Findings of a comprehensive review of Mandarin literature showed that while AR/VR technologies are commonly used for typically developing students, merely five evidence-based articles that examined AR/VR usage on students with cognitive deficits were detected during the past decade in Taiwan. The majority of research participants were elementary and middle school students with ID. Four research intended to promote students' social and communication skills, whereas one investigated the effects of using AR/VR approach on their math learning. Desktop computers, tablet computers and mobile phones were used as devices in which HP Reveal, HTC VIVE, Unity, 3Ds Max and Visual Studio C#2 were most frequently installed software. Furthermore, educators indicated that intervention using AR/VR technique outperformed traditional video modeling and story-based teaching methods. Special educators were encouraged to engage in developing and implementing AR/VR intervention. Implications were provided.

# IICAH2023 Pre-Recorded Virtual Presentations

## Arts - Media Arts Practices: Television, Multimedia, Digital, Online and Other New Media

67079 | *Closeness and Alienation: A Case Study of an Exhibiting Animated Film "Inter-dine"*

I-Chun Liu, Tainan University of Technology, Taiwan

In modern society with high-end technology nowadays, images and video clips can be accessed by the public easily and fast via various digital devices, including mobile phones, tablets, iCloud, and streaming platforms. In the process of watching videos, the past timeline flows with the present one simultaneously. Additionally, memories and the circle of generations reveal more mobility with time and space. Therefore, we are hoping to connect viewers' emotions with the exhibiting animated short film looping video, "Inter-dine", the concept of "Inter-dine" presents the creator's feelings in terms of daily life and life circles by dining with family members, the characters in the video setting are attached to complex emotions which in-between closeness and alienation, showing the most common moments in family but yet became precious during the time of coronavirus outbreak.

66174 | *Effectiveness of NFT Art and the Economic Value of Art: Experiment Through Creative Activities and Raising Issues for the Future*

Masako Nunokawa, Hokkaido University Graduate School of International Media, Communication, and Tourism Studies, Japan

The art scene has evolved dramatically in recent years due to new collectors investing in crypto assets with transactions taking place at the rate of seconds with the advent of the NFT (non-fungible token). Artists, financially frustrated by the supply-demand imbalance, have looked this new market that promises to remove the sense of entrapment caused by the centralized art world hierarchy and the opacity of gallery transactions. However, what impact has this new trend had? The objective of this paper is to verify the effectiveness of the NFT and how it affects the economic value of art. To achieve this goal, the author conducted participant observation through creative activities, extracted problems and solutions, and discussed future issues. While approaching established art organizations, the author attempted to trade works in the NFT art marketplace and conducted a comparative analysis of the old and new marketplaces. As a result, it became clear that marketing activities by artists on social media were essential to the success of NFT art transactions. In communication capitalism, a hierarchy is formed by the economic logic of quantity over quality. Its generative factors arise from emotional sharing, but in addition to selfish investment activities for the purpose of profit through NFT art, there are also altruistic support activities for artists. The unstable virtual economic sphere with an emotional affect influences the economic value of artworks, but on the other hand, NFT marketplaces give opportunities of resilience to artists.

65717 | *Lucid Dreaming Created by Virtual Reality Technology*

Yanli Chen, Software Engineering Institute of Guangzhou, China

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

We know that dreams are different from reality. When you dream, we are limited in what we can do, unless we are able to achieve "lucid dreaming". Lucid dreaming is not always possible, and it is difficult to achieve this state. Therefore, this paper attempts to use virtual reality technology and specific events to create lucid dreaming, try to circumvent the myriad of hazards and the pharmacological hallucination, experience completely immersive, real and convincing virtual reality (VR), and explore the relationship between virtual reality and lucid dreaming. This is a virtual reality experience space "worry-free space" designed by 57 college students majoring in landscape architecture through their understanding of "what is happiness" and the questionnaire they completed. The virtual reality experience includes the independent tour of the virtual space, the independent selection of scenes, and the control of non-realistic interactive scenes in a awake state, so as to achieve the dream effect of realizing a lucid dreaming. After experience feedback, not all virtual spaces can play a positive role, but from the perspective of experience effect, virtual reality technology can become a good means of intervention. Virtual reality technology may replace lucid dreaming, which can be verified from the behavior and satisfaction of the experimenter, but the potential mechanisms behind virtual reality technology, such as synthetic lucid dreaming like experience, customized virtual reality scene design, interaction mode design, etc., especially virtual reality technology is more aggressive in intervening in dreams.

66334 | *The New Media and Motion Picture Content Creation: A Technological Disruption or Nation Building Tool*

Chinelo Onuama, Michael Okpara University of Agriculture, Nigeria

The COVID-19 Pandemic and the resultant lockdown set many Nigerians on a never before toured path. As businesses and schools shutdown and income streams dried up, people sought other means of indoor engagement and possible income. This, scholars argue, increased Social Media Content Creation (SMCC) and usage. This study does a comparative analysis of SMCC pre, during and post COVID-19 era in Nigeria, to provide a clearer picture and empirical evidence to this effect; and a survey of internet users to elicit opinions on whether they considered motion picture contents to be another technological disruption aimed mainly at entertaining or had ability to do more, especially at this crucial time in Nigeria's history. Amongst others, the study aims to establish a possible relationship between SMCs - comedy skits, short-films, advertisements, tutorials - and nation building; examine the possibility and extent to which these contents are disrupting social orders of communication. The study surveys a sample of 384 Nigerian internet users, drawn from a population provided by Statista and selected using purposive technique. Questionnaire is the instrument of data collection, as well as references from previous studies. Data collected are presented using descriptive statistics like simple percentages, frequency distribution and arithmetic mean; in-depth discussions and explanations are given afterwards. This study's significance applies to IAFOR's theme: Resilience and the ability to create value, amidst challenges and chaos. The findings indicate that SMCs are changing human communication patterns and are also viable tools for nation building and communication for a unified Nigeria.

# IICAH2023 Pre-Recorded Virtual Presentations

## Arts - Teaching and Learning the Arts

66769 | *Night Owl vs Early Bird: Students' Study Habits, Learning Styles and Academic Performance*

Rosalie Palaroan, Wenzhou Kean University, China

Xiangyu Li, Wenzhou Kean University, China

Jing He, Wenzhou Kean University, China

Yinjing Lin, Wenzhou Kean University, China

Yimeng Zhao, Wenzhou Kean University, China

Chronotypes refer to a specific period for people to wake up and sleep. Students with different chronotypes could have distinct learning styles and study habits. The different preferred ways of learning would also have an impact on their academic performance. Every student's learning capacity and learning habits should be taken into consideration to be able to receive effective education. This study will explore the possible relationship of chronotype also known here as a night owl and early bird with learning style, study habits, and academic performance among university students. A mixed-method with exploratory design will be utilized in this research. The researchers will also employ the triangulation method to understand deeper the existing phenomena and provide a better framework for the study. The study population will be composed of 300 students randomly chosen from Wenzhou Kean University. The result of this study will contribute to the university by developing some policy programs suitable to the study habit and learning styles of students. This research will be helpful for teachers to adjust their learning contents and teaching pedagogies within different periods. University students could also shift their schedule according to the research result, helping themselves maintain better physical and mental health while also performing well in their academic life.

65689 | *Pandemic, Professors and Persistence: Challenges and the Road to Recovery*

Bindu Ranaut, West Coast University, United States

The purpose of this presentation is to outline the strategies that will help professors and educators to be more understanding of their students when they are going through difficult times and how, above all, to engage ghosting students. To foster a more compassionate environment where students do not feel distant, disengaged, or uncared for by school and professors, this presentation discusses what additional training and resources should be given to the professors. The way a student is treated has an impact on whether they remain interested in the class or university and it also affects the dropout rate. With the pandemic-induced school closures, academic normalcy remains out of reach for many students, educators, and parents. Colleges and universities have faced severe staff shortages, high rates of absenteeism, and quarantines. Furthermore, students and educators continue to face mental health issues, increased rates of violence and misbehavior, and concerns about lost instructional time. This has given rise to disengagement and student ghosting. Ghosting occurs when students stop participating in a course, either physically or virtually, without informing the instructor or giving a valid reason. Interestingly, students do not disappear suddenly, but they do show some signs of disengagement before they start ghosting. Therefore, it is crucial to understand the causes of student disengagement from the classroom, how to spot it, and how to act before they start disappearing altogether. Relationships between instructors and students are central to teaching and learning. Compassion, flexibility, and communication are essential in these testing times.

67214 | *Rebana Kercing of Kampung Laut: Sustaining the Communal Activity With Academic Collaboration*

Mohammad Affiq Kamarul Azlan, Universiti Malaysia Kelantan, Malaysia

Kanit Sripaoraya, Universiti Malaysia Kelantan, Malaysia

Siew Foen Ng, Universiti Malaysia Kelantan, Malaysia

Nik Maheran Nik Muhammad, Universiti Malaysia Kelantan, Malaysia

Daeng Haliza Daeng Jamal, Universiti Malaysia Kelantan, Malaysia

Norazlinda Mohamed Rosdi, Universiti Malaysia Kelantan, Malaysia

The Rebana Kercing of Kampung Laut is a historical religious traditional performing art combining the elements of stylized movements, vocals, and music in a single presentation and is claimed to be a Malay heritage that has been passed down for at least five generations of more than 150 years. The traditional art today is upheld by less than 10 activists with only one main activist left. Therefore, from being a communal gathered activity in the past, Rebana Kercing today is at the brink of extinction. This paper presents a new approach to teaching, converting the traditional learning method to a more structured pedagogical approach. By investigating the significance of Rebana Kercing components, interviewing the activists, as well as participatory observing the traditional training, the pedagogy referred to as 'Training of Trainers' and 'Training of Trainees' was planned. It was first conducted with five schools located in Kelantan state, Malaysia. Through the engagement of this pedagogy, the historical and religious components embedded in the performance are highlighted. Additionally, the training creates awareness in the community. The concept of 'togetherness' is addressed via the synchronization of dancing, singing and music performing. While written records of the earlier version of Rebana Kercing are scarce, as it has been passed down orally and informally, this paper has presented the safeguarding method to disseminate this intangible knowledge academically. That would assert further understanding of its origin and history, and it can ensure the continuation of this Rebana Kercing performance.

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## IICAH2023 Pre-Recorded Virtual Presentations

### Arts - Arts Theory and Criticism

65748 | *Schubert – the Strange and the Supernatural: Exploring Nineteenth Century Fantasy Aesthetic and Its Expression in Schubert's Music*

Niamh Gibbs, University of West London, United Kingdom

This study aims to comprehend better the culture surrounding Romantic aesthetics of fantasy and the uncanny during the nineteenth century (c.1800-1890) and evaluate how their expression in Schubert's music can be understood. Initially, it will examine philosophical writings (Chander 2015) artwork (Crane 2013; Dunekacke 2016) and literature (Geistfeld 2015; Smajic 2003) of the period, combining this examination with academic literature (McRae Arnoss 1996; Trumball 1905) to explore why and how ideas around fantasy and the uncanny were spreading through European culture and taking on extra significance. After explaining why Schubert is the choice of subject for this study, it will apply these findings to hermeneutic musical perspectives of Schubert's music, providing insight into the relationship between aesthetic theory, cultural practice and analytic theory. Firstly, the literary perspective, connected to the supernatural, poetic and Romantic notions of imagination (Adorno 1928; Brittan 2017; Brown 2009; Young 2011) followed by, the psychoanalytic perspective, connected to psychological theories and ideas surround the 'Other', Hidden Strange and Unfamiliar (Lalonde 2017; Klein 2009; Kramer 1991; Kramer 1998; Smith 2010; Tarrant 2015). Repertoire explored with these perspectives will include Schubert's Octet, Der Wanderer, Erlkönig, Frühlingstraum, Gretchen am Spinnrade, Ganymed, Symphony in C major and more. The findings will draw conclusions about how fantasy and the uncanny in Schubert's music can be best understood and analysed. Finally, it will suggest how these findings may benefit other areas of scholarship and be developed in future research around these topics.

### Cyberspace, Technology

66691 | *Leveraging WBCL in Higher Education Architecture Programs*

David Sledge, California State University, Sacramento, United States

Higher education programs in architecture are under increasing pressure to meet the challenges created by expanding integration of digital technologies, new online platforms, and the lingering limitations imposed by the Covid19 pandemic. New expectations for addressing expanding automation, material development, synchronous/asynchronous learning, online communication, increased environmental equity, and climate-change challenges, are triggering comprehensive changes in architectural education. In response, architectural education leaders must promote more multidisciplinary, systems-thinking approaches. Expanding online work expectations coupled with the new National Architectural Accreditation Board (NAAB) 2022 requirements, call for more collaborative design dialogues in architecture programs. This paper examines how Information and Communication Technologies (ICT) + Web-Based Collaborative Learning platforms (WBCL), can be leveraged by administrators and faculty for enhanced leadership and active learning by students in architectural education programs. The International Society for Technology in Education (ISTE, 2017) is the framework for this investigation into adaptive leadership for higher education architecture programs in the 21st century.

67221 | *Scaffolding Real and Unreal: Strategies for the Development of Virtual Tour Guides*

Richard Yu-Chang Li, AIE Institute, Australia

Manolya Kavakli, AIE Institute, Australia

Mobile and wearable devices have become common communication media for various applications. Especially, in museums and galleries, audio and multimedia guides remain the most common solutions in which visitors can concentrate on appreciating the exhibits while gaining a deeper understanding of collections. Since the spread of Covid-19 reduced the accessibility of physical venues and limited human interaction, the need for purpose-built audio and multimedia guides has grown. However, the multimedia guides were unable to fulfil the visitors' needs. Some organisations have begun to explore alternative solutions such as Augmented Reality, by reassessing current digital strategies for the coming post-pandemic era. This paper aims to clarify the current trends in the development of on-site museum technology and identify the gaps that can be closed using the aspects of Education, Interaction, Personalization, and Visualization, which have been declared previously as the four key strategies to enhance the visiting experience. Our main goal is to define which aspect is the most important factor for the development of a Virtual Tour Guide to maintain a museum's resilience. In this paper, we conducted a survey that provides a comprehensive analysis on the development of on-site electronic devices in the top 103 most visited museums in 23 countries. Three stages of data collection are deployed to assemble information. The results show that 83% of museums surveyed are available to engage with on-site visitors through audio or multimedia guides or apps. Our findings indicate that Interaction is the most important strategy, followed by Education, Personalisation and Visualisation.

### Ethnicity, Difference, Identity

65404 | *Exploring Traditional Culture from the Perspective of Intangible Cultural Heritage: Buddhist Temples of the Dai Park and Chiang Mai Old City*

Ya Liang Chang, Huanggang Normal University, China

The Dai ethnic group in Xishuangbanna of China and the Thai people in northern Thailand are related to each other based on their ethnic origins and cultures. Therefore, their life aesthetics are very similar, especially with regard to the art of Buddhist temples. As the policies of the intangible cultural heritages of China and Thailand advocate localization, how do the Dai and Thai people interpret their traditional culture under a similar cultural context? This is the research problem of this study. The article is based on qualitative research, taking Buddhist temple art in the Dai Park of Xishuangbanna and Chiang Mai Old City as the research samples. The purpose of the study is to explore what is meant by "traditional culture" from the perspective of intangible cultural heritage. The results show that the artistic styles of the Buddhist temples in the Dai Park and Chiang Mai Old City are very similar, highlighting the shared culture among Dai–Thai ethnic groups; however, they both claim that their local culture is a "traditional culture" that differs from other Tai cultures. This phenomenon not only reflects the national identities of the Dai and Thai people but also represents a change in the meaning of traditional culture, which has become a kind of local identity, leading to the definition of traditional culture being diversified.

# IICAH2023 Pre-Recorded Virtual Presentations

## History/Historiography

66111 | *Rise, Trends and Problems of Megacities: Civilizations Across Urbanization*  
Rebino Batoto, Mindanao State University at Naawan, Philippines

Based on results of historical narrative analysis, this paper accentuates the dynamics and impact of urbanization to civilizations and particularly to the emergence of megacities in the major populated areas of the world. This study claims that megacities were born out of this massive urbanization. However, the same social phenomenon, the urbanization itself, also caused most of these megacities to experience various existing and continuing social, security, resource scarcity, and space problems at present. These problems differ depending on when these megacities were established and on how dense and fast the urbanization is taking place in the area. Despite this situation, megacities still lack concrete regulations, safety measures, and limitations on urbanization. This study utilized books, articles and various governments' census records and statistics on migration and urbanization.

## Knowledge

66794 | *Importance of Assessment for Students with ADHD in College*  
Maricla Pirozzi Quartey, Northeastern University, United States

Importance of Assessment for Students with ADHD in College The diagnosis of ADHD has continued to expand across nations and cultural backgrounds. Countries face equivalent rates to those witnessed across the United States and the United Kingdom since the identification of ADHD in the 1970s (Faraone et al., 2009). While an increasing number of people with an ADHD diagnosis seek post-secondary tutoring, most learners' lives are challenging. Post-secondary education often has higher organizational demand and is absent of direct parental or teacher support; thus, persons with the condition often find difficulty transitioning from adolescence to maturity while pursuing a college degree. Due to this disorder, university learners experiencing challenges vary from the general populace who have not enrolled for a college education. When learners with this disorder are compared to typical college peers, they are at high risk of underperforming, exhibiting emotional instability, and dropping out of school (Lee et al., 2008). Their life changes, combined with the symptoms of ADHD, result in a challenge for ADHD students navigating a post-secondary setting. Students with an ADHD diagnosis find that their academic performance is negatively affected, resulting in education failures, early school dropout, and increased potential issues with drugs and alcohol. Advanced diagnosis and improved screening methods of ADHD may be appropriate for these institutions to serve this student population's needs better. Keywords: special education, ADHD, college students, higher education special education, ADHD with higher education, Assessment for Students with ADHD in College, diagnosis for students in college with ADHD.

