

The IAFOR Hawaii Conference Series 2018  
**Programme & Abstract Book**

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**SURVIVING**  
**&**  
**THRIVING**

**IICEHawaii / IICSEEHawaii2018**

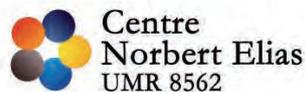
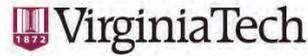
The Hawaii Convention Center,  
Honolulu, Hawaii, USA

The IAFOR International Conference on Education – Hawaii  
The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii

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

# IAFOR Global Partners

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



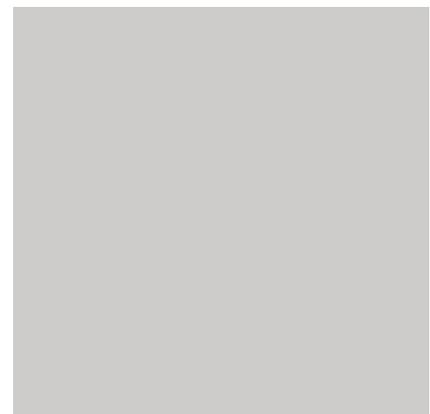
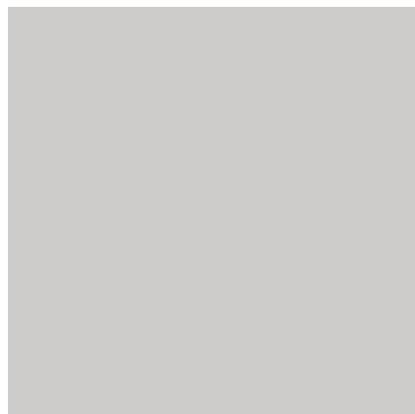
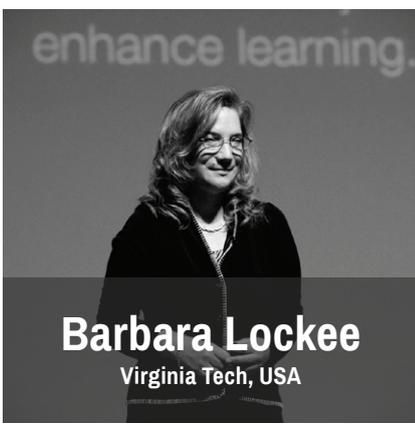
IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have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

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



[www.iicehawaii.iafor.org](http://www.iicehawaii.iafor.org)  
[www.iicseehawaii.iafor.org](http://www.iicseehawaii.iafor.org)

# IICEHawaii2018 / IICSEEHawaii2018 Organising Committee



The Organising Committee of The IAFOR International Conference on Education – Hawaii (IICEHawaii) and The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii (IICSEEHawaii) is composed of distinguished academics who are experts in their fields. Organising Committee members may also be members of IAFOR's International Academic Advisory Board. The Organising Committee is responsible for nominating and vetting Keynote and Featured Speakers; developing the conference programme, including special workshops, panels, targeted sessions, etc.; event outreach and promotion; recommending and attracting future Organising Committee members; working with IAFOR to select PhD students and early career academics for IAFOR-funded grants and scholarships; and oversee the reviewing of abstracts submitted to the conference.

# Welcome to IICEHawaii2018 / IICSEEHawaii2018

Dear Colleagues,

Aloha, and welcome!

Hawaii has a rich, complex and diverse history, and we are excited to return for the third IAFOR conference series to the island of Oahu, known as “the gathering place” of Hawaii.

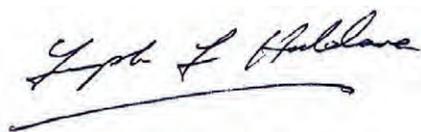
“Surviving and Thriving in Times of Change” is the conference theme that umbrellas this IAFOR event, as well as several other conferences held in 2018 in Asia and Europe, and as part of a global discussion to help educators and policy makers come to terms with this period of great instability and uncertainty. Human interaction is the source of all value creation, and this conference which covers education and sustainability invites synergistic conversations around sustainable innovation and value, as some 250 academics from 40 countries gather together in this international academic forum to exchange ideas, and search for the research paths that will create positive impact going forward.

IAFOR has become recognised as a key platform and network for the testing, sharing and dissemination of ideas, and as a leading organisation working at the intersections of discipline, culture and nation, and we are looking forward to a conference that helps us address questions in the pursuit of the common goal of a sustainable world. We have much to learn from each other, and to that end, I encourage your most active participation, before taking home new ideas to your own home institutions, from wherever you are.