## Language, Linguistics

66314 | *Building Resilience in the Classroom: Empowering Students/Teachers Against Linguistic Discrimination via Linguistic Skills*  
Gulsat Aygen, Northern Illinois University, United States

This study aims to bring Linguistics to classrooms to advocate Linguistic Equality and build resilience against discrimination. Modern linguists regard all languages and language varieties as equal in value; however, academic and social discourse practices regard standard variety as essentially superior to non-standard varieties (Collins, 1999). Such discrimination includes all native speakers, particularly the variations associated with racial, ethnic, or cultural minorities (Lippi-Green, 1994), and extends as far as discrimination against those whose accents are of foreign origin. This study argues that linguistics can contribute to equity and social justice and prevent language-based discrimination in formal education and consequently in public discourse. In a pedagogical model that brings linguistics into the English classroom and includes community building, non-discriminatory linguistic practices could empower students to achieve their best by building resilience. To that end, teachers create linguistically justified non-discriminatory learning environment where clarity and efficiency in communication is valued more than competent accuracy in language use. Anti-discriminatory practices in the classroom include understanding and uncovering of implicit bias and prejudice for or against any dialects/accents spoken by linguistically diverse learners. Language can be "a point of focus for those in pursuit of social justice and change" (De Korne, 2021) Social activism is a way to reach the goal of social justice/equity and peace in the society. Education is a way to reach the goal of building a socially active and conscientious society consisting of individuals who know how to be open to new ideas and can change the world for the better.

64821 | *Pragmatics and Family Discourse in Contemporary TV Series*  
Valentina Rossi, eCampus University of Novedrate, Italy

The present study investigates the impoliteness strategies presented in season 1 of the American TV series *The Ranch* (2016). The qualitative analysis of this essay will provide focuses on selected excerpts; more specifically, on the utterances spoken by the main male characters of the show: Beau, Jameson and Colt. The hypothesis underpinning this paper is that bald-on-record, positive and negative impoliteness are commonly employed by both father and sons to achieve different aims. I intend to demonstrate that Beau often mistreats Jameson and Colt either by displaying indifference or using swearing. However, his harsh words are not meant to offend his boys, whether to spur them into adulthood and awareness. As far as Jameson and Colt's utterances are concerned, they get along well, care about and support each other when nobody is around and they can talk in privacy. Yet, in the presence of their father, the elder son openly and repeatedly threatens the younger's face. In conclusion, the essay aims to expose the features of the above-mentioned pattern from a linguistic perspective, to understand how impoliteness affects the characters' personality and their relationship with each other.

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## IICAH2023 Pre-Recorded Virtual Presentations

### Language, Linguistics

64801 | *Translating Gay Identities in TV Series: Gayspeak and Camp Talk in Looking*  
Giulia Magazzù, University "Gabriele d'Annunzio" of Chieti-Pescara, Italy

Today, the representation of sexual and gender diversity cuts across all media (written, audiovisual, oral; radio, film or television; radio, film or television). Representations of LGBTQ+ people and characters, in their current quality and quantity, derive from historical processes marked by political events related to the social struggle of these marginalised groups. According to Yep and Russo (2016), three historical moments of representation of LGBTQ+ people in the US media can be identified: that of silence and invisibility; that of emerging visibility (from the 1970s onwards); and that of new visibility (initially from the second half of the 1990s). This paper deals with the Italian dubbing of the television series *Looking*, produced by HBO and originally aired between 2014 and 2016. *Looking* presents the story of three gay friends living in San Francisco, with an emphasis on their romantic relationships, but also on their journey towards emotional stability based on their age, their life plans and the social changes in a historically progressive city in terms of diverse sexualities. The series is characterised by the use of gayspeak and camp talk (Harvey, 1999; Pleguezuelos 2017), a style usually associated with the speech of homosexual men. The original and the Italian versions will be analysed to detect the main differences and the strategies used to translate camp talk and to represent the characters. From the early stages of the analysis of the proposed examples, we can demonstrate that the Italian version mainly resorts to strategies of naturalisation and recreation.

### Literature/Literary Studies

64850 | *A Queen and a Masque: Anne of Denmark's Political Aims in Samuel Daniel's The Vision of the Twelve Goddesses*  
Paolo Pepe, eCampus University of Novedrate, Italy

In recent years, scholars have laid the foundations for reconsideration and a new interpretation of the figure of Anne of Denmark (1665-1714) and her cultural and political role – being variously influenced by the approaches of new historicism and gender studies (see Barroll 2001; McManus 2002). By focusing on the role she played in the staging of Samuel Daniel's *The Vision of the Twelve Goddesses*, which is the first masque commissioned by the queen as it was performed on the evening of 8 January 1604 in the Great Hall of Hampton Court, the present paper aims to explore how, in early modern England, her political identity is strictly connected with theatre. Indeed, the analysis of the structure of the masque intends to shed light on Anne's will to affirm her own agency, in relation to the peculiar use that she made of it as a means to respond to a specific social and political objective; thus, to convey, both symbolically and allegorically, a new political vision, subtly constructed on the idea of herself and of her court as the centre of a power inscribed within a hierarchical model that required subordination to the authority of the sovereign, but fundamentally autonomous and understood as complementary to that of the king.

65984 | *Rereading Classics: Edges Between Worlds in James Joyce's "Eveline"*  
Emma Pasquali, University of Naples L'Orientale, Italy

The hypothesis underpinning this essay is that, in Joyce's "Eveline", wish worlds, speculative extensions and intention worlds allow the protagonist to mentally escape her reality; explore new dimensions; and awake her desire to change her condition. The above-mentioned worlds are strictly bound to the sea, which can be seen as both a limit and a possibility. Indeed, Eveline believes to see in her lover Frank, a sailor, a way to escape her sad and monotonous Dubliner life. Nevertheless, when the time to leave comes, she decides to stay. The short story is scattered with images related to water that, if combined with the analysis of the discourse worlds and of the cognitive phenomenon of isolation (realised through epiphanies), could lead to a deeper and far-reaching understanding of the literary work object of the present study. In order to investigate the above-described elements, the short story will be analysed by applying the concepts of cognitive poetics.

# IICAH2023 Pre-Recorded Virtual Presentations

## Media, Film Studies, Theatre, Communication

67059 | *Discriminatory Structures in the Adventures of Priscilla, Queen of the Desert*  
Miho Morii, Otsuma Women's University, Japan

The Adventures of Priscilla, Queen of the Desert is a 1994 Australian road movie in which three drag queens travel through the Australian desert in a bus named "Priscilla" while confronting various forms of discrimination and prejudice. About 30 years ago, when this film was released, the term "LGBT" was not widely used and there was little understanding of gay and transgender people. The film's focus was not so much on discrimination against drag queens as it was on their flamboyant costumes, powerful performances, and sheer cheerfulness, which captivated audiences.

However, the film includes some discrimination toward the drag queens. The structure in which some miners, a female customer in a bar, and an Asian woman regard the drag queens with hostility is considered to highlight male chauvinism and the women who pander to it. On the contrary, the Aborigines they encounter in the desert readily accept the existence of drag queens after they show their performances. This can be thought of as the sympathy of the Aborigines, who are a minority, for the drag queens, who are also a minority, in other words, the sympathy of those who are discriminated against. In this presentation, I will prove that Priscilla is not just an entertaining portrayal of drag queens, but an epoch-making work that brought the existence of LGBT and related issues to the public's attention by portraying discrimination against minorities, male chauvinism, and the existence of women who pander to it with a critical eye.

65927 | *Reinforcement and Deconstruction: The Impact of Digital Media on Gender Identity Understanding and Expression*  
Jialu Chen, King's College London, United Kingdom

Digital media, the technology translating all information into numerical form regardless of its medium, has almost penetrated every aspect of the life of the masses. Immersing in a world saturated with digital technology, it seems that individuals are constantly influenced by the digital products that they are exposed to. One aspect of this impact may be their self-cognition and self-expression of gender. Given this background, this essay will combine previous related research results in academia, as well as gender presentation in various digital media forms such as movies, music, video games, social platforms to analyse how digital technology shapes the way in which individual recognize and express their gender identities. Firstly, how digital media may reinforce the gender stereotype will be explored with reference to specific examples of various digital media forms. Secondly, the potential of networked technology for challenging the gender binary will be analysed with supporting cases in life. This will be followed by a reflection of how these two impacts of digital media on the individual understanding and expression of the gender issue may be achieved. Finally, a conclusion will be made, which argues that digital media may both reinforce and challenge gender stereotypes as it tends to imbue and reinforce hetero gender stereotype (male as hegemonic, masculine and active; female as feminine, affectionate, nurturing, passive and sometimes objectified) in patriarchy on the one hand while also seems to provide an opportunity to deconstruct the traditional gender ideology on the other hand.

## Other Humanities

65968 | *Online Education During the Pandemic and Its Impact in India*  
Bidita Bhattacharya, Institute of Psychiatry, India

The pandemic Covid-19 has spread over the whole world and compelled human society to maintain physical distancing, which has significantly disrupted the education sector. According to a UNESCO report, it had affected more than 90% of the total world's student population during mid-April 2020. In India, more than 32 crores of students have been affected. Lockdown disturbed the schedules of every student though it is an exceptional situation in the history of education. COVID-19 has created many opportunities to come out of the rigorous classroom teaching model to a new era of the digital model and taught many lessons and created many challenges and opportunities for the educational institutes to strengthen their technical knowledge and infrastructure. New ways of delivery and assessments of learning opened immense opportunities for a major transformation around curriculum development and pedagogy. However, it has a negative impact as well. This involves, of course, the inability to access the digital world and global education, significant impact on educational activities, employment, and lack of nutrition due to school closure. Studies also show a significant increase in mental illness cases among students. Thus, the presentation will focus on comparative discussion based on the reviewing literature and declared data and documents and will cover the overall impact of online education in terms of positive and negative in the areas of school and college education in India, which would include all relevant areas related to academics as well as mental health.

## Philosophy, Ethics, Consciousness

66073 | *Analysis of Social Movements in Hong Kong in 2014 and 2019 From the Perspective of Body Politics and Feeling Politics*  
Ka Wan Cheung, Humboldt Universität zu Berlin, Germany

2019 was an important year in Hong Kong's history, especially in terms of its protest history. The protests were triggered by the amendment to the Extradition Bill prompted by the murder of a Hong Kong woman in Republic of China. This thesis discusses the developments of Hong Kong's protests and society from 2014 to 2020, from the Umbrella Movement to the protest against the Extradition Act. To better understand the protests, this thesis focuses on the emotions - the melancholy, powerlessness, guilt, sadness, and anger among the protesters. The placement takes place in the historical and cultural background of Hong Kong. Studies on (post)colonialism and Judith Butler's theories on body politics are used as the supporting material. In this research, the phenomenological method is applied and this functions as an empirical investigation, using interviews conducted from 2014 to 2019; newspaper articles from Hong Kong and other countries; videos, as well as a documentary film as research materials. The thesis tries to find out the role of emotions in Hong Kong's society and protests, or how different emotions influenced the demonstrators' reactions and the effect of the protests. The transformations and dynamics of the protests between 2014 and 2019 will be compared and analyzed.

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## IICAH2023 Pre-Recorded Virtual Presentations

### Philosophy, Ethics, Consciousness

66809 | *Self-Betrayal and Moral Repair*

Kate Mehuron, Eastern Michigan University, United States

There is a quality of self-betrayal in some cases of moral injury; a quality that is typically implicit in the psychoanalytic and philosophical literature on moral injury and moral repair. My review of the recent literature shows that moral injury is typically described as a syndrome that is the result of a person's experience of moral betrayal within the context of her complicity in a hierarchical institution, in which the institutionally-respected authorities lead them to actions that compromise their own values as they fulfill their institutional duties. I argue there is a phenomenological and normative subjective element missing from the literature: voluntary complicity. Voluntary complicity is clarified if we look at other experiential examples that are not typified in the literature. I use stories gleaned from my philosophical counseling dialogues and my memoir commentaries to sketch this type of voluntary complicity. The process notion of normative-ideal agentic identifications helps to understand the agentic state of some people who voluntarily elect to comply in harmful institutional or social situations. I explain the qualitative complicity of individual agency in social and structural situations with the use of intersubjective dynamic-third psychoanalytic theory and phenomenological philosophies of intersubjectivity. I conclude that efforts to recover moral integrity are enmeshed in qualitative complicity, necessitating the need to offer reparations toward the moral community. This community often needs to be remade as part of their chosen ideal agentic identity.

### Political Science, Politics

65529 | *Socio-economic Status of Workers in State-owned Enterprises During China's Reforms*

Shan Huang, King's College London, United Kingdom

This presentation investigates China's working class and its historical change in social standing. It argues that during the Maoist period there was an illusion that a new society was established, in which the working class became the master of the society with political and economic power. Such an illusion was ended in post-Mao economic reforms which aimed to improve economic efficiency at the expense of economic equality. Such a legitimate motivation changed Chinese society to such an extent that state capitalism has replaced socialism and the Marxian proletariat returned to China's social structure. Such insight has been achieved by researching a case study on an SOE-EGC Group Corporation (EGC), which is a central government-controlled enterprise in Sichuan Province, China. Statistically speaking, what happened in EGC is not an isolated case despite the fact that workers employed by EGC have always been in a better position in the Chinese working class since Mao's time. The conclusion reached by this study is that since Deng Xiaoping's reforms to improve economic efficiency, China's class structure has gone backwards. The implication is that China is an economy of state capitalism and the Chinese working class has returned to their pre-1949 position in society.

### Religion, Spirituality

66014 | *The Moral Justice of Member of the LGBTQ+ in the Light of Three Theological Virtues: Faith, Hope, and Charity in the Philippine Society*

Romeo Alvarez, University of Perpetual Help System-Las Pinas City, Philippines

The research analyzed the moral justice of members of the LGBTQ+ in the light of three Theological Virtues: Faith, Hope, and Charity in the Philippine Society. Mixed method of research was used for 600 respondents: students, parents of the University of Perpetual Help System-Las Pinas campus, and religious members of different congregations. The results of the study showed that most of the respondents, including the members of different congregations, were personally cognizant and accepting of the members of the LGBTQ+. Likewise, most of them believed that the members of the LGBTQ+ must be loved, cared, and cherished to be models and leaders of the faith-community. On the issue of faith and morals of the members of the LGBTQ+, the study established that most of the participants agreed to get into a civil union, instead of getting into a Sacrament of Marriage, which is a sacred union of men and women only, and not for the same sex marriage. The data source also showed that most of them believed and allowed that members of the LGBTQ+ must also lead and help to build faith-community in accordance with Christian Morality. After the findings in this study, it is recommended that a faith community must create a Physical, Mental, and Spiritual Health Program in all colleges and universities to build strong faith and morals with social justice among members of the faith-community.

### Teaching and Learning

66121 | *ADA and the Active Flex Environment: A Model for Future Students?*

Vanessa Miller-Curtis, Athens State University, United States

Haley Hargrove, Athens State University, United States

Mark Gale, Athens State University, United States

Christopher Curtis, Athens State University, United States

Institutions of higher education and educators have an obligation to ensure that all students are able to participate in and benefit from educational programs. Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) mandate that educational opportunities offered to those with disabilities be equally effective for all students. This means they are given "an equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement." 34 C.F.R. § 104.4(b)(2) The use of a flexible learning environment to promote quality education has gained wider acceptance in the past decade. The adoption of flexible learning environments has provided students with the benefits of improved convenience, choice, and the ability to personalize their learning experience. Students are able to modify the where, when, and how of their education. We present a case of an ADA qualified individual who engaged in a flexible learning course at Athens State University.

# IICAH2023 Pre-Recorded Virtual Presentations

66793 | *Celebrating a Little-known Powerhouse for Racial Equity: Documenting the Legacy of Charles H. Williams on the Campus of Hampton University*

Laura Battaglia, Virginia Commonwealth University, United States

A new cross-disciplinary digital archive is being developed to elevate the work of Charles H. Williams during his tenure as a professor at Hampton University in the early 1900s. Structured around the theme of architecture and dance, the digital archive is intended to be a unique tool for the teaching of humanities. Upon its completion, it will reveal the relatively unknown history of Charles Williams. The three main categories – Architecture, Dance, and Equity – serve as topics of critical inquiry and offer a path to understanding these three aspects of his influence. This NEH funded project - Black History Matters: Documenting the Legacy of Charles H. Williams on the Campus of Hampton University - specifically addresses his work as a dance educator who promoted modern dance at Hampton University. Near the geographical seam between the north and the south, Charles Williams strategically worked to build alliances up and down the east coast by traveling extensively with his Hampton Creative Dance Group; they were at times the first black dance troupe to perform at previously white only venues, such as the Mosque in Richmond, Virginia. Williams was successful in sponsoring performances on the campus of Hampton as well. His relationships with modern dance pioneers, such as Ted Shawn - founder of Jacob's Pillow - allowed for a rich interchange of ideas and visits to each other's studios. Charles H. Williams' interest in African influence on modern dance was a hallmark of his tenure and provided a path forward to black dancers.

65966 | *Education in the New Technological Era*

Lorena Espinosa, Universidad Tecnológica Indoamérica, Ecuador

Gabriela Villamarín, Universidad Tecnológica Indoamérica, Ecuador

Samary Guillén, Universidad Tecnológica Indoamérica, Ecuador

The world is currently favored by technology since its implementation provides benefits and advantages, helping citizens in all areas, including the educational field. It has become a fundamental factor in achieving a nation where its people have a better quality of life; for this reason, every day an effort is made to create new knowledge. The research objective is to determine the challenges of higher education in the new technological era to facilitate learning and achieve significant knowledge. The method was bibliographic because the information was collected from the research process in academic search engines and repositories. In this regard, a documentary and experimental analysis were conducted where the survey technique is applied to find some correlation on the influence of technology in higher education, resulting in the benefits to achieve new reliable and relevant knowledge. The main results showed that higher education students are immersed in the technological era, benefiting from learning through technology, simplifying the search, and adequate access to information in a simple way through large databases. In conclusion, technology allows university students to relate easily with their environment and other social entities through the use of digital tools, thus creating autonomy so that they can be the protagonists of their knowledge, being creative and competitive, acting reflexively in the teaching-learning process, and becoming productive entities.

67249 | *Quiz Creation Add-in Tool for MS Word Supporting Hybrid Classes*

Kanako Matsuo, National Institute of Technology Kumamoto College, Japan

Ryoji Matsuno, Prefectural University of Kumamoto, Japan

At this conference, we will present a quiz creation add-in tool we are developing for MSWord. Our goal is to make it possible to create both paper tests for face-to-face classes and Google Form tests for online courses using our quiz creation menu within MSWord.

Currently, the paper test quizzes support commonly used test formats (fill-in-the-blank, sorting, multiple choice, matching, true-false, and short answer). Users do not need to learn how to use a new application. Still, they can create quizzes just as they create a document in MS Word, which application they are accustomed to using. Then, all users need to do is press the issue paper button to generate two types of quizzes: one for students and the other with correct answers for teachers. The creation of quizzes for online courses is currently a work in progress. Its method is the same as creating paper-test quizzes: Press the "Publish Online Class" button to create a "script to generate a Google Form." Then execute the script to create Google Form quizzes. The most important part, the script generation part, has been prototyped and is currently being tested.

Finally, we have already developed a tool for university ESL/EFL English teachers to create teaching materials on their familiar MSWord without switching between multiple applications (e.g., text analysis and text difficulty measurement). This study is part of that effort and aims to reduce teachers' time creating teaching materials on familiar MSWord without worrying about how to operate the software.

67303 | *The Constitution and the Educator: Social Justice Education Policy Content Through the Lens of the South African Educator*

Glodean Thani, University of the Witwatersrand, South Africa

South Africa's education legislative framework was developed to promote equal access for all learners (SASA, 1996). The educator is an essential part of the implementation of policy objectives through their various roles involving the curriculum, administration, and social interaction with all members of the schooling community (Maluleke, 2015). Since conservative religious and traditional societal norms are a prominent part of many South Africans' identities including educators; they influence educator practice in schools (Bhana, 2013). Some educators express feelings of conflict with some of the inclusive, pro-human rights, content in the Curriculum (CAPS Social Studies and Life Skills and Life Orientation: Comprehensive Sexuality Education, Religious Studies etc.) subjects (Appalsamy, 2015). Educators' religious, traditional and moral beliefs are often ignored as essential parts of their identities that often inform their professional practice (Palmer, 1997; Appalsamy, 2015). This paper reports on the collective review of South African literature to identify, the various policy conflicts that educators experience in executing their duties within SA schools (Gentles, Charles & Nicholas, 2016). Using Critical Discourse Analysis (CDA) the paper identifies dominant discourses of conflict from the often-ignored feedback that educators give during training and other engagements, with devastating consequences (Fairclough, 1995; van Dijk, 2006; Magashoa, 2014). The paper identifies dominant discourses of power, silences and omissions; and makes recommendations for educator training programs.

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## IICAH2023 Pre-Recorded Virtual Presentations

### Teaching and Learning

67356 | *Reliability and Validity Evidence for an Arabic Version of Mathematics Self-efficacy and Anxiety Questionnaire (MSEAQ) Among University Students in SA*

Mohammed Almohaimed, Wayne State University, United States

Do-Hong Kim, Wayne State University, United States

In Saudi Arabia, mathematics is an essential subject for all freshmen except students majoring in medical sciences. The struggle of the students in mathematics is one of the most common issues in the last ten years (Khoshaim, 2015). This problem became more important since the number of straggling students has been increasing for the past ten years (AlMoshari, 2012). According to Higbee and Thomas (1999) mathematics self-efficacy, along with other effective characteristics such as test anxiety and perceived usefulness of mathematics, influenced students' mathematical achievements in a study of college freshmen enrolled in a developmental mathematics course. Mathematics self-efficacy refers to individuals' confidence or perceptions regarding their mathematics ability. Given the possible predictive power of Mathematics self-efficacy on students' mathematic performance, a reliable and valid mathematic self-efficacy measure appropriate for Arabic-speaking Saudi students is required. The purpose of this study is to validate an Arabic version of the Mathematic Self-Efficacy and Anxiety Questionnaire (MSEAQ; Al Mlhem, 2018) and examine its psychometric characteristics with a student sample at Taibah University in Saudi Arabia. The MSEAQ will be used in this study because it was created to measure mathematical self-efficacy and anxiety among university students (the study's target population). Also, the MSEAQ was found to be considerably better at internal consistencies, with a Cronbach's coefficient alpha of .94, and was validated by examining EFA (May, 2009). Numerous studies using a mathematical self-efficacy scale have been conducted in the English language and its effectiveness demonstrated with English speakers.

65833 | *The Role of Virtual Reality (VR) to Teach Maltese as a Second Language*

Jacqueline Zammit, University of Malta, Malta

Although Virtual Reality (VR) technology is becoming increasingly popular, little is known about the prospect of using VR tools for educational purposes in the context of teaching Maltese language. The current study used a mixed research methodology. The qualitative approach and a focus group technique were applied to collect data from 25 teachers about the usage of VR in language learning settings. A quantitative phase of the research entailed conducting an online survey among the same respondents to obtain empirical evidence for the potential effectiveness of VR tools in ML2 settings. The study's findings shed light on the effectiveness of VR in teaching and learning Maltese as a second language. The study offers a detailed discussion of the advantages and disadvantages of VR for international students learning Maltese based on the results of NVivo thematic analysis and the quantitative data. Educators laud VR for engaging students in an immersive environment and enriching the learning context with vital entertainment features. The research demonstrates that VR tools are not widely used to facilitate language learning, and there is still a high level of uncertainty surrounding the principles that guide the application of these tools in ML2 settings. Simultaneously, the study critically discusses the most important aspects of this uncertainty and also emphasises a number of challenges related to VR, including high costs, bulky headsets, and technical issues.

66231 | *Tradition is the Illusion of Permanence. Rethinking Online Teaching and Learning Among Cohorts in the Arts*

Kylie Boon, University of Wales Trinity Saint David, United Kingdom

Glyn Jenkins, University of Wales Trinity Saint David, United Kingdom

This exploration aims to understand an initial strategy in rethinking online education, for cohorts in the arts. We propose a rethink of the 'Community of Inquiry Model' particularly the model's social presence as a means to foster an authentic community of learners in a virtual space. Observations have been gathered from a case study investigation. This involved a range of experimental and creative approaches being implemented in the teaching/learning online model, in order to explore factors affecting engagement. Areas of experimentation included transforming educators' mindset, taking into account cultural expectations and facilitating a cultural exchange of ideas with international cohorts. Remodelling existing technology to facilitate an engaging experience and creating bespoke digital learning packages. Also, merging the lines between storytelling practices, and education, using a media mindset to inform teaching approaches. Although this exploration is heavily focused on international teaching, its findings can be adapted to radically rethink online education. Findings suggest online education does not require a business-as-usual approach, and the virtual space cannot be fully utilised with traditional methods taken from the physical classroom. In addition, previous online approaches need a rethink for future expectations of the learner to be met.

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## IICE2023 Pre-Recorded Virtual Presentations

### **Adult, Lifelong & Distance Learning**

66200 | *Roles of Social Education Coordinator in Community Building after 3.11 Great East Japan Earthquake*  
Sun Dongmei, Tohoku University, Japan

As an institutional groundwork for local community participation in school management, local school collaborative activities are being developed, which were positioned in the 2017 revision of the Social Education Law. This study focuses on Minamisoma City, which has promoted the "Community School Collaborative Activity Project" with great effort, and clarifies what role "coordinators" play in the process of connecting schools and communities. Since the earthquake, Minamisoma City in Fukushima Prefecture, an area affected by the Great East Japan Earthquake and the Fukushima nuclear power plant accident, has been facing the issue of how to revitalize the local community, which has been fragmented and destroyed by the evacuation of local residents from the city. In the Odaka area, which is in the "evacuation-designated zone," the city has been supporting the return of children who evacuated from the city and rebuilding the local community by providing "after-school children's classes" to link schools and the local community. In FY2022, the "Regional School Collaboration Headquarters" was established at three model elementary schools, including Odaka Elementary School's "After-School Children's Classroom," and under the guidance of the regional coordinator, hands-on activities, local learning, and learning support are being implemented on a community-wide basis. What have the coordinators done to address the more difficult task of rebuilding relationships among those who have returned to their communities after the earthquake and tsunami? What competencies have been required and what has been done to enhance these competencies? We will explore the specifics.

66191 | *Rural Home Care Nurses' Experiences With Continuing Nursing Education*

Michelle Pavloff, Saskatchewan Polytechnic, Canada  
Mary Ellen Labrecque, University of Saskatchewan, Canada

Rural home care nurses require access to continuing nursing education to address the increasing complexity of client care needs in their communities. There is currently limited literature on continuing nursing education for rural home care nurses. The purpose of this study was to explore the continuing nursing education experiences of rural home care nurses using interpretive description. Purposive and snowball sampling were used to recruit registered nurses who worked in publicly funded rural home care in one western Canadian province, in communities with a population of less than 10,000 people. Twenty rural home care nurses participated in semi-structured telephone interviews. Data was collected between December 2020 to May 2021 and the analysis was supported using NVivo 12 software. Key findings from this study contribute to the description of western Canadian rural home care nursing roles and the degree of autonomy required to provide expert care in the home environment. Rural home care nurses' experiences with continuing education are impacted by external factors including: (1) Chameleonic Practice (One-Person Show, Professional Intersection, Becoming their Person), (2) Foundational Instability (Roadblocks to Learning, Stretched Thin, Rural Repatriation), and (3) Learning Leadership (Filling the Learning Bucket, Finding a Way, Learning Reciprocity). The findings of this study suggest that the continuing nursing education experiences of rural home care nurses is dependent on many factors. Significant policy changes and updated standards of practice are required to support safe client care through the delivery of evidence informed continuing nursing education.

65677 | *The Collaborative Educational Effort of Sevier County Intergenerational Poverty (IGP) Committee to Bring Educators, Service Providers, and Community Leaders Together*

Kari Ure, Utah State University, United States

Under the direction of Utah's Intergenerational Poverty (IGP) initiative, Sevier County IGP Committee brings local political leadership, community service providers, and educators together to address needs, share resources, and provide support to community education. The initiative focuses on four areas: education, family economic stability, health, and early childhood development. The objectives shared in this presentation will describe the Sevier County IGP Committee and Utah's IGP initiative, and how the plan and goals were put into place and carried out. The committee was strategically formed with key community members including a county commissioner, workforce development, educators from the K-12 district, local Extension faculty and educators, local law enforcement, health department, counseling centers, food bank, and other community support services. The Sevier County IGP Committee outcomes for 2022 include the start of the community garden adjacent to the food bank providing community education and fresh foods to community residents, specifically those accessing food bank services. Over 700 books were collected and distributed to students prior to summer break in effort to support summer reading, specifically in students in households with low-income. A local chapter of Addict II Athlete was brought to the area to support mental wellbeing as substance use was found to be an indicator of mental wellness. Further mental wellbeing programming is in the process of being rolled out in Fall 2022. The committee is also starting a family relationships educational program with early childhood families (Head Start and district Preschool) in the 2022-2023 school year.

# IICE2023 Pre-Recorded Virtual Presentations

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

67288 | *The Implementation of an Online Multicultural Sensitivity Course for Pre-service Teachers*

Shelanee Theresa Ruales, Mindanao State University – Iligan Institute of Technology, Philippines

Avril Joy Ramayan, Mindanao State University - Iligan Institute of Technology, Philippines

Josefina Tabudlong, Mindanao State University - Iligan Institute of Technology, Philippines

Monera Salic-Hairulla, Mindanao State University - Iligan Institute of Technology, Philippines

One of the Sustainable Development Goals is to ensure inclusive and equitable quality education. To achieve this, one of its targets is to teach the knowledge and skills needed to promote peace and appreciate cultural diversity. In dealing with cultural diversity, the role of pre-service teacher education is crucial. With this at hand, it is imperative for teacher education institutions to produce teachers who possess multicultural sensitivity (MS). Several scholars have pointed out that MS is essential in dealing with cultural diversity.

This study is about the implementation of an online MS course among pre-service teachers in a state university in Mindanao, Philippines. The course comprises five modules, and selected phases of Transformative Learning Theory were applied in the course design. A five-factor MS scale was used in the pre-and post-test. One hundred nine pre-service teachers completed the MS course, and results reveal a statistically significant increase in overall MS. However, a closer look at the factors shows that no significant change was found for intercultural stress and monocultural orientation. This study's findings are similar to the MS course's first implementation. These findings can inform theory and practice on how MS can be increased and what teacher education institutions can do to teach the knowledge and skills needed to promote understanding and appreciation for cultural diversity.

65860 | *Using Pre-Test for Assessing Familiarity with Japanese Culture of Foreign Students During Japanese Communication Class*

HoangNam Tran, Tokushima University, Japan

After over two years into the pandemic, international student mobility is still not recovered in Japan and many of the exchange activities with students at foreign universities are still being conducted online. In 2022, we conducted an online summer school for foreign students from abroad to learn about up-to-date scientific research trends as well as to introduce basic knowledge about the history, culture, society, and lifestyle of Japan, as well as communication style with people in Japan. We designed a pretest covering various aspects of Japanese culture. The test was applied to a group of 60 participants, from whom 36 were completed during the set time. From the test results, the participants tended to show a good understanding of tangible items such as food, customs, weather, and modern appliances, while the more abstract items such as traditional sites, social values, and work culture seemed to be more difficult for them. The test also helped to get the participants to reveal their interests in Japanese culture. In short, applying such a pretest seems to be a good tool for the teacher to explore the level of knowledge and the need of students, and therefore to adjust the content in class accordingly.

## Curriculum Design & Development

65972 | *Improving Fashion Bag Creative Design Curriculum Teaching Based on Gen-Y Usage Behavior and Consumption Needs*

Manqian Wang, Japan Advanced Institute of Science and Technology, Japan

Eunyung Kim, Japan Advanced Institute of Science and Technology, Japan

Owing to the differences in lifestyles, occupations, psychological, and behavioral needs, consumers of different ages show differences in their purchase and usage of bags. However, traditional bag design teaching focuses on modeling and patterns, while ignoring the important correlation between bag design and consumer usage and demands. This research explores innovative teaching methods of fashion bag design based on Gen-Y's usage behavior and consumption needs. To this end, two important questions need to be answered. First, what are the usage behavior and emotional needs of Generation Y regarding bags? Second, how to integrate Gen-Y's needs and habits for bags to help students carry out creative designs? A fashion design course at Dalian Polytechnic University in northeast China was chosen. Fifteen third-year undergraduate students participated in this study. Through a questionnaire, students analyzed the main factors influencing their bag purchasing and usage habits. Then students combined the bags' functional structure and aesthetic appearance in line with demands and usage habits to draw design sketches. Adjustment of the course content and methods provides students with more possibilities for creative design. Students have better participation in the course and more enthusiasm for learning. In addition, students understand the complex relationship between objects and people of different ages, which also lays a foundation for later fashion design from the perspective of human usage habits and consumption needs.

67266 | *Teacher Preparedness for Human Rights Education – Curriculum Assessment in Higher Education Programmes in Albania*

Suela Kusi Drita, University of Tirana, Albania

The pre-service training of teachers is the first important stage in the professional journey of the teacher toward his or her main mission. It lays the foundation for professional thinking and provides the new teacher with a set of basic skills to make classroom learning truly effective. Initial teacher training is a key factor in increasing the quality of teaching to improve student outcomes and make school highly successful. The assessment was conducted during the period April - September 2021. The methodology included a detailed review of the study programmes and course syllabuses was conducted in three Education Faculties in Albania. The research methodology used mixed methods involving mainly desk-based research, complemented by interviews with key stakeholders. The study programmes and course syllabuses were analysed using content analysis methods. Content review prioritised university subjects that are the most relevant to EDC/HRE. Curricula alignment in initial teacher's education is not achieved because of different approaches taken by higher education institutions. Programmes for preparation of teachers in higher education institutions involved in the study have different courses with various timeline and specific weight in the study programmes. Based on the analysis of the syllabuses of the reviewed courses the curricular approach is mainly knowledge based and partly, objective and competence based. Student-teachers, university professors and teacher mentors should form a learning triangle which in turn will increase the quality of teaching practice in line with EDC. There is a need to consider and approach EDC/HRE concepts withwith a more cross-curricular and inter-disciplinary lens.

# IICE2023 Pre-Recorded Virtual Presentations

## 66152 | *Teachers' and Learning Advisors' Perspectives on Integrating Reflection Activities into a Language Curriculum*

Tanya Louise Kelly, Kanda University of International Studies, Japan  
Phoebe Lyon, Kanda University of International Studies, Japan  
Ewen MacDonald, Kanda University of International Studies, Japan  
Amanda Yoshida, Kanda University of International Studies, Japan  
Andrej Krasnansky, Kanda University of International Studies, Japan

According to Huang (2021), reflection on language learning is a process whereby language learners think deeply about their abilities, strategy use, and task performance, and in doing so, become more aware of their linguistic knowledge and self-regulation skills. This is important in helping them develop metacognitive awareness, setting a "foundation for learning and success" (Fleming 2014). The presenters will introduce an ongoing project that commenced in 2018 to systematically integrate reflection activities into a language curriculum at a private university in Japan. The project began as a collaboration between two academic departments, the Self Access Learning Center (SALC) and the English language Institute (ELI), to tackle two mutual concerns: 1) how to help teachers assist their students to achieve one of the ELI's overarching course outcomes, "Reflection of Self", which has proven to be challenging for both instructors to teach and learners to grasp, and 2) how to reach a wider student audience than the SALC has previously been able to do in their courses on self-directed learning and meaningful reflection. Following full implementation, we asked teachers and learning advisors (LAs) from the SALC who assisted teachers with the classroom activities to reflect on how they used the materials and their feelings about them. We will present a summary of this feedback and show how the findings will be used to make further improvements to the materials to not only facilitate reflection but to make the materials more user-friendly for teachers and LAs.