We are proud and grateful to have the support of a number of local institutions, including our partner and local affiliate, the University of Hawaii at Manoa (through the College of Education and the Shidler College of Business), as well as representation from Papa Ola Lōkahi (the Native Hawaiian health board), Nā Limahana o Lonopūhā (the Native Hawaiian Health Consortium), Brigham Young University Hawaii, and the East West Center. I would also like to acknowledge our global partners, and our university home base at Osaka University in the OSIPP-IAFOR Research Centre.

I would like to thank the organising committee for their work behind the scenes over the past year as we have continued to try and balance the local and global perspectives that are sure to make this event incredibly strong, and is evidenced already by the rich and diverse programme. I would also like to thank the different keynote and featured speakers, whose presentations will help provide a great start to the event, as well as each and every one of you, whose oral and poster presentations, and intellectual contributions will continue the discussions throughout the weekend and beyond.

I look forward to a stimulating, challenging, and fun event, and to meeting you all.

A handwritten signature in black ink, reading "Joseph Haldane", with a horizontal line underneath.

**Joseph Haldane, Chairman & CEO, IAFOR**



## IICEHawaii2018

# Surviving and Thriving: Education in Times of Change

In 2017, IAFOR education conferences in Asia, Europe, the Middle East and North America brought together delegates from around the world to consider the theme of “Educating for Change” from a variety of different perspectives and approaches, taking full advantage of the international make-up of the attendees and the huge diversity of experiences. A recurring theme throughout the conferences was the reference to the future, be it immediate or longer term, as being uncertain; the natural resilience and optimism was counterbalanced by both apprehension; with hope also came fear.

In this period of great global political and economic instability, rising inequality and social unrest, the role of education within society has never been more important, but never more vulnerable. This brings us to our conference theme for 2018, which references these inherent vulnerabilities in both educational systems and the individual students and teachers, as well as the necessary resilience needed to not only survive, but also thrive.

How do we teachers, administrators and policymakers adopt and adapt to change outside our control? How do we nurture and encourage positive change, through the excitement of the imagination, innovation and creativity? How can technologies be better used to help us teach, and to help students learn? How do we sustain and manage change? How can we react positively to negative change? How can we, our institutions and our students survive and thrive in these times of change?

## The Local Context

This unique international conference, organised in affiliation with IAFOR Global Partners, including the University of Hawaii at Mānoa, offers a unique location from which to consider a number of issues and trends in education, including distance, access and rural education, the frictions between the preservation and challenging of traditional and indigenous cultures, languages and wisdoms, and how alternative and marginalised groups are (re)valued. The population of the islands is multicultural and rich in the difference one would expect from its geographical location equidistant from Asia and the Americas. As part of the US system, the islands that make up Hawaii have a colonial past and present that informs questions of knowledge and identity, and invites discussions of social justice issues.



## IICSEEHawaii2018

# Surviving and Thriving: In Pursuit of a Sustainable World

Religious, cultural and societal fractures have seen rises in authoritarianism and nationalism across the world, and threats and perceived threats have been used to justify the stifling and marginalisation of voices of opposition and dissent. Hard-won progress and freedoms are being questioned and undermined, and questions of peace, security and human security abound. In this period of great global social, economic, political and environmental instability, the future is for many a place of great uncertainty and fear.

However, in any period of great change, and undoubted challenge, there is also a great opportunity to harness and nurture these forces. The future is not yet written, and the powerful heuristic of sustainability has become a reality in many areas, where human creativity, imagination and technological advances have helped to make the world a better place. From small individual initiatives within families, communities and places of work, to the larger and more long-term development initiatives of governments and supranational institutions, exemplified by the UN's 2030 goals, human resourcefulness is being used in pursuit of the common goal of a sustainable world.

## The Local Context

Hawaii sits in the middle of the Asia Pacific region, between Asia and North America. Its strategic significance was apparent to the indigenous peoples of the Pacific islands before it attracted the attention of Pacific and Asian traders, the European colonial powers, and then the United States, whose Pacific fleet is based at Pearl Harbor, a location famously attacked by Japanese imperial forces in 1941. Hawaii has experienced much upheaval and change throughout its history, and offers an interesting context to studies at the intersection of security and sustainability, as well as of the continued legacy of colonisation, foreign and distant rule, and questions of ethnicity and belonging, to include issues relating to challenging and preserving indigenous knowledge, cultures and languages. The tropical climate and great natural beauty of the Hawaiian islands and the surrounding seas, with their rich flora and fauna, have helped create a huge tourist industry that is very important to the economy, but also threatens the environment, while the distance of the islands from the United States and Asia raise questions of economic and environmental sustainability.