## 66271 | *The Integration of Sustainable Development Goals in the Secondary Science Curriculum of Cordillera Administrative Region: An Analysis*

Thea Suaco, University of Baguio, Philippines

Schools play a crucial role in education for sustainable development. The aims of this study are to determine the extent of the incorporation of the Sustainable Development Goals (SDGs) in the secondary science curriculum and the extent of knowledge and attitude of science teachers regarding SDGs. The research design was concurrent triangulation mixed method. Purposive sampling was used in the selection of the science curriculum while convenience sampling was used in determining the participants for the survey and focus group discussion. The locale of the study is at Cordillera Administrative Region, Philippines. Findings show that the clusters of the SDGs related competencies of the Junior High School science curriculum are 51.61% knowledge, 21.29% values, and 21.19% skills. The dimensions reveal 14 learning competencies for social, 25 environmental, and 23 economic. This means that students are taught the interconnection of social, ecological and economic issues as evident in the curriculum. Furthermore, the extent of knowledge of science teachers regarding SDGs is high ( $M = 3.10$ ,  $SD = 0.15$ ) while the attitude is very positive ( $M = 3.46$ ,  $SD = 0.09$ ). Pearson correlation indicates weak positive correlation between the two variables,  $r = .37$  while regression test showed significant correlation between knowledge and attitude,  $r = .37$ ,  $p = 0.03$ . Therefore, due to the inclusive nature of the SDGs, they are a great tool for expanding the science curriculum by giving real-world scenarios and life skills. SDGs are also helpful teaching resources that offer depth and perspective to scientific lessons.

## 66862 | *Using Analytical Hierarchy Process Technique to Explore the Core Competencies of Online-Merge-Offline Personnel*

Su-Chang Chen, National Penghu University of Science and Technology, Taiwan  
Kuo-Cheng Chung, National Penghu University of Science and Technology, Taiwan

In 2016, Jack Ma proposed the "New Retail" model of online to offline (O2O) integration, making online to offline become the future development trend of the retail industry. However, the supply of talents in the e-commerce field in Taiwan's retail industry is in short supply. Therefore, many universities have begun to offer related courses. The purpose of this study is to explore the Core Competencies of Online-Merge-Offline (OMO) personnel. The Analytical Hierarchy Process (AHP) Technique method is adopted. The 12 experts (6 from the academia and 6 from the industry) were invited to conduct an AHP questionnaire on the core competencies for OMO personnel, and 11 valid questionnaires were recovered. The results show that, the weight of 0.308 of operation ability is the highest, followed by 0.265 of E-commerce ability and 0.263 of market ability in the target layer. After the total weight calculation, in the attribute layer, the highest is 0.156 for marketing planning, followed by 0.107 for platform content design and 0.076 for operation procedures. Due to the results, the study proposal two recommendations that are: relevant departments of universities can set up the OMO curriculum to cultivate talents needed by the industry. The second is the future researchers can propose teaching units of the OMO curriculum based on this study and develop teaching materials.

## 67167 | *Practice-based Engineering Education Using Digital Transformation (DX) Under Covid-19 in a Japanese University*

Takeshi Yamauchi, Niigata University, Japan  
Takushi Haneda, Niigata University, Japan  
Akira Tsurumaki, Niigata University, Japan  
Yasutaka Ueda, Niigata University, Japan  
Akira Baba, Niigata University, Japan  
Toshio Suzuki, Niigata University, Japan

The Engineering Education Center attached to Niigata University has engineer lectures which alternate between lectures and practical experience with dormitory style education. Students from different grades and fields gather and work on manufacturing in a lively and open-minded manner like dormitory students. Students participate in competitions such as robot contests, present their research at international conferences, participate in overseas internships, and experience practical manufacturing in a wide range of ways. Such activities cannot be done without in person meeting, but due to the influence of COVID-19, this format of class has become difficult to carry out. We worked a hybrid dormitory-style education that fused in person meetings and online. By using DX, we are now able to do work at home that could not be done without coming to the center. Specifically, we have made it possible for students to register for entry to each laboratory and monitor the work status from home, and to register their desired usage time on the web. This allows us to limit the number of people in the workspace. Furthermore, by accessing an open platform, we were able to design at home using CAD, etc., and share information with the group. As a result of these efforts, even though many universities decline to participate, we have participated in many competitions and received awards based on our research results. By developing such efforts, we can expect to form an international dormitory team while going back and forth between the real and the virtual formats.

# IICE2023 Pre-Recorded Virtual Presentations

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

65991 | *Analysis of the Chinese Calligraphy Using Kansei Engineering*

Chia-Sheng Chang, National United University, Taiwan

Hsiu-Jye Chiang, National United University, Taiwan

Chinese calligraphy is closely related to the Chinese cultural circle, and it is also the most important part of Chinese art history. "Regular script" is regarded as the morphological standard of Chinese characters, while "cursive script" has a strong artistic quality. For the analysis of Chinese calligraphy, this study uses the cursive script "Autobiography" and the regular script "The Inscription on the Sweet Spring in the Jiucheng Palace" as representative samples, and through the principle of Chinese character components, the cursive script characters of different compositions and their corresponding regular script characters were screened out, a total of 20 characters. The Kansei vocabulary is screened according to the structure and shape of the two types of calligraphy, and the Kansei engineering analysis is carried out in the form of relevant expert questionnaires. The Grey Relational Analysis (GRA) method is used to calculate the importance sequence of the related Kansei vocabulary of the two Chinese calligraphy. The analysis results can be used as an entry direction for Chinese calligraphy aesthetic education, as well as an important reference for metalworking design and creation courses, and provide a basis for product designers to use calligraphy as design elements.

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

66044 | *Automated Proctoring Solutions: Modern Techniques to Evade & Lure Computerized Proctoring Systems – A Case on Respondus LockDown Browser*

Roberto Solis, Sam Houston State University, United States

Narasimha K. Shashidhar, Sam Houston State University, United States

Cihan Varol, Sam Houston State University, United States

Automated proctoring solutions are popular tools across multiple types of instruction, including online, hybrid, and face-to-face. Choosing the correct application to proctor online assessments is a tedious process that involves discussions about securing the integrity of examinations and who should absorb the cost of the chosen proctoring solution. Modern automated proctoring solutions are customizable; in most cases, the student absorbs the total cost. Diverse vendors promote using artificial intelligence to detect movement, excessive noise, other persons in the room, or instances of impersonation. We present different scenarios to elude the built-in security features of the Respondus LockDown Browser and compromise the integrity of online assessments. Windows Remote Assistance, Executable File Analysis, Screen Capture, and Virtual Webcams are practical methods to evade & lure the proctoring application's lockdown capabilities. Moreover, while each procedure may not apply in every scenario, Windows Remote Assistance facilitates the process of impersonation. The application is part of Windows 10 distributions, has no limitations, and setting up a screen-sharing session takes no time and effort. Furthermore, it is possible to leak the content of an online assessment using specific screen capture software.

67355 | *Developing a Digital Game Teaching Refugee Students English with Science Topic*

JaeHwan Byun, Wichita State University, United States

Mythili Menon, Wichita State University, United States

Alex Smith, Wichita State University, United States

Sophia Gami-Kadiri, Wichita State University, United States

Although the incoming refugee population is expected to integrate into American society, they are often underserved due to a lack of learning and teaching resources and language barriers caused by the loss of learning opportunities in the school system in the US. To address the problem, a project aiming to provide inclusive and equitable quality education for refugee learners in the US, titled 'Project Education for All', was initiated. One of the core components of the project is to design and develop a digital-game-based learning environment for refugee students to learn English with Science concepts. The content of the game was created according to Common Core Standards and the feedback from in-service teachers who has refugee students in their classes. The language of the game integrated English, in combination with the native language of the refugee, such as Swahili. The significance of this project is that it will help create a free and accessible digital game for refugee students, thereby improving their opportunities for education and, a correlate, alleviating poverty. We expect that providing personalized game-based learning opportunities for refugee children will eventually provide better lives and better standards of living. In the session, a brief overview of the entire project, the process of the game development, the challenges, a short demonstration of the game prototype, and the expected outcomes will be presented and discussed.

65782 | *Immersive Virtual Field Trips: Teaching Science Vocabulary To Grade-School Students With Developmental Language Disorder*

Yvonne D'Uva Howard, Salus University, United States

Amy Lustig, Salus University, United States

Background: Developmental Language Disorder (DLD) limits a person's academic and social function.<sup>1,2</sup> and is the most common childhood language-learning disorder, with a prevalence of 7.4%.<sup>3</sup> Approximately half of students with DLD have a deficit in vocabulary that persists through high school.<sup>4</sup> There is preliminary evidence that a virtual reality (VR) experience such as an immersive virtual field trip (iVFT) is beneficial for facilitating vocabulary and comprehension. To date, there is a lack of empirical evidence explicitly targeting the effects of an iVFT on academic vocabulary learning and motivation among early grade school students with DLD. This pretest-intervention-posttest study reports on two specific aims: (1) to determine if an iVFT condition is effective for improving topic-specific vocabulary when delivered via distance learning, and (2) to report on participant motivation to learn within the iVFT condition. Methods: Fifteen participants with DLD ranging from 6;00 to 8;12 years completed three 15-minute iVFT sessions over three consecutive days. The iVFT was delivered over a smart phone and used 3D cardboard goggles. In addition, participants completed a 15-question Intrinsic Motivation Inventory (IMI)<sup>5</sup> on a five-point smile face Likert scale.<sup>6</sup> Results: The iVFT condition was effective for improving space-themed vocabulary knowledge. Also, all study participants rated motivation as high. A rich instructional approach<sup>7</sup> for teaching vocabulary to children with DLD provides a conceptual framework for the measured gains and level of motivation. Findings add to the body of literature on vocabulary instruction and the use of VR technology for grade school children with DLD.

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## IICE2023 Pre-Recorded Virtual Presentations

66185 | *Streaming Technologies and Competence in Live Online Classes During the Covid-19 Pandemic – A Case in Japanese Higher Educational Institutions*  
Dunstan Henderson, Josai International University, Japan

The world was faced with a global viral pandemic forcing individuals and nation-states to change the way society interacts since 2020. Covid 19 presented fundamental challenges in the way education was conducted in consequence of lockdowns and stay-home orders. In Japan, the move from face-to-face classes to an online classroom environment confronted the need for educators to rethink traditional classroom management styles and pedagogies based on physical proximity and an absence of information and communication technology (ICT). This case study builds upon usage of Open Broadcast Studio (OBS) and educational software for online learning by Basilaia et al., (2020). It illustrates various techniques employed in hardware setups, and software applications such as MS teams, MS paint, Air Server Connect, OBS studio, virtual camera and audio plug-ins, and Maschine 2.0 digital audio workstation (DAW). The design methodology was mapped to Koehler and Mishra's (2009) Technology, Pedagogy and Content Knowledge (TPACK) and Mehalls's (2020) Purposeful Interpersonal Interaction (PII) for (ICT) and online models to achieve a student-centered learning environment at a university in Japan during the Covid 19 pandemic. A frequency analysis into the effectiveness of the design was taken from a data set of 91 first -and second-year students enrolled in the course. It showed the student user interface (UI) required a mild learning curve using MS teams and established a link between the instructors TPACK and PII competence to feedback immediacy, instructor presence, student instructor relationship and overall satisfaction with the system design and course.

66385 | *Realization of a Configuration Tool for a Learning-and Gaming-Analytics-Environment for an Applied Simulation in the Context of Psychology Studies*  
Ramona Srbecky, FernUniversität Hagen, Germany  
Matthias Bürger, FernUniversität Hagen, Germany  
Simon-Alexander Wetzels, FernUniversität Hagen, Germany  
Wieland Fraas, Fernuniversität Hagen, Germany  
Jan Dettmers, Fernuniversität Hagen, Germany  
Matthias Hemmje, FernUniversität Hagen, Germany

Based on the work in our previous paper, this one describes a novel configuration tool for a work task simulation, including a gaming and learning analytics environment. A central content focus of the study module "Work and Organizational Psychology" in psychology is job design, which deals with the effect of work on the working person. The critical teaching of theoretical basics of psychological work design, which is mainly done by reading and discussing relevant theories and research results, is unfortunately mostly lacking in the experience of practical job design training during these studies. This can only be achieved by experiencing a simulated training situation, trying out job design skills, and experiencing the effects of different forms of job design. To achieve this, nine psychologically relevant work design characteristics from work content, workflow/organization, and social relations can be manipulated in the simulated work training tasks and their training context. These characteristics must be able to be configured and saved by the teacher before the simulation is played. Subsequently, the configuration must be automatically available to the students when the simulation is started. For the characteristics to be measured in the game, settings must be configured for gaming analytics and the learning analytics based on this. Finally, the paper presents the proposed configuration tool's conceptual considerations and overall concept. Furthermore, the proof-of-concept implementation of the tool mentioned above and the evaluation are presented. Finally, the paper concludes with a summary and the remaining challenges of the approach.

**Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability**  
65751 | *Bad at Math? Or is It Dyscalculia? An Exploratory Study of Children With Dyscalculic Tendencies in Puerto Princesa City, Palawan*  
Ma. Concepcion Abian, Palawan State University, Philippines

Fifty children were identified by their teachers as poor performers in math but at least average performers in other subjects. They were given a checklist of the warning signs of dyscalculia which include impaired basic arithmetic fact retrieval, lack of number sense, difficulty associating the four basic operations with their symbol and spoken term, and confusion in reading or writing numbers. Fourteen said they were experiencing majority of the behaviors listed. The Dyscalculia Screener, was then administered to these children to distinguish the age-appropriate, dyscalculic, and poor achiever. The children who were profiled by the screener as dyscalculic or poor achievers were selected as the final participants of the study. An interview with their parents was conducted to validate the selection. The children's numeracy was investigated using the Dyscalculia Assessment. It involved one-on-one sessions of assessing the child's skills and strategies used in number sense and counting, calculation, place value, multiplication and division, word problems, and formal written numeracy. They showed acceptable skills in counting and early calculation but struggled with most basic numeracy components especially in place value concepts and basic arithmetic fact retrieval particularly, subtraction. They also persistently used immature strategies, like finger-counting, in coping with their math tasks. They also showed very little knowledge of formal written numeracy. It is recommended that the children be exposed to more efficient strategies and that more than drills, especially designed games and activities that target specific skills should be used to strengthen their numeracy.

# IICE2023 Pre-Recorded Virtual Presentations

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

65431 | *Formulating Indicators of Creativity Among Gifted Learners in the Philippine Context*  
Junalene Villano, University of Southeastern Philippines, Philippines

This study aimed to explore indicators that define creativity in the Philippine context. A qualitative textual study was employed which sought the data from varied participants chosen for their ethnic identity, cultural background, type of school, and academic level. The transcribed in-depth interviews were then thoroughly examined through textual analysis. Findings revealed that Filipino creative children (1) process creativity through their cognitive strengths, problem-solving and divergent skills, originality, elaboration, rich imagination and curiosity, (2) are naturally creative, highly motivated, passionate, diligent, hardworking, persistent, perfectionist, friendly, shy, generous, sympathetic, good leaders, respectful, obedient, oversensitive, flexible, resourceful, inventive, risk-takers, open-minded, humble, patient and dedicated to high standards of excellence; (3) create products that are novel, original, purposeful, employ recycling, (4) are influenced by nature, home, school, media, practice and competitions. This study concluded that Filipino creativity is an ability that is natural and God-given, greatly rooted to Filipino family traditions and cultural values. Filipino creative children are highly intellectual who excel in their academic endeavors, socio-civic and art competitions, expressive through their music, art, movement and literary outputs. It is recommended (1) to consider the creativity indicators defined in this study to identify learners' creative potentials and behaviour; (2) to consider the students' family, and specific ethnic culture in designing programs/activities for creative development; (3) for families and schools to support the creative children's needs; (4) for future research to explore studies on creativity from other regions; and (5) to consider adopting the creativity indicators in the development of a creativity tool.

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

65693 | *A Study of Stress Among Students of Coaching Institutes of Kota City in India – Causes, Effects and Suggestions*  
Monika Dubey, Vardhman Mahaveer Open University, India

Kota, a coaching city, situated in south eastern Rajasthan in India has emerged as the hub to prepare for engineering, medical entrance tests. Students undergone coaching here have been grabbing the top All India Ranks in entrance tests for over two decades. More than 2 lakh students from the country and even abroad come to Kota for coaching every year. But recent statistics reveals that the suicide rate among students preparing for entrance examinations is on the rise and has recorded highest among adolescents compared to any other city in the country. Therefore, a need for a holistic and an indepth research study addressing different aspects of a coaching student's life was felt. Data related to demographic and Socio-economic of students, their motivation, lifestyle, performance, daily routine, instances of stress, how they overcome it was collected through a survey of a sample constituting of 476 current students from 4 major coaching institutes in the city and was analysed using factor analysis, cluster analysis and ANOVA. Results showed a culture of competition, confrontation with unrealistic expectations of parents, pressure to perform best and financial burdens generate excessive stress and anxiety among students. Understanding the sources of stress may help in policy formulation and facilitate the development of effective counseling modules and intervention strategies by the institutes of coaching that may help student alleviate stress. The study makes parents, teachers, educational authorities and Government realise that they can help the student to guard himself getting into state of stress and despair.