We hope and expect the 2018 conference in Hawaii will bring together scholars from around the world to exchange ideas, research and practice from their own backgrounds and contexts, and to draw on and be inspired by the local and international body of delegates from an expected 40 different national backgrounds.

# ACE2018 TOKYO, JAPAN

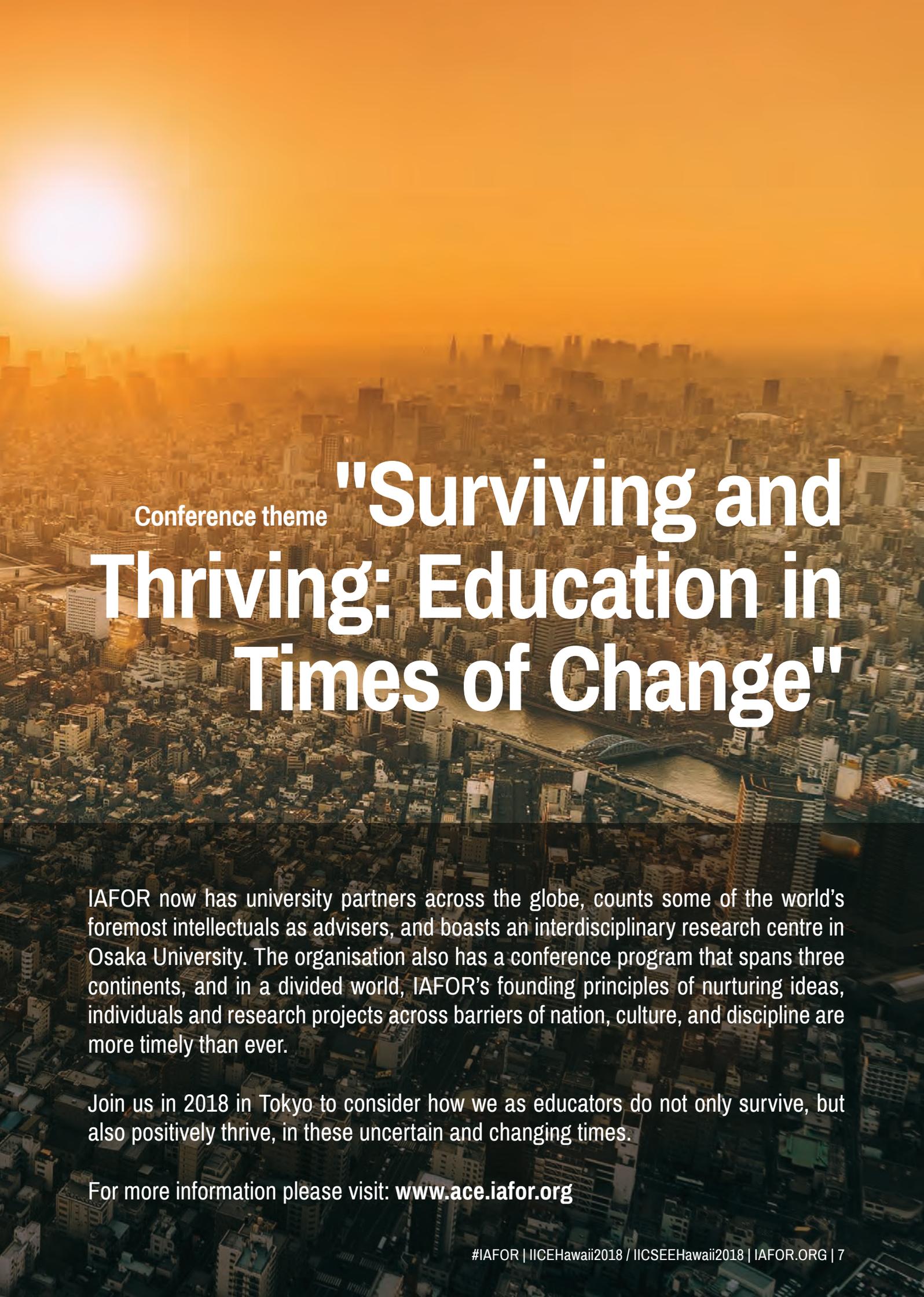
Come and join us in the capital of Japan, and one of the world's greatest cities, as we celebrate the 10th Asian Conference on Education in Tokyo.