65731 | *A Study on Chinese Fashion Design Students' Perceptions on Sustainable Practices throughout the Lifecycle of Clothing Products*  
Wenjun Guo, Japan Advanced Institute of Science and Technology, Japan  
Eunyoung Kim, Japan Advanced Institute of Science and Technology, Japan  
Takaya Yuizono, Japan Advanced Institute of Science and Technology, Japan

Fashion departments of higher education institutions as centers of cultivating fashion design talents, currently play a decisive role in promoting sustainable development toward the rapid increase of environmental issues that are caused by fashion and textile industry. This study aims to investigate the fashion design students' perceptions on sustainable practices throughout the lifecycle of clothing products in the context of current status of Chinese fashion design higher education in sustainability. An online survey will be conducted to ascertain Chinese fashion design students' perception extent, perception distinction (owing to different sustainable educational backgrounds), and self-learning channels on sustainable practices throughout the lifecycle of clothing products for 3 groups of participants from three Chinese universities with different status of sustainable education (University A has constructed a sustainability related curriculum and has designed relevant design projects; University B has not constructed sustainability related curriculum, however, has designed a relevant design project; University C has not constructed sustainability related curriculum and has not designed relevant design projects). Data analysis will be conducted using factor analysis and descriptive statistics. Finally, the results of Chinese fashion design students' perception extent, perception distinction, and self-learning channels on sustainable practices throughout the lifecycle of clothing products will provide significant insights into educators' perceptions of integrating sustainability into higher education of fashion design in China.

67232 | *Meandering Pathways of a Sustainability Education Scholar: Life Writing to Advance a Sense of Self, Place, and Community*  
Nathan Hensley, Bowling Green State University, United States

In this presentation, I draw from my lived experiences as a professor to explore the theoretical and experiential intersections of a sense of place, sense of self, and sense of community as contextualized in the Environmental Humanities and Sustainability Education. I utilize personal narrative to reflect on the various pathways that have led to my current research and unpack the value of a sense of place in the commonly dis-placed curriculum of higher education. Sense of self is discussed within the holistic context of mindfulness and slow knowledge and its interconnectedness with place and community. Cultural and social dimensions of sustainability are woven into the discussion pertaining to a sense of community. The presentation provides examples and highlights opportunities for life writing within higher education for sustainable development (HESD) and engages audience members in an exercise that requires reflection on their embeddedness within their home bioregion. The relevance of storytelling within sustainability education is emphasized while also recognizing the value of facts and figures. Participants will leave the presentation with a contextualized understanding of place, self, and community within the environmental humanities and the realms of sustainability, education, and society. Specifically, participants will leave with 3 reasons to incorporate life writing assignments into their university-level courses and 3 recommendations on how to initiate the process.

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## IICE2023 Pre-Recorded Virtual Presentations

66239 | *Public Ivy League Universities and the Lack of Hispanic / Latino(a/x) Representation*

Cassia Guajardo, University of Texas Rio Grande Valley, United States

Johnny Salinas, University of Texas Rio Grande Valley, United States

The purpose of this study is to investigate the lack of Hispanic or Latinx faculty and student representation in Texas institutions considered Public Ivy League. While the total number of these students have risen in the last decade, we questioned whether this positive impact has led to more fruitful career paths around the state. In our research we have noticed that Hispanic individuals are still highly underrepresented in these types of institutions as either faculty or student members. As such, this research study focuses on providing a comparison outlook on the lack of Hispanic or Latinx representation in three major state university. Our research study is based on a quantitative critical analysis of noted publications and university fact sheet websites. We aimed to determine how Hispanic representation compares to their white majority counterparts. Our research study also aimed to find out whether this aspect can be considered as a leading cause of Hispanic or Latinx not pursuing higher learning degrees or even receiving higher income positions. Due to these aspects, we believe that this research study has a very important implications in finding the root cause of the lack of representation in these Public Ivy League institutions as well as figuring out the best way to resolve the issues surrounding the lack of Hispanic or Latinx in higher important career positions. We intend to promote that by not correcting this issue we will create even more issues that will become more harmful to society and the future of the Nation.

66046 | *Quitting with a Crowd: An Exploration of U.S. Teachers' Resignation Stories on TikTok*

Melanie Muskin, Northwestern University, United States

This study explores teacher resignation stories on TikTok – "QuitToks" – to understand the messages that these viral videos send about the teaching profession during an unprecedented teacher shortage in the United States. I examine 36 popular QuitToks with viewership between 85,000 and 14 million. Drawing on frame analysis rooted in social movement theory, I argue that QuitToks are highly visible political performances with the potential to mobilize continued attrition. I demonstrate how QuitToks use collective action frames, which highlight deleterious effects of teaching on mental health and position resignation as a warranted response to mental health difficulties brought on by teaching. At a time of mass attrition and increasing digitization, this study contributes to theory about teacher turnover and social movements online.

65912 | *Refugees and Disaster Frameworks – Ukraine's Education in Time of Crisis*

Anthony Kofi Nyame, Vrije Universiteit Brussel (VUB), Belgium

The number of refugees globally is at an all-time high and it is predicted to continue to rise in the years ahead. Host countries to these refugees are put under pressure as they must stretch the limited resources to accommodate them. The Ukraine war between Russia has caused around 10 million Ukrainians to flee their homes to find safety in other nearby countries such as Poland. This has consequently disrupted the education of millions as learning institutions have been demolished. The call for continuing education amid crisis resonates with the disaster framework; Inter-agency Network for Education in Emergencies (INEE Framework). The goal of the framework is to make provisions for education during emergency. The Sustainable Development Goal 4 (SDG 4) which stipulates inclusive and equitable quality education and promote lifelong learning opportunities for all is hugely violated during crisis as happening now in Ukraine – children are out of school because of the war. The INEE Framework brings a lifeline to educators and learners as they seek to provide accessibility to safe and relevant learning opportunities as well as to ensure the quality of educational preparedness, response, and rehabilitation in conjunction with The Preparedness Package for Refugee Emergencies (PPRE). This literature also looks at the integration of refugee educators and learners into their host country's educational system, the preparedness of host communities and the enhancement of policies by ensuring a functioning multisectoral path to assist the most vulnerable groups as well as individual with special needs.

65299 | *The Impact of Environmental Factors on the Well-Being of College Students During On-Line Classes*

Jocelyn Rivera-Lutap, Polytechnic University of the Philippines, Philippines

Renato Apa-ap, Polytechnic University of the Philippines, Philippines

Elyz Lutap, University of Santo Tomas, Philippines

The COVID-19 pandemic has urged schools and universities to hold online classes instead of a traditional face-to-face setup. With this, students are required to convert spaces in their homes as their designated study areas wherein they can focus on their studies online. In turn, this creates cognitive dissonance between the student's perception of what an educational setting ought to look like. The student adapts to the situation to minimize the discomfort of this discrepancy. The Philippines is one of the countries where the majority of the students are still using online learning. Hence, it is inevitable to assess their well-being. The research explores whether their environmental setup contributes to their well-being. Exploring such factors may help students ergonomically improve their set-up, as well as their well-being. The stressful events of the pandemic along with the sudden shift of online learning can negatively affect students. Understanding the environmental factors that can contribute to their well-being could relieve them from some stressors that could be a hindrance to this. The questionnaire is divided into 3-parts 1) demographic profile 2) elements of the built environment such as room, furniture, ventilation, lighting, and noise, and 3) scale on their well-being. The survey was done online through convenience sampling.

# IICE2023 Pre-Recorded Virtual Presentations

## Educational Policy, Leadership, Management & Administration

65729 | *Innovation Ecosystem in China's Universities: China's AI Policy Analysis*

Chen Qu, Japan Advanced Institute of Science and Technology & Dalian Polytechnic University, Japan

Eunyoung Kim, Japan Advanced Institute of Science and Technology, Japan

It has great importance in innovation ecosystem studies that universities play a key role in university-industry-government interactions. Besides the knowledge-based role, universities within an innovation ecosystem are increasingly expected to engage with industries and governments to contribute to economic development. In the age of Artificial Intelligence (AI), while national governments have released relevant policies regarding AI-enabled innovation ecosystems in universities, previous research has not focused on the provision of a dynamic capability perspective on AI implemented in the innovation ecosystem based on policy analysis. This research takes China as a case and provides a framework of the AI-enabled dynamic capability to guide how universities should manage their innovation ecosystem based on China's AI policy analysis. Drawing on two main concepts of literature- innovation ecosystem and the dynamic capability, we analyzed the importance of AI-enabled innovation ecosystem in universities with the governance regulation, shedding light on the theoretical framework that is simultaneously analytical and normative, theoretical, practical, and policy-relevant. We conducted a text analysis of the characteristics of China's AI policies to illustrate the specificities of the AI innovation ecosystem in China's universities, thereby permitting the researchers to address the complexity of emerging environments of innovation to draw meaningful conclusions. The results show the broad adoption of AI in a favourable context, AI talents, and governance are boosting the advance of the AI-enabled innovation ecosystem in China's universities.

## Educational Research, Development & Publishing

65901 | *Exploring the Impact of Ethnic Studies Course on College Students' Cultural Intelligence and Self-efficacy*

Seoha Min, California State Polytechnic University, Pomona, United States

Claire Whang, California State Polytechnic University, Pomona, United States

Jooyoung Shin, Indiana University, United States

Across 23 campuses of California State University (CSU), students are required to take a 3-unit General Education (GE) course in Ethnic Studies as a part of their baccalaureate degree - starting in fall 2021 (The California State University, 2021). Ethnic Studies courses often discuss the four racialized ethnic groups in the US, including Native Americans, African Americans, Asian Americans/Pacific Islanders, and Latino/Latina Americans. This GE requirement aims to enrich students' understanding on racial and social issues as well as enhance students' ability to critically analyze racial and social justice experienced by the four racial groups. In order to better understand the potential impact of this administration of Ethnic Studies course within CSU campuses, this study explores the influence of Ethnic Studies course on students' cultural intelligence (CQ) and self-efficacy. An online survey was conducted (IRB approved) using previously validated measures. A total of 461 usable college students' responses (Age mean: 22.50 years old, Caucasian: 25.8%, African American: 24.9%, Asian American: 25.8%, Latino/Latina American: 24.7%) were collected via Qualtrics panel data (s. Among 461 participants, 260 participants took at least one Ethnic Studies course while the others did not. SPSS and Smart-PLS were used to test the relationships among constructs and to compare the results between the two student groups. The results confirmed the important role of Ethnic Studies courses in students' CQ and self-efficacy. Specifically, participants who took ethnic courses demonstrated statistically significantly higher CQ in its all four sub-dimensions, metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ.

66099 | *Research Barriers and Academic Productivity*

Megi Çali, University of Tirana, Albania

Blendi Gërdoçi, University of Tirana, Albania

Fiorina Jaso, AADF, Albania

This study explores the hindering effect of various research barriers on research productivity. Using a sample of 403 University lecturers, we employed ordinal regression to assess the effect of access to research funds, teaching load, personal capabilities for carrying out research, personal interest in research, and access to scientific articles databases as significant barriers to research productivity. The results of the three models created by using different measures of research productivity show that access to research funds is the only significant barrier that affects the quantity of research, whether it is Scopus ranked or not. In contrast, when accounting for quality of research, we found that access to scientific databases is the main barrier to the volume of research published in the first and second quartiles of the Journal Citation Reports. Last, lack of research methodology capacity is a crucial barrier and access to funds that negatively affect the number of articles published in the third and fourth quartiles of the Journal Citation Reports. Our results provide additional empirical evidence to the research stream focused on research barriers and some indications for policy-making.

# IICE2023 Pre-Recorded Virtual Presentations

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

67215 | *English Immersion Programs for Science and Engineering EFL Students*

Eun Gyong Kim, Korea Advanced Institute of Science and Technology (KAIST), South Korea

Misty Kim, Korea Advanced Institute of Science and Technology, South Korea

Existing studies on English immersion programs for Asian university students have shown mixed results: either significant (Cho, 2006) or no significant improvement (Chang et al., 2015) in participants' English skills; and significant improvement in participants' willingness to communicate, language use anxiety and motivation for language learning (Grant, 2020). This study analyzes the immersion program for incoming freshmen at a Korean science and engineering school, where 84% of the undergraduate classes are taught in English. Program participants are newly admitted students with the lowest English levels. An annual average of 182 students have participated in the program since 2014. The program consists of (1) academic EFL classes; (2) integrated content and language classes in the areas of biology, chemistry, math, physics, and programming; and (3) extracurricular activities conducted in English. The program is considered highly successful in terms of students' language development: drastic improvement has been observed between their pretest and posttest scores (an annual average increase of 44.7%). However, their satisfaction levels with the program, indicated in the results of the program exit survey, tend to be low. After a thorough analysis of survey results and interview data with instructors, it is suggested that components that deal with students' affective factors, such as motivation and a sense of affiliation, be added for a more effective program. The study attempts to present a model short-term immersion program for EFL university students. The audience of the presentation session will be asked to share their thoughts on such a program.

67591 | *Latino Parents' Knowledge Affects Their Understanding of Incoming Kindergarten Students' Needed Educational Knowledge to Succeed Academically*

Guadalupe Bright, Texas Tech University, United States

Alexander Wiseman, Texas Tech University, United States

The problem being addressed by this study is the lack of Latino parental knowledge of prekindergarten resources available to students in Central Ohio that will help the students be prepared for kindergarten. In Ohio, 1/3 of students start kindergarten underprepared (Fischbein et al., 2016). The inability to speak English at the appropriate grade level can impact Latino students' achievement gap (Cervantes, 2013). The achievement gap is noticed right away and continues into and past the third grade, in part due to their parents' inability to speak English, and in part because of the students' lack of access to prekindergarten educational programming (Barnett & Daniel, 2013). Additionally, due to a lack of access, Latino students are less likely to attend prekindergarten programs which hinders the students' ability to acquire the English skills needed to succeed in school (Barret & Daniel, 2013).

66106 | *Motivation and Challenges in Learning Japanese Language as a Foreign Language Among Malaysian Academia*

Hong Seng Gan, Universiti Malaysia Kelantan, Malaysia

Due to the success of Look East Policy and Malaysia Education Blueprint 2015-2025, learning Japanese as a foreign language among Malaysian academia has become more common. Accordingly, there are more than 39,247 Japanese language learners in Malaysia and the number is increasing. Despite the steady growth of Japanese language learners, the language proficiency is not high wherein 52% of the respondents only possess basic command of Japanese language, 13% possesses medium command of Japanese language, and 2.5% possesses advanced command of Japanese language. Motivation and challenges are two key factors that determine the success of continuous learning among Malaysian learners. In this study, integrative motivation ( $4.4508 \pm 0.7444$ ,  $p < 0.05$ ) has been identified as the main driver among Malaysian academia. The motivation has significantly contributed to the formulation of Japanese language learning interest. Meanwhile, personal commitment ( $3.8063 \pm 1.1303$ ,  $p < 0.05$ ) has been identified as the significant challenge that hinders effective learning. The survey findings are useful to develop future useful strategies for continuous Japanese language learning in Malaysia.

66803 | *Multilingual Learners' Resilience of Navigating the Culture Shock of Online English Instruction*

Gwendolyn Williams, Auburn University, United States

Mary Diamond, Auburn Global, United States

This study examines how international students faced the double culture shocks of learning within a new culture as well as learning in an on-line environment (Sadykova & Meskill, 2019). Additionally, multilingual learners often face linguistic and cultural challenges in their efforts to participate online (Harrison et al, 2020). This study examined how the students exhibited the various stages of culture shock as evidenced through their written journal assignments both at the beginning and the end of the semester after they had become accustomed to online instruction. The research questions for this study were as follows: What challenges did the students encounter when they migrated to on-line English learning? What strategies did the students find to be most helpful to adjusting to learning English through an on-line platform? The data was analyzed using the culture shock model (Ting-Toomey, 1999) to study the participants' sensemaking and professional learning of their experience of transitioning to an on-line teaching model. Findings revealed that the students reported various experiences from the euphoria of learning at home, their frustration with technology issues, interaction challenges, and instructional distractions. The presentation will describe the personal strategies that the students developed to support reach equilibrium in their own learning. After exploring the themes of the findings, the presentation will empower participants by offering practical suggestions for supporting students in online English instruction to address the concerns revealed in the study's data.

# IICE2023 Pre-Recorded Virtual Presentations

## Higher Education

66233 | *Assessing and Nurturing Grit and Self Reflection in Undergraduate and Graduate Students*

Katherine Wilford, University of St. Augustine for Health Sciences, United States

Hazel Anderson, University of St. Augustine for Health Sciences, United States

Recent literature in higher education has shown there is a need to assess non-cognitive skills of perspective learners in order to predict success. By improving resilience, educators may be able to help struggling students succeed. Workshop participants will receive concrete guidance on how to assess and nurture two such non-cognitive skills: self-reflection and grit. The session will begin with an overview of the research on these two constructs and their impact on student success. Participants will be introduced to the Grit Scale and the Reflection-In-Learning Scale as a means of assessing these skills. The presenters will discuss how the faculty in a graduate program use these assessments to track at-risk students and as a template for faculty advising. Within the context of a case study, small groups of participants will apply the information and brainstorm how to mentor a student through the identification of areas of weakness. By the end of the session participants will develop a plan to incorporate these assessments and mentoring strategies at their institutions to improve the resilience of their students.

66382 | *Confronting GDP-based Economic Growth With Other Economic Growth Models*

Cristina Vilaplana-Prieto, University of Murcia, Spain

The debate on how to measure economic growth and assess economic growth figures is now half a century old. The positions of the so-called "optimists", defenders of unlimited economic growth, are often pitted against the "pessimists" who consider that there will come a time when the availability of natural resources will limit growth. In the subject "Introduction to Economics" of the Degree in Political Science at the University of Murcia, a cooperative work project was carried out to highlight the limitations of the Gross Domestic Product (GDP) as the hegemonic indicator for measuring economic growth. Based on an explanation of the computation of GDP, students are confronted with other schools of thought were: "agrowth" and "degrowth". Two activities were proposed. First, groups of 4 or 5 students were formed. At random, each group is assigned the "agrowth", "degrowth" or the "traditional" GDP defence. Therefore, each group may have to defend a position with which he or she disagrees, but must find solid arguments to support his or her theory. Secondly, a breakdown of the 17 goals of the 2030 Agenda was made. Each group had to find statistical indicators to measure these goals for a given group of countries. Students presented their work and reflected on how the goals were reflected in the countries with the highest GDP per capita.

66224 | *Continuous Improvement for Operational Efficiencies within Academic Operations*

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. Centralization of these systems and processes has been a major focus for the Academic Operations Department at the University of Arizona Global Campus (UAGC) for the last 2+ years. Despite the successes experienced through these migrations, the academic operations department has operationalized a process to execute the evaluation of systems and processes to ensure continuous improvement of the overall user experience. This Session will share the continuous improvement process leveraged by UAGC's Academic Operations department to identify, plan, execute, and review necessary system and process enhancements. We will specifically focus on the design, development, and implementation of a new adjunct faculty compensation model that the university launched in October of 2021, and the process we used to evaluate and collect feedback from faculty and staff to help make informed decisions on planned improvements for next fiscal year, beginning on July 1st 2022. These include system and process enhancements and additional resources developed to best support our diverse faculty population and improve the overall faculty experience.

66924 | *Design, Development, and Implementation of Pediatric Physical Therapy Senior Clinical Internship Telerehabilitation Program: The Pandemic Impetus*

Ma. Cecilia Licuan, De La Salle Medical and Health Sciences Institute, Philippines

The pandemic situation continues to affect the lives of many people including children with disabilities and their families globally especially in developing countries like the Philippines. Moreso, the operations of health programs, industries and economic sectors, as well academic training institutions are still challenged in terms of operations and delivery of services. The academic community of the Physical Therapy program is not spared by this circumstance. The restriction posted by the quarantine policies nearly terminated the onsite delivery of training programs for the senior internship level which challenged the academic institutions to implement flexible learning programs to ensure the continuity of the instructional and learning processes with full consideration of safety and compliance to health protocols. This paper presents the big picture of how a tertiary level health sciences institution in the Philippines embraced the senior clinical internship challenges through the operations of its telerehabilitation program. This paper specifically presents the design, development and implementation processes used by De La Salle Medical and Health Sciences Institute – College of Rehabilitation Sciences Physical Therapy Department in its Pediatric Cluster Senior Clinical Internship Training Program which can serve as a benchmark model for other institutions as they continue to serve their stakeholders amidst the pandemic. The paper's objectives yield to the – a.) determination of the Pediatric Telerehabilitation Model; b.) declaration of developed training program outcomes and thrusts, as well as relevant content; c.) explanation of the processes integral to the training program's pedagogy and strategies in implementation; and the d.) evaluation

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## IICE2023 Pre-Recorded Virtual Presentations

### 66022 | *Effect of Self-Leadership on Higher Education Students' Life Satisfaction and Quality of Life: A Bruneian Mixed-Methods Case Study*

Hj Zul Fakhari Muksin, Universiti Teknologi Brunei, Brunei

Physical, emotional, and psychological problems are among the core issues experienced by adolescents transitioning into adulthood and graduate students, particularly when pursuing higher education. As such, the stressors can adversely impact the higher education students' quality of life (QoL) and life satisfaction, especially if they lack self-leadership. Hence, the purpose of this explanatory sequential mixed-method study was to determine the effect of self-leadership on QoL and life satisfaction, moderating for the impact of emotional and spiritual intelligence. The bottom-up spillover theoretical model guided this study. In the first phase, quantitative data on self-leadership, QoL, and life satisfaction were collected from 396 higher education students in Brunei. The qualitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 26. The structural equation model (SEM) was also developed on the identified and latent variables. In the second phase, qualitative data were collected from 32 students using a semi-structured interview protocol. NVivo was used to support the content analysis, helping explore the students' perception of the influence of spiritual and emotional intelligence on life satisfaction, QoL, and self-leadership. The quantitative findings were that self-leadership significantly influences the students' QoL and life satisfaction. Six themes, self-awareness, self-regulation, self-acceptance, help-seeking, holistic approaches, and achieving control, were retrieved in the second phase. The implications and recommendations were also provided.

### 66097 | *Sources of Research Funding and Academic Productivity*

Brunilda Xhepi, University of Tirana, Albania  
Blendi Gërdoçi, University of Tirana, Albania  
Dorena Dyrmishi, AADF, Albania

This study aims to explore the impact of different sources of funding on research productivity. Using a sample of 403 academics, we employ ordinal and logistic regressions to assess the different sources of funding, namely the universities, government, EU, private entities and development agencies, on three different outcomes, namely the number of articles published in the first and second quartile journals of according to Journal Citation Reports (JCR), the number of articles published in the third and fourth quartile and the binary choice whether to publish in the first and second quartile or other lower-ranking journals. The results show that EU and development agencies' funding positively affects the number of articles published in high-ranked journals. In contrast, the funding from development agencies is the only funding source that affects the number of articles published in low-ranked journals. EU is the only source of funding that affects the choice to publish in high vs lower-ranking journals. Implications for the policymakers are further discussed.

### 64723 | *Supporting our Troops Off the Field: The Impact of Veteran Student Support Systems in Higher Education Institutions*

Stephanie Bain, Texas A&M University-Kingsville, United States  
Matthew S. Keck, United States Army (Retired), United States

When Veterans return to civilian life, many struggle to adjust. Not only physical, but hidden disabilities like anxiety and post-traumatic stress can impact their day-to-day lives. Things like traffic, loud noises, crowds, enclosed spaces, certain scents, etc. can be challenging. The Veteran student population does not fall under a traditional student. In fact, only 15% of student Veterans are the traditional age of college students. Most are ages 24–40, 47% of student Veterans have children and 47.3% of them are married. Sixty-two percent are first-generation college students and 75% of them are attending school full time. Over the past 20 years, higher education institutions have increased funding for Veteran programs. With this diverse population, it is imperative for higher education institutions to meet the needs of these students. This workshop looks at the impact of Veteran programs in higher education institutions as well as new practices that are making an impact for this population. It looks at not only the need for academic success, but also mental health support. It will look at the most effective qualitative and quantitative practices for helping Veterans while providing data for discussion as to proposed program needs and adjustments.

### 65665 | *The Role of Emotional Intelligence in Moral Judgment: The Case of Middle Eastern Female Students from a Society in Transition*

Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia  
Amani Gaddourah, Prince Mohammed Bin Fahd University, Saudi Arabia

The present study examined the role played by emotional intelligence in the moral judgment of an understudied population of female college students whose society is undergoing drastic changes juxtaposing individualism, meritocracy, and gender equity to collectivism, tribalism, and patriarchy. Two hundred and fifty students completed the Trait Emotional Intelligence Questionnaire of Cooper and Petrides (2010), and the Cultural Orientation Scale of Triandis and Gelfland (1998) and then read a story involving a moral dilemma that was emotionally relevant to them (i.e., cheating on a test). One version of the dilemma described a resolution that was ethical but violated collectivistic norms of loyalty towards one's group, whereas another version described a resolution that was unethical but consistent with such collectivistic norms. Then students were asked to judge the conduct of the characters in the dilemma they read. Correlation analyses indicated that students' emotional intelligence scores, irrespective of their cultural orientation, predicted moral reasoning in the ethical-ending story, but not in the unethical-ending story. These findings suggest that students prioritized ethical conduct over collectivistic norms of group loyalty at a time when these norms in their society are overshadowed by individualistic themes of western import.

# IICE2023 Pre-Recorded Virtual Presentations

## Interdisciplinary, Multidisciplinary & Transdisciplinary Education

66893 | *Identify the Students' Character Values of Public and Private Junior High School in Rantau Selatan District*

Islamiani Safitri, Universitas Labuhanbatu, Indonesia

Rahma Muti'ah, Universitas Labuhanbatu, Indonesia

Sriono, Universitas Labuhanbatu, Indonesia

Rizli Ansyari, SMPIT Arrozaq, Indonesia

Yudi Prayoga, Universitas Labuhanbatu, Indonesia

Character crisis in children is still an unresolved problem. Cases of drugs, bullying, sexual violence, and crime against children are often found in Labuhanbatu district. Although the government has issued a Government Regulation on Strengthening Character Education (PPK), the National Mental Revolution Movement (GNRM) program, and the implementation of Curriculum 13 in schools, the results have not yet shown the desired target. The root of the problem is actually not forming a good character so that the values of character and national insight in children are very low. Therefore, the purpose of this study was to identify what character values have been attached to students so that later they can be used as references for further research. This research was conducted in public and private junior high schools in Rantau Selatan District. The research method used is quantitative and the population is junior high school students in South Rantau District spread over 8 schools. The sample in this study was only seventh grade junior high school students to make it easier for researchers to carry out further research. The instrument and data collection technique used is a character test which will be distributed to class VII students to find out 18 character values in students.

## International Education

65666 | *A Case Study of Students' Initial Approach to a Research Writing Course*

Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia

Khadija El Alaoui, American University of Iraq Sulaimani, Iraq

Omar Elmoussa, Prince Mohammed Bin Fahd University, Saudi Arabia

The present research examined the extent to which the initial approach to a research-writing course by STEM and non-STEM second-language learners may entail the contribution of different dispositions to course performance and ultimately be responsible for dissimilar outcomes. Individual differences in dispositions and behavior were assessed during the first four weeks of the semester. They pertained to an understudied college population of young women (n = 256) from a society (Saudi Arabia) that has only recently begun to address gender inequalities in education and employment by placing women at the center stage of its economic development. Although there were no differences in generic and research-specific writing skills, performance on the first assignment was higher in non-STEM students, whereas general confidence (i.e., self-efficacy) and confidence specific to research writing were higher in STEM students. Nevertheless, STEM students were more likely to complete the course successfully than non-STEM students. It was concluded that the former treated initial poor performance as a warning call to increase engagement, thereby independently addressing their own difficulties. Instead, the latter required additional instruction and counseling as engagement by itself was insufficient to lead to academic success. These findings underscore the relevance of targeted, evidence-driven interventions that acknowledge the different academic needs of STEM and non-STEM students.

67139 | *Assessing Collaborative Teaching Under the Impact of COVID-19 Pandemic: Instrument Development in the Context of the SECI Model*

Jing Wang, Japan Advanced Institute of Science and Technology, Japan

Eunyoung Kim, Japan Advanced Institute of Science and Technology, Japan

Takaya Yuizono, Japan Advance Institute of Science and Technology, Japan

This paper aims to develop and validate an SECI model (socialization, externalization, combination and internationalization) instrument to assess collaborative teaching quality under the impact of COVID-19 pandemic on transnational education in China. Although Chinese universities responded to this education disruption in emergent response, lockdown due to the COVID-19 brings pandemic pedagogy to transnational higher education. Collaborative teaching responds to this situation by updated practices to tackle pedagogical and contextual differences in transnational education. This research updates Cheng's 21-item model(2022) by adding information technology utilization and cultural context factors to validate the joint knowledge production. A quantitative questionnaire survey is conducted from 200 tutors who are working in transnational higher education in China. Exploratory factors analysis of the random half sample indicates a four-factor structure, reaffirming SECI model application in transnational education. A confirmatory factor analysis on the other half of sample confirmed this four-factor structure, rating newly items effectiveness. This study finally explored a SECI knowledge-creation model with two new factors discussing of collaborative teaching quality duringCovid-19. It was also found that collaborative teaching management can be linked to on multidimensions of knowledge generation, such as resource exchange, culture and technology.

65664 | *Female Students' Responses to Change: Adaptation, Maintenance, or Surrender*

Maura Pilotti, Prince Mohammad Bin Fahd University, Saudi Arabia

Samia Hassan, Prince Mohammed Bin Fahd University, Saudi Arabia

Nouf Faisal, Prince Mohammed Bin Fahd University, Saudi Arabia

The present research examined college students' reactions to the post-pandemic instructional world. The participants were from an understudied student population of women from a society in transition from a patriarchal order to one fostering gender equity in education and employment. Thus, participants had to cope with a return to pre-pandemic educational practices (i.e., a local change) amid ongoing broader societal changes. For the present research, at the end of the first semester that highlighted their return to campus, 486 students completed the adaptation-to-change scale of Biwer et al. (2021), which was modified to gauge responses to the post-pandemic learning environment in comparison to the pandemic one. They also completed the self-efficacy scale of Chen et al. (2001) as confidence in one's abilities (i.e., self-efficacy) was thought to be linked to differences in students' responses to change. Cluster analysis was performed. It illustrated three patterns of responses to the changing environment, involving how students managed motivation, effort, and time, self-regulated attention, and invested time and effort: adaptation, maintenance, and surrender. Students' responses varied with their self-efficacy. Differences in responses to change, either positive or negative, did not reflect preexisting differences in academic success (as measured by GPA). These multidimensional patterns were interpreted as informing the development of a tailored approach for support services in the post-pandemic ecosystem.

# IICE2023 Pre-Recorded Virtual Presentations

65675 | *The Effects of Classical Literature and Multi-Cultural Experience on the Growth and Development of Third Culture Kids*

Sanjukta Chakraborty, Amity University, India  
Dhritiman Chakraborty, University of Warwick, United Kingdom  
Vineeta Prasad, Amity University, India

This work investigates the impacts of changing education systems on Third Culture Kids (TCKs). Particularly, how Classical Literature influences the education, growth, behaviour, and personality development in the nomadic lifestyle of TCKs using self-reports (Podsakoff et al., 2012; Richardson, 1990) and previously established survey data (Chu, 2022; Podsakoff et al., 2012; Ittel et al., 2012) through an autoethnographic method. While plenty of research exists on the positive attributes of TCKs – including flexibility, adaptability and open-mindedness – around the world (Hartman, 2022), this study will also focus on the negative impacts – feelings of isolation, depression and loss of identity – of a peripatetic childhood by looking at existing literature and surveys (Chu, 2022), while closely examining the stability provided by the Classics in Literature. For the purpose of this work, Classical Literature refers to the vast number of written texts (poetry or prose) in various languages that have withstood the test of time and their messages remain impactful even today. We see that although TCKs are indeed adaptable, approachable, and flexible as previous research suggests (Tarique et al., 2013; Hartman, 2022), TCKs also have to contend with negative traits like loss of identity, feeling of displacement and cultural duality during their growing years (Pollock et al., 2010). In this work we show that Classical Literature provides a Touchstone and a stable benchmark for the TCKs.

## Knowledge Creation, Preservation & Access

67271 | *Resilience Through Messy Spaces: Students Designing an Exhibition in a Graduate Art Education Course*  
Carissa DiCindio, University of Arizona, United States

In this paper, I will examine how educators can create messy spaces for experimentation and experiential learning in graduate courses and explore how this type of class can build resilience in students. I will focus on an art education course in which students designed and implemented an exhibition at the Center for Creative Photography (CCP), University of Arizona, in Fall 2022. In this class, students collaborated with CCP staff and each other to create an exhibition on color photography. The course focused on visitor-centered and participatory practices that emphasized multivocality in museum galleries (Pegno & Farrar, 2017; Simon, 2010; Villeneuve & Love, 2017). After working apart during COVID-19, this course offered students an opportunity to physically engage with each other, museum objects, and the space of the CCP while encountering the challenges of implementing an exhibition. Students used this space to break from traditional coursework and take on a project that was often uncertain and ambiguous (Marstine, 2007). They applied theory to practice in considering how to engage visitors and invite audiences to participate and add their voices to the exhibition. This paper examines how educators can utilize the university museum as an in-between space, one that works against traditional authoritative curatorial practices. By giving students tools and skills to break down institutional hierarchies through participatory exhibition design, I argue that we can better prepare them to be empowered, resilient educators in schools, museums, and the community.

## Learning Experiences, Student Learning & Learner Diversity

66510 | *Action Research: Learner Reflection on Group Work and Leadership Skills*  
Amanda Yoshida, Kanda University of International Studies, Japan

Learning how to be an effective leader seems to be an important facet of group discussions and group task work. One way to attempt a bottom-up approach to applying and practicing leadership skills is through action research (AR), defined by Burns (2009) as an approach to research that involves teachers researching their own contexts. AR can serve to inform the teacher about the progress students are making in specific areas. This presentation will introduce an AR project in which the presenter endeavored to find out a. what aspects her Japanese university students focused on when reflecting on their own experiences as leaders in group work, and b. what improvements they noticed in themselves over time. Among two classes and over the period of 12 weeks, forty learners acted in the role of group leader at least four times and were asked to complete a short survey after each leadership experience in which they reflected on their own challenges and strategies. Then, the teacher (this presenter) provided both individual and whole-class feedback to share insights about leadership skills. Five major themes emerged from the qualitative analysis of the learners' reflections: Challenges, language gaps, strategies, leadership skills, and growth/development. The presenter will share insights on each of these themes while examining the trajectories of the students' self-reported improvements throughout the study using excerpts from the students' reflections.

60852 | *Building Cultural Wealth Through Natural Mentorships: Five Latinx Gang-Affiliated Youth Share Their Stories of Resilience*

Robin Brandehoff, University of Colorado Denver, United States

This presentation explores the tensions and conflicting perspectives of 20 community leaders, five youth mentees, and three mentors living in a predominantly Latinx and conservative rural California town. Their testimonies describe the sociopolitical changes they have witnessed since the 2016 election including local reactions to national ICE raids, deportation threats, drops in school and community event attendance, and looming "Make California Great Again" billboards now edging the corners of fields where many undocumented farmworkers live and labor. As an act of resilience (Yosso, 2005), five youth discuss their stories of cultivating informal mentorships with older members of their family or individuals filling a familial role. These relationships encouraged mentees to openly challenge issues of racism, colorism, and poverty, and their correlations with a lack of basic youth resources in their town. By purposefully situating this study in a rural area, I aimed to challenge the dominant narrative around formal mentoring programs and their recorded impact to show that informal and naturally-occurring mentorships (Timpe & Lunkenheimer, 2015) cultivated by youth are also impactful. These relationships possess a unique potential to educate and guide teachers and administrators to work alongside their community members and embrace forms of cultural wealth which benefit their students. The objective of this presentation is to collaboratively explore additional ways we, as IAFOR members and educators, can continue to encourage and nurture informal mentorships as acts of resilience and social justice in order to embrace community and extend the limits of our formal schooling potential.

# IICE2023 Pre-Recorded Virtual Presentations

67223 | *Design-based Learning and Constructionist Learning Principles to Promote Artificial Intelligence Literacy and Awareness in K-12: A Pilot Study*

Enrica Amplo, Dublin City University, Ireland  
Deirdre Butler, Dublin City University, Ireland

There is a strong interest in engaging young learners in Artificial Intelligence (AI) providing opportunities to develop skills and competencies both from a technical and ethical perspective. However, how we should teach AI is still to be in-depth discussed. There are relatively few studies that investigate the methodology of learning programmes for K-12 students. The literature has highlighted how Design-Based Learning (DBL) could successfully lead learners to develop their knowledge of AI thanks to its iterative, creative, and collaborative process and how a constructionist pedagogy could foster understanding and building connections with the 'real-world'. In this paper, we describe the implementation of a learning programme on AI, based on DBL and constructionism, co-designed with primary school teachers, and piloted with a 6th class (11-13 years of age) in Ireland. During the programme students engaged firstly in a series of hands-on activities and then experienced the whole design process working in groups. They conducted some research on health and well-being to identify potential issues they could tackle using AI. Lastly, they ideated and created a prototype of their solution using Scratch and Machine Learning for Kids. We report reflections from the teacher and insights on participants' learning experience besides developed material and data collection instruments. The study illustrates how through DBL it was possible to give students the agency, as creators, to shape technologies for good, and how a programme based on DBL and constructionist learning principles created a felicitous environment to learn and reflect on AI while developing 21st-century skills.

## Learning Experiences, Student Learning & Learner Diversity

66079 | *Improving Academic Skills and Academic Achievement in a Diverse Student Cohort*

Lois Balmer, Edith Cowan University, Australia

The development of communication skills into an assessment of a second-year genetics unit with approximately 80 students at Edith Cowan University was achieved by taking an assessment online using the Cadmus platform. All students performed the same laboratory activities over several weeks then wrote a scientific report in the Cadmus platform. The students have three such reports over the course of the semester, the marks are scaffolded with each being worth more allowing for a more rounded learning intense environment. This change in platform and scaffolding resulted in 73 of 75 students improving their overall laboratory grades (combined report marks before Cadmus ~62% after Cadmus ~75%), worth 30% overall. When surveys were conducted 78% of the students liked the format of the reports, 95% liked the educator feedback, 81% of students rated their experience using Cadmus for scientific reports as good to excellent and 72% of students would like to use Cadmus in other assessments. The Cadmus platform and scaffolding are an enormous benefit for embedding academic skills into assessments. It is particularly relevant for students with English as a second language or/and a constant problem with plagiarism. Using the platform gives targeted support to students to develop their communication skills in a discipline-specific context. This is particularly important where student entry skills are highly variable, as each student receives support at their point of need.

65703 | *Life and Work Skills in Performing Arts: A Basis for the Developmental Guidelines of the UC-Center for Creative Productions Members*

Peejay Natiola, University of the Cordilleras, Philippines  
Ramir Austria, University of the Cordilleras, Philippines

The goal of every academic institution is to prepare students for life and work. Aside from completing competencies based on the curriculum, institutions also offer education-based activities such as performing arts which provide opportunities to enhance the imagination and intelligence of student-artists and develop various skills. In connection, this study aimed to identify the attainment of basic skills towards life and work, and the impact of the training in the development of the 21st century skills. A mixed method design was employed using quantitative for the level of attainment of former University of the Cordilleras – Center for Creative Productions (UC-CCP) members on life and work where questionnaire and weighted mean were utilized. Qualitative was used to determine the impact of the training program in the development of 21st-century learning and innovation skills along creativity, critical thinking, communication, and collaboration through focus group discussion using a saturation method. Findings show that respondents have fully attained both the life (3.51) and work (3.42). The impacts include high standards, making objective decisions, understanding, and teamwork. With these results, performing arts is a big contributor to better real-life activities of the UC-CCP members. The University should therefore develop a developmental guideline for the CCP. The UC-CCP shall foster new approaches in developing knowledge, skills, and attitude, preparing globally competitive individuals promoting culture and arts, holistic development, and quality education experiences.

67255 | *Student Presence and Engagement: A Design-based Research Study to Incorporate Web 2.0 Protocols*

Joseph Peters, University of Hawaii at Manoa, United States  
Patrick Agullana, University of Hawaii at Manoa, United States

Increased social presence in asynchronous courses has shown to lead to student success and improved learning experiences. However, many students still lack social presence in asynchronous courses. This study uses Design-based research as its methodological framework to suggest a process for change via a social negotiating process drawing upon theoretical resources and practitioner participation. The negotiation process includes factors including social activities, membership, moderation, roles, and credibility of participants that may affect legitimacy in student experience. This study investigates ways for instructors to connect with students at the beginning of the course. This study also researches how Instructors might create course rules (i.e., netiquette) or guidelines that encourage or require participation, via self- assessment (honor pledge /statements/ rubric checklist) in discussions (e.g., journals, blogs, forms), which allow increased social presence with opportunities for connections and communication between both peers and the instructor. These guides can be adapted to align with online content and instructional framework, research, and best practices. Social presence has the potential for meaningful, constructive online learning with increased learner satisfaction and community awareness. This study intends to find how Instructors integrate social activities (icebreakers/ introductions, etc) to establish connections and relationships that help develop trust and interactions among peers before beginning academic course content. These activities can be chosen by the members through a majority vote conducted online.

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## IICE2023 Pre-Recorded Virtual Presentations

### Nurturing Creativity & Innovation: New, Innovative & Radical Education

65743 | *Exploring Destination Imagination Alumni Perceptions of 21st-century Skills and Workforce Readiness*  
Sharon Kovalevsky, Walden University, United States

Rapid changes in technology and globalization have altered traditional demands on workplace requirements. This transition requires that graduates are proficient in a wider variety of 21st-century skills including creativity and innovation than in the past. The purpose of this qualitative study was to explore how Destination Imagination alumni perceived that the 21st-century skills they learned as part of their academic extracurricular experiences informed their early career readiness. The study was grounded on the 3 constructs found in Rojewski and Hill's career-technical and workforce education framework: work ethic skills, ability to be innovative, and career navigation. Using a basic qualitative methodology, the perceptions of 11 Destination Imagination alumni were explored through semi-structured interviews. Participants were sourced from a randomized global sample of early career employed adults, who had participated on Destination Imagination teams for 3 or more years. The interview data were analyzed through two cycles of emergent coding based on the 3 constructs. The key finding was that Destination Imagination alumni perceived their experiences developed a wide variety of skills desired by employers and necessary for successful entry into the workforce. Participants recalled and described specific skills including teamwork, communication, innovation, critical thinking, creative problem-solving, initiative, emotional intelligence, and lifelong learning. The results of this study may offer insights into ways that administrators and educators might design enriched academic extracurricular activities intended to enhance 21st-century skills thereby improving graduate employability.

### Nurturing Creativity & Innovation: New, Innovative & Radical Education

66651 | *How to Create Collective Care-based Learning Environments for Youth and Adults?*  
Deja Taylor, UBUNTU Research & Evaluation, United States  
Ebony Kirchendoll, UBUNTU Research & Evaluation, United States  
Radaya Ellis, UBUNTU Research & Evaluation, United States  
Monique Liston, UBUNTU Research & Evaluation, United States

COVID-19 has shown us that classrooms are not prepared to support individual and collective resilience during challenging times and educators have a responsibility to change that. Building resiliency promotes students' willingness to learn, increases their engagement with their teachers, and promotes the ability to learn from them. Conversely, students who lack a sense of collective resilience have difficulty learning. A new school year usually begins with getting students used to routines and procedures. It is expected that teachers begin teaching immediately without developing the relationships necessary to facilitate learning in the classroom. Teachers create this in classrooms because administrative leaders create this in schools. This presentation explores how the Beloved Community global vision of Dr. Martin Luther King Jr. can be used to frame learning in the classroom. Instead of being expelled or suspended, students who participate in Beloved Community learn conflict resolution and reconciliation. In a Beloved Community classroom, teachers are encouraged to talk with students about what a safe learning environment looks like, feels like, and sounds like. As a result, students can work with their peers and teachers to establish and enforce classroom norms that ensure a safe learning environment. Education participants will discover 1) how to use Beloved Community to engage students in resiliency while exploring how to form a beloved classroom community, 2) educators can build a sense of belonging in their classrooms through the Beloved Community process, which allows teachers and students to collaborate and form their own communities.

### Primary & Secondary Education

64235 | *Digital and Tactile Games to Support Literacy Instruction*  
Jill Tussey, Buena Vista University, United States  
Leslie Haas, Xavier University of Louisiana, United States

Literacy affects all components of our lives so the development of a strong foundation of literacy skills is critical. Games often tell a story while offering opportunities with repeated practice, strategic problem-solving, targeted goals, and trial and error (Haas, Metzger, & Tussey, 2021). Digital games, or video games, are often rich and complex forms of digital storytelling that offer exposure to a variety of multimodal literacy experiences (Haas & Tussey, 2021). When educators understand the importance of literacy and the value of games, there are many opportunities to combine the two. Educators can select books to utilize as Read Alouds or for small groups and then develop games to support student learning. Reading comprehension skills, language skills, and writing skills are all areas of literacy that can naturally be supported by the use of games in the classroom setting. Tactile games as well as digital games both can be utilized to support the learners in the classroom setting. A brief background information about the importance of games in the classroom will be provided. Participants will hear several examples of books for elementary students and samples of games to bring into their own classrooms.

67229 | *Instructional Strategies for Teaching Computational Thinking in Secondary Computer Science Introductory Courses*  
Khadijah Alghamdi, Indiana University Bloomington, United States  
Anne Ottenbreit-Leftwich, Indiana University Bloomington, United States

The field of computer science (CS) faces a crisis in the U.S. because of the shortage of CS teachers and the low level of interest in majoring in CS. Students mention programming as a challenging topic in CS. Scientists suggested teaching computational thinking (CT) to improve programming outcomes. This study focused on four CT practices (pattern recognition, abstraction, decomposition, and algorithms). Five AP CSP courses (Code.org, Mobile CSP, BJC, Microsoft MakeCode, and NJCTL) that included CT in their lesson plans were selected to explore CT practices and instructional strategies to teach CT. Quantitative and qualitative content analysis was conducted by analyzing 522 documents. The preliminary findings indicated that abstraction was an essential CT practice in teaching all AP CSP courses, followed by algorithms. In contrast, decomposition and pattern recognition were barely addressed. Different instructional strategies were found for teaching CT practices, such as introducing the vocabulary of CT practices, such as abstraction and algorithms, by providing their definitions, mentioning the purpose of CT practices, and mentioning CT practices in learning objectives. Another strategy was connecting CT practices to tangibles and prior knowledge using unplugged activities and analogies. Also, connecting CT practices to CS concepts by providing examples was another strategy, such as mentioning that variables, functions, lists, and libraries are examples of abstraction. In addition, applying CT practices to programming was another strategy by giving different programming activities to simulate, trace, modify, or write codes that implemented CT practices.

# IICE2023 Pre-Recorded Virtual Presentations

65800 | *Investigation of Interrelations in Social Factors, Engagement and Motivation in English Learning for Japanese Junior High School Students*

Rieko Nishida, Osaka University, Japan

In this presentation, I will describe how engagement in learning English, English motivation and social factors including encouragement from family, teachers and classmate are inter-related to each other. The study was conducted during the year of 2021-2022 during the pandemic period. In the study, 326 students aged between 13 and 15 participated, and they took the online questionnaire, and they all belonged to the public junior high school in Japan. The research question was to examine 1) how social factors including family, teachers and classmates can affect English motivation and engagement in tasks. In order to investigate inter-relationships between social factors and affective factors, descriptive statistics, correlation analyses, multiple regression analyses and structural equation modeling (SEM) were examined. The hypothesized model was analyzed and all paths revealed statistical significance, and Goodness of Fit measures provided by AMOS are CFI (Comparative Fit Index)=.933, and RMSEA (Root Mean Square Error of Approximation) =.075. The model showed that students who felt stronger sense of family encouragement and classmates' encouragement are likely to be motivated (.39, .24, respectively). Also students who felt stronger sense of classmate and teacher's encouragement are likely to be engaged in tasks (.53, .40, respectively). In addition to SEM, student voices were heard to understand their favorite and unfavorable tasks in English as to identify their engagement in classroom activities. The question was asked to achieve a sustainable language learning for students in future. In this talk, an overall summary of the present study will be presented.

## Primary & Secondary Education

66094 | *Poetry Dictation: Decrease the Pace to Increase the Appreciation*

Connor Ryan, Marblehead High School, United States

This workshop introduces and then practices poetry dictation. We'll discuss the ways in which this process works and how we've made this very old practice feel new again in our classroom. The premise is simple and traditional. Students copy -- by hand -- a poem as it is read to them one line at a time. Each line is read twice, including punctuation marks. The pace is slow, the tone deliberate and without inflection. Afterwards, we'll read the poem again, with feeling; then we'll discuss it. Students report that they understand the poems better for having written them down, that they remember them longer, and that dictation makes it easier for them to frame their questions. Studies show that dictation improves spelling, pronunciation, and listening and writing skills; that it promotes analytical thinking and fosters a love of language. For teachers, dictation requires little preparation. It can augment a unit or stand alone. It can take the first few minutes or the entirety of a class. More important, it has the potential to engage eager and reluctant students alike, and it works across grade levels and abilities. Poetry dictation is therefore a valuable asset to any Liberal Arts classroom. Session participants will practice traditional dictation and learn contemporary adaptations and improvisations. They'll receive access to everything we've done that's been successful over the years. This session will be geared toward the secondary level but can be adapted easily for middle and elementary school classrooms; all are welcome.

## Professional Training, Development & Concerns in Education

64102 | *An Analysis of Competency's Connotations for Travel Industry Professionals in Taiwan*

Jen-Chia Chang, National Taipei University of Technology, Taiwan

Shan-Pei Chen, Graduate Institute of Technological and Vocational Education, Taiwan

The purpose of this study was to identify the professional competency's connotations that travel industry professionals should possess in response to the challenges of the changing environment and the needs of human resource training in the travel industry. The study used focus group interviews with six experts who have worked in the travel industry for over 30 years to explore the job responsibilities, tasks, and knowledge (K), skills (S), and attitudes (A) required of travel industry professionals to perform their tasks. The study concluded that travel industry professionals should have seven job duties, including travel operations coordination, business operations, human resources training, marketing activities, customer service, product development, and risk management, and 26 major tasks, which require 46 knowledge, 46 skills, and 11 attitudes to perform. These competency's connotations have important reference value for the training or development of travel industry professionals.

66132 | *Examining the Relationship of Beginning Teachers and Induction Mentors During a Global Pandemic*

Ronnie Tiffany-Kinder, University of Hawaii at Manoa, United States

Jennifer Padua, University of Hawaii at Manoa, United States

Rayna Fujii, University of Hawaii at Manoa, United States

In Spring 2020, swift modifications in teacher preparation programs in Hawai'i were deployed to ensure pre-service teachers met college degree and state licensure requirements during COVID-19. Teacher educators worked with school partners to create clinical experiences that helped pre-service teachers build effective teaching practices that could migrate from online to face-to-face settings. At the time, it was unclear how the effects of program modifications would impact their first year of teaching. As beginning teachers (SY 2021-2022), they relied upon induction and mentoring programs to support their transition to in-person instruction during a global pandemic. Similarly, induction mentors shifted their approaches to support beginning teachers in this new normal. This inquiry examines the relationships between induction mentors and beginning teachers to (1) understand the interactions and perceptions that influence professional outcomes and the effectiveness of the school's induction program, and (2) how the teacher preparation program experiences affected the readiness and learning needs of new teachers during a global pandemic. By analyzing data from surveys and focus groups, initial findings from this case study suggest that trust and communication may influence the effectiveness of the mentoring relationship. In addition, these initial findings suggest clearer definitions and purpose of induction and mentoring programs are needed to facilitate conversations between mentors and beginning teachers and inform induction program initiatives.

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## IICE2023 Pre-Recorded Virtual Presentations

66162 | *Significance of Working Together to Create and Revise a Consistent Achievement Goal Chart – Focusing on Teachers' Narratives*  
Takashi Yamamoto, Tenri University, Japan

Japan's Ministry of Education and boards of education in each prefecture have been emphasizing collaborative activities between elementary, junior high, and high schools. However, it has been pointed out that collaboration between schools has not progressed very well. This may indicate the need for collaborative activity research in English education between different school types is greater than ever. Yamamoto (2019) conducted an interview survey of teachers who initiated a collaborative project in English education of a private school cooperation in western Japan (the first-generation teachers). He found out that what they seek is a "lean connection" and that setting consistent achievement goals is essential in connecting education of different school types. The project has continued, although the core members have changed. Based on Yamamoto (2019), the presenter set the following research questions and conducted interviews in 2021 to compare the attitudes of the second-generation teachers at elementary, junior high, and high school with those of the first-generation teachers. (1) Do the second-generation teachers have different mindsets from the first-generation? (2) How have collaborative activities centered on creating and revising a consistent achievement goal chart affected them? The results show that, unlike the first generation, the second generation has a more concrete and multifaceted perspective in their awareness of lesson planning, student understanding, and self-examination. The results also suggest that collaborative efforts centered on the goal chart have functioned as an opportunity for teacher development, fostering an awareness of collaboration among different school types and improving the quality of information exchange.

66195 | *Teaching in Social Network Times: Practices Towards Its Use by Spanish Teachers in Compulsory and Higher Education*

Elias Said-Hung, Universidad Internacional de la Rioja, Spain  
Catalina Argüello-Gutiérrez, Universidad Internacional de La Rioja, Spain  
Ángela Martín-Gutiérrez, Universidad Internacional de La Rioja, Spain

The use of social networks (SNs) in our societies has implied the transformation of the traditional communicative referents and impacts how knowledge is created and shared. For the last years -and increasingly after Covid 19 pandemic- there has been a generalized scenario that urges teachers to use social media to showcase their academic work, find new ways of getting in touch with students, or update. However, the motivations and specific uses vary across the educational stages. To understand these differences in compulsory and higher education, we analyzed data from the research project (FCT-20-15761) funded by FECYT (Spain), addressing the attitudes and practices towards the academic use of SNs in Spanish teachers. An online survey gathered data for 937 teachers (533 women, 49% compulsory; Mage= 47.00; SD=9.65). Results showed that 90% of teachers report using SNs for academic purposes in the last six months. The mean frequency of use is four times a week. The main SNs used to learn about scientific advances and developments in their area of expertise was YouTube for compulsory teachers and ResearchGate for university professors. For the compulsory education teacher, the main reason for using SNs is to improve and update how they teach, whereas university professors reported increased professional visibility. Higher education teachers showed a higher level of interest in variables related to the improvement or importance of skills in managing social networks than compulsory teacher  $p < .001$ . Significant differences and similarities are discussed in terms of practical applications.

### Teaching Experiences, Pedagogy, Practice & Praxis

65917 | *"Promised Landscape" of University Pedagogy into the Normative Visual Experience of José Ortega y Gasset (1905-1930)*

María Eugenia Pizzul, National University of La Plata, Argentina

The presentation addresses the teaching and learning style of the Spanish philosopher forged in the visual experience of the landscape. Such a pedagogy sought the regeneration and education of people through the national topography. Although José Ortega y Gasset adopted the educational ideal of Francisco Giner de los Ríos, he displayed a broad understanding of the landscape in his Spanish, German and Argentine experiences. In this sense, the case study aims to reconstruct and describe the historicity of the visual experience of the university landscape, and to analyze the act of seeing and the modes of "observer" as part of scopic regimes or general systems of visibility. For this purpose, tools of heuristics and discourse analysis are used. Thus, the visual experience of the philosopher will be seen as a form of production of normative-pedagogical knowledge, which is constitutive of scopic regimes theorized in *Mission of the University* (1930): the promised landscape of university pedagogy.

67289 | *Campus Resilience: Educational Strategies to Elucidate Impact Factors and Implement Recommended Recovery Methods in Response to the Covid-19 Pandemic*

Charity Cavazos, Texas A & M University, United States  
Catherine Silkwood, Texas A & M University, United States  
Negin Mirhosseini, Texas A & M University, United States

Through utilizing diverse methods, education provides a unique path both to discovering the impact of the COVID-19 pandemic and recommending recovery methods. During 2021-2022, we implemented a variety of educational opportunities - including special topics and directed studies courses, campus-wide presentations, and extracurricular activities - toward this end. Initially, we offered a special topics course in which Biomedical Sciences (BIMS) students explored foundational knowledge about the COVID-19 virus and its pandemic potential. This information was subsequently shared with their peers in a creative video presentation. Additionally, interdisciplinary faculty formed a publicly shared discussion panel regarding the COVID-19 vaccine and its significance to national recovery. This panel educated the students and public about the vaccines in addition to reinforcing participation for the on-site campus COVID testing and vaccine clinics. Next, we created a directed studies course in which BIMS and Public Health students researched the impact of the pandemic on mental health and proposed recovery methods through exercise. These students then presented their literature review findings and potential recovery methods to their peers in a presentation for the campus's Fall Welcome Week as well as publicly at the Florida Behavioral Health Conference. Finally, we implemented the suggested recovery options on our campus. Another special topics course focused on exercise physiology was offered to equip students for proper exercise without injury. Additionally, freely available extracurricular activities like yoga and workout classes were offered, along with green exercises like gardening, kayaking, and trail walking, to improve campus resilience following the pandemic.

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## IICE2023 Pre-Recorded Virtual Presentations

66067 | *Digital Traffic Flow in Undergraduate Engineering Course Sites Before and During Covid-19*  
Eran Gur, Azrieli College of Engineering, Israel

In this work the author examines how the digital traffic flow has changed during the past 10 years in undergraduate Engineering course sites, relating to both lecturer announcements and student's queries. The assumption is that students in 1st and 2nd year tend to ask more questions than students in their 3rd or 4th year and that the plague led both lecturer and students to use more of the site Q&A section due to less actual meetings in the campus. The total number of teaching hours did not change (24 per year), students' number did not vary much and was in the range 120-160 per semester. Distant learning, mainly in 2020, caused an increase in digital communication between students and lecturers, but by just how much and was it uniform for all types of courses? And what other events may cause an increase in digital traffic? The research indicates that students taking an evening course usually use the digital channel more than the morning students. The results also indicated how turning to distant learning during the peak of the COVID-19 plague also increased dramatically the use of the website. The conclusion is that in courses where the students do not have many opportunities to meet the lecturers in person, the course site will be the most common way of communications and thus it must be as accessible as possible

### Teaching Experiences, Pedagogy, Practice & Praxis

65135 | *Does Effort Payoff in Learning? Statistical Analysis on Statistics e-Learning Experience Outcome*  
Fei Gao, Singapore Institute of Technology, Singapore  
Bingqiao Li, Singapore Institute of Technology, Singapore, Singapore

Due to COVID-19 and safe-distancing measures in Singapore, most of the university classes have been moved to online for the past 2 years. With the change, we have provided two channels to facilitate students learning experiences – the online class participation and a non-compulsory e-learning activity. The online class participation involves students' effort in presenting their thinking process through shared documents, where they propose different methods and discuss their results in the class. The participation of the additional e-learning activity is voluntary and is based on the students' self-assessment of their learning needs and process. The activity provides unlimited attempt to MCQ quizzes relevant to the lecture and tutorial contents, targeting to provide students with additional practices and deeper understanding. We document the importance of students' online class participation and efforts in e-learning after class in their learning efficiency, using both linear model and classification tree.

66093 | *Graduate School: Next Level Asynchronous Engagement Using 15-minute Snippets*  
Dulce Ruelas, Grand Canyon University, United States  
Danielle Henderson, Grand Canyon University, United States

Through reviewing this presentation, faculty can learn how to take video utilization in the online classroom to the next level. Dr Dulce Ruelas and Professor Danielle Henderson created "Public Health Snippets", a YouTube Channel with short videos (in 15 min snippets or less) that are used as an instructional strategy to increase public health student engagement and further critical thinking and student learning not otherwise found through the academic institution. The channel's goal is to highlight different public health issues, graduate student life, and learning on an online platform. As co-hosts, the faculty created a safe space to challenge the status quo, reflect and have lively discussions. The co-hosts have created 45 videos; the channel has over 2,000 views and 142 subscribers in a year. The most watched video, "Our experiences searching for jobs in public health". Written comments from students in the classroom platform and mention of the videos in End of Course surveys provide evidence the strategy is effective.

66103 | *From Online to Onsite: Innovating Pedagogy and Content to Nurture Creativity and Entrepreneurship During COVID-19*  
Shujun Jiang, United Arab Emirates University, United Arab Emirates

The Covid 19 pandemic has changed the way of teaching and learning in the past two years. While we are thankful for the technologies that make teaching possible during a time of limited mobility, we also receive complaints about the lack of engagement in online learning. The pandemic also took away students' belonging to a learning community and social interactions, which may have a profound impact on their future development. To make up for the drawbacks of the pandemic, this study showcased how pedagogy and content can be innovated to nurture creativity and entrepreneurship in teaching mass communication courses. The Technological Pedagogical Content Knowledge (TPACK) framework developed by Koehler and Mishra (2008) illustrates how the connections and interactions among the three knowledge areas – content, pedagogy, and technology can produce effective teaching. During the time of excessive online learning, pedagogy and content that can integrate well with technologies are even more critical to inspire students. In this educational practice, pedagogies such as project-based learning and problem-based learning are applied; Course content with current topics and cases is widely used. Multiple digital platforms are implemented to provide flexibility and interaction in online learning. Real-world business opportunities were sought to offer learning and knowledge application on-site despite limited campus teaching and social interactions. As a result, students have built start-ups business and companies and created meaningful real-world campaigns and projects, which are great examples and achievements of this innovative approach. This valuable experience will inspire more innovation and resilience in future education.

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## IICE2023 Pre-Recorded Virtual Presentations

67164 | *Instructors' Perceptions of the Opportunities and Challenges of Integrating Technology in Crisis-prompted Online Language Instruction in the Times of Covid-19*

Shirley Kramer, University of St Thomas, United States

Chien-Tzu Candace Chou, University of St Thomas, United States

This mixed-method study investigated higher education language instructors' experiences during the pivot from face-to-face teaching to online teaching during the stay-at-home order in the Spring of 2020. Eleven participants discussed their approach to teaching online for the first time. The present study provided a comprehensive view of language instructors' use of technology, their experiences, challenges, and lessons learned during this time of online teaching. The findings from this study revealed several themes. In regard to challenges, faculty were concerned about ways to adapt technology, enhance student-instructor interaction, allocate time, and enhance student participation. For the opportunities, participants discussed ways to create a sense of community in the synchronous online classroom and effective ways to communicate with their students despite the lack of physical proximity. Participants' final recommendations included evaluating their current instructional strategies and taking advantage of learning opportunities in their workplace. An analysis conducted using the Community of Inquiry (CoI) and Substitution Augmentation Modification Redefinition (SAMR) frameworks provided insight into how language instructors pivoted to teaching online amid a global pandemic. Each of the CoI presences offered an overview of how language instructors used different approaches to teach online. Similarly, the present study revealed that most class activities used during this time remained at the substitution level in the SAMR framework. This study concluded with recommendations for future research and specific recommendations for online language instructors.

66717 | *Investigating the Impact on Learner Interest with the Incorporation of Active Learning Activities in a Tertiary CLIL Context*

Darlene Yamauchi, Bunkyo Gakuin University, Japan

This interactive presentation will discuss the benefits and time-saving nature of the inclusion of Active learning (AL) techniques emphasizing the positive effect on learner interest (LI) in Japanese tertiary Content and Language Integrated Learning (CLIL) oriented classes. This presentation will offer a brief background into the concept of AL as a methodology for instruction as well as a brief explanation of the LI theoretical framework, highlighting Hidi and Renninger's (2006) 4-phase model of interest development and its application to the current study. Additionally, results from exit interviews as well as student evaluations of course content will be presented revealing that students claimed to be more engaged and interested in the content of the course as a direct result of the Active learning activities. Of note with regard to findings was that although some students voiced favor for the safety of a traditional passive activities such as reading and writing, the majority of the students reported that upon participating in the active learning activities they felt more confidence dealing with content. Useful, transferable Active Learning techniques that may be easily applied to other classes will be discussed. This research although preliminary adds optimism that active learning methodology maybe successfully integrated into tertiary classes with LI, English study as well as student satisfaction with class content affectively increased.

65701 | *Job Satisfaction of the Special Education Teachers of La Union, Philippines in the New Normal*

Jasmine Sibayan, University of the Cordilleras and Department of Education, Philippines

Ramir Austria, University of the Cordilleras, Philippines

The shift from traditional classrooms to the use of different learning modalities transformed the 21st century educational landscape during the new normal. Situating education at a different setting poses a challenge on the job satisfaction of teachers more so in special education where SPED teachers elaborate guidance and specialized skills are matched to the specific needs of learners with special needs. Hence, this study aimed to determine the job satisfaction level of SPED teachers in the new normal along nature of work, supervision, administration, relationship with co-workers, policy, and fringe benefits and the challenges encountered. With this, a mixed method design was employed, a questionnaire on job satisfaction was adapted, and a focus group discussion through a saturation method on the challenges encountered was conducted. The results revealed that the over-all level of job satisfaction of SPED teachers in the new normal is Very Highly Satisfied (4.63), specifically fringe benefits (4.73), relationship with co-workers (4.68), policy (4.66), administration (4.62), nature of work (4.56), and supervision (4.53). Challenges such as lack of trainings and parent-student collaboration were highlighted. In this regard, emphasis on the use of different new normal management strategies should be reemphasized and considered by the school heads in order to develop, improve, and maintain the maximum job satisfaction level of the SPED teachers in the new normal.

65726 | *Reform and Practice of Project-based Teaching Mode of Visual Communication Design Course in the Context of Application Transformation*

Xinyi Sun, Dalian Polytechnic University, China

As an essential feature of the training objectives of applied undergraduate visual communication design talents, project-based teaching is the core and key to improving students' employment competitiveness. This paper proposes reform measures through a positive understanding and in-depth analysis of the problems of visual communication design course projects to provide a reference for transforming and developing the project-based teaching mode of visual communication courses. This paper takes the reform of the teaching mode of visual communication design in higher education institutions as the starting point, discusses the specific implementation plan of the project-based teaching model, and proposes to create an innovative project-based teaching method with the concept of combining production and teaching, industry and teaching, and enterprise and teaching implements entrepreneurship education and practical operation in the process of experience, and finally completes the unification of higher education and industrial development, to better play. The project is designed to unify higher education and industrial development and to give better space to the functions and characteristics of higher education institutions. The results of the experimental study show that to successfully reform the practical teaching of visual communication design in the context of application transformation; we should first realize the advantages of the school-enterprise cooperation model, eliminate the shortcomings of the traditional practical teaching of visual communication design with the help of new media technology, and take reasonable measures to improve the quality of practical teaching in all aspects.

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Professor Ja Won Lee, California State University, East Bay, United States  
Dr Arunee Limmanee, Thammasat University, Thailand  
Professor Rieko Matsuoka, Teikyo University, Japan  
Professor Kate Mehuron, Eastern Michigan University, United States  
Professor Michael Michael, Yonsei University, South Korea  
Dr Laurel Mitchell, Bellevue University, United States  
Professor Jacob Mofokeng, Tshwane University of Technology, South Africa  
Dr Dianna Moodley, Durban University of Technology, South Africa  
Dr David Moya, University of Houston - Clear Lake, United States  
Dr Hina Nandrajog, Vivekananda College, University of Delhi, India  
Dr Larson Ng, University of Hawaii, United States  
Dr Elaine Y. L. Ng, Wenzhou Kean University, China  
Dr Esther Ntuli, Idaho State University, United States  
Professor Kazuto Oshio, Sophia University, Japan  
Dr Rosalie Palaroan, Wenzhou Kean University, China  
Professor Paolo Pepe, Ecampus University of Novedrate, Italy  
Dr Maricla Pirozzi, Northeastern University, United States  
Dr Bindu Ranaut, West Coast University, United States  
Dr Jane Reddick, Alpharetta High School, United States  
Dr Chaseten Remillard, Royal Roads University, Canada  
Professor Kim Sawchuk, Concordia University, Canada  
Dr Aleksander Sedzielarz, Kean University - Wenzhou, China  
Professor Fred Seligson, Yonsei University (Retired), South Korea  
Dr Lorn Sheehan, Dalhousie University, Canada  
Professor James Stone, Mt. San Antonio College, United States  
Dr Kumiko Tsuji, Northeastern University, United States  
Dr Jeanneath Velarde, Emilio Aguinaldo College, Cavite, Philippines  
Professor Donna Wilson, University of Alberta, Canada  
Dr Piyanuch Wiriyawawat, Thammasat University, Thailand  
Dr Denese Wolff-Hilliard, Houston Baptist University, United States  
Professor Uri Zur, Ariel University, Israel  
Dr Tandra Tyler-Wood, University of North Texas, United States  
Dr Janet Valdez, La Consolacion University Philippines, Philippines  
Dr Alice Wabule, Cavendish University Uganda, Uganda  
Dr Earlisha Whitfield, Mcneese State University, United States



## Singapore, 2023

**February 10–12, 2023**

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

## Tokyo, 2023

**March 27–30, 2023**

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

**March 31 – April 3, 2023**

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

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

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

**May 26–29, 2023**

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

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

**May 26–29, 2023**

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

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

## Washington, D.C., 2023

**May 18–20, 2023**

The IAFOR Conference on Educational Research  
& Innovation  
([eri.iafor.org](http://eri.iafor.org))

## Paris, 2023

**June 16–19, 2023**

The Paris Conference on Education  
([pce.iafor.org](http://pce.iafor.org))

The Paris Conference on Arts & Humanities  
([pcah.iafor.org](http://pcah.iafor.org))

## London, 2023

**July 13–17, 2023**

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

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

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

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

# Upcoming Events

## Singapore, 2023

February 10–13, 2023

The Southeast Asian Conference on Education  
(seace.iafor.org)

## Tokyo, 2023

March 27–30, 2023

The Asian Conference on Education  
& International Development  
(aceid.iafor.org)

March 31 – April 3, 2023

The Asian Conference on Psychology  
& the Behavioral Sciences  
(acp.iafor.org)

The Asian Conference on Ethics, Religion & Philosophy  
(acerp.iafor.org)

The Asian Conference on Aging & Gerontology  
(agen.iafor.org)

May 19–22, 2023

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

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

May 26–29, 2023

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

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

## Washington, D.C., 2023

April 21–24, 2023

The IAFOR Conference on Educational Research  
& Innovation  
(eri.iafor.org)

## Paris, 2023

June 16–19, 2023

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

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

## London, 2023

July 13–17, 2023

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

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

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

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

## Tokyo, 2023

October 10–13, 2023

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

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

November 22–25, 2023

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

# Introducing the IAFOR Research Centre at Osaka University, Japan

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

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

For more information about the IAFOR Research Centre visit:  
[www.osipp.osaka-u.ac.jp/iaforresearchcentre/](http://www.osipp.osaka-u.ac.jp/iaforresearchcentre/)



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OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY  
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IAFOR研究センター