October 13-15, 2018 | Toshi Center Hotel, Tokyo, Japan

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

The Asian Conference on Education (ACE) was the first conference organised by The International Academic Forum in Osaka in 2009, when the organisation was founded. Since then, some 18,000 academics have presented at an IAFOR conference, whether in Asia, the Middle East, Europe or North America, and that number is expected to reach 20,000 by the time we hold our 10th Anniversary Conference in Tokyo.

Founded in Japan at a time when English language conferences, and interdisciplinary conferences did not exist, IAFOR quickly found support among a growing number of scholars in Japan, Asia and beyond who came together to make friends, network, and at a time of rapid globalisation and technological advances, explore the latest ideas and search for research synergies in the pursuit of addressing and finding solutions to many of the myriad and complex challenges presented by the modern world.

An aerial photograph of a city, likely Tokyo, taken from a high angle. The sun is low on the horizon, creating a warm, golden glow over the city. The buildings are densely packed, and a river or canal is visible in the lower right. The overall atmosphere is one of a bustling city at the end of the day.

Conference theme

# "Surviving and Thriving: Education in Times of Change"

IAFOR now has university partners across the globe, counts some of the world's foremost intellectuals as advisers, and boasts an interdisciplinary research centre in Osaka University. The organisation also has a conference program that spans three continents, and in a divided world, IAFOR's founding principles of nurturing ideas, individuals and research projects across barriers of nation, culture, and discipline are more timely than ever.

Join us in 2018 in Tokyo to consider how we as educators do not only survive, but also positively thrive, in these uncertain and changing times.

For more information please visit: [www.ace.iafor.org](http://www.ace.iafor.org)

# The IAFOR Silk Road Initiative

## *Nurturing interdisciplinary research in the global public interest*

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

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

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

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

## Rationale

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

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign.

It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

## Lead Institutions

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

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



# Conference Guide

**Conference at a Glance**

**Directions & Access**

**Lunch & Dinner**

**General Information**

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**Presentation Guide**

**IAFOR Journals**

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

**IAFOR Academic Grant & Scholarship Recipients**



## Thursday at a Glance

### January 4, 2018

- 08:00-09:00 Conference Registration | Room 319A (3F)
- 09:00-09:30 **Announcements & Welcome Address | Room 318 (3F)**  
Kiyoshi Mana, The International Academic Forum  
Curtis Ho, University of Hawai'i at Mānoa, USA  
Joseph Haldane, The International Academic Forum
- 09:30-10:15 **Keynote Presentation I | Room 318 (3F)**  
*Surviving and Thriving: Education in Times of Change*  
Failautusi 'Tusi' Avegalio, University of Hawai'i at Mānoa, USA
- 10:15-11:00 **Keynote Presentation II | Room 318 (3F)**  
*Education in a Changing World: New Partnership and Changing Paradigm for Education Development*  
Xiaoyan Liang, World Bank  
This presentation is kindly sponsored by The World Bank
- 11:00-11:30 Coffee Break | Room 319A (3F)
- 11:30-12:15 **Keynote Presentation III | Room 318 (3F)**  
*The East-West Center "Spin" on Education*  
Richard Vuylsteke, East-West Center, USA
- 12:15-12:30 IAFOR Documentary Photography Award | 2017 Winners Screening
- 12:30-12:35 Conference Photograph | Room 318 (3F)
- 12:35-13:30 Lunch Break | Room 319A (3F)



## Thursday at a Glance

### January 4, 2018

- 13:30-14:15**      **Keynote Presentation IV | Room 318 (3F)**  
*Pacific Indigenous Perspectives vs Global Ways of Learning*  
Hiagi M. Wesley, Brigham Young University – Hawaii, USA
- 14:15-15:00**      **Keynote Presentation V | Room 318 (3F)**  
*Native Hawaiian Health: Opportunities to Develop Healthy Leadership and Workforce*  
Sheri-Ann Daniels, Papa Ola Lōkahi, USA
- 15:00-15:30**      Coffee Break | 319A (3F)
- 15:30-16:15**      **Keynote Presentation VI | Room 318 (3F)**  
*Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population*  
Sela V. Panapasa, University of Michigan, USA
- 16:30-17:30**      Conference Poster Session | Room 319A (3F)
- 17:30-19:00**      **Conference Welcome Reception | Room 319A (3F)**



## Friday at a Glance

### January 5, 2018

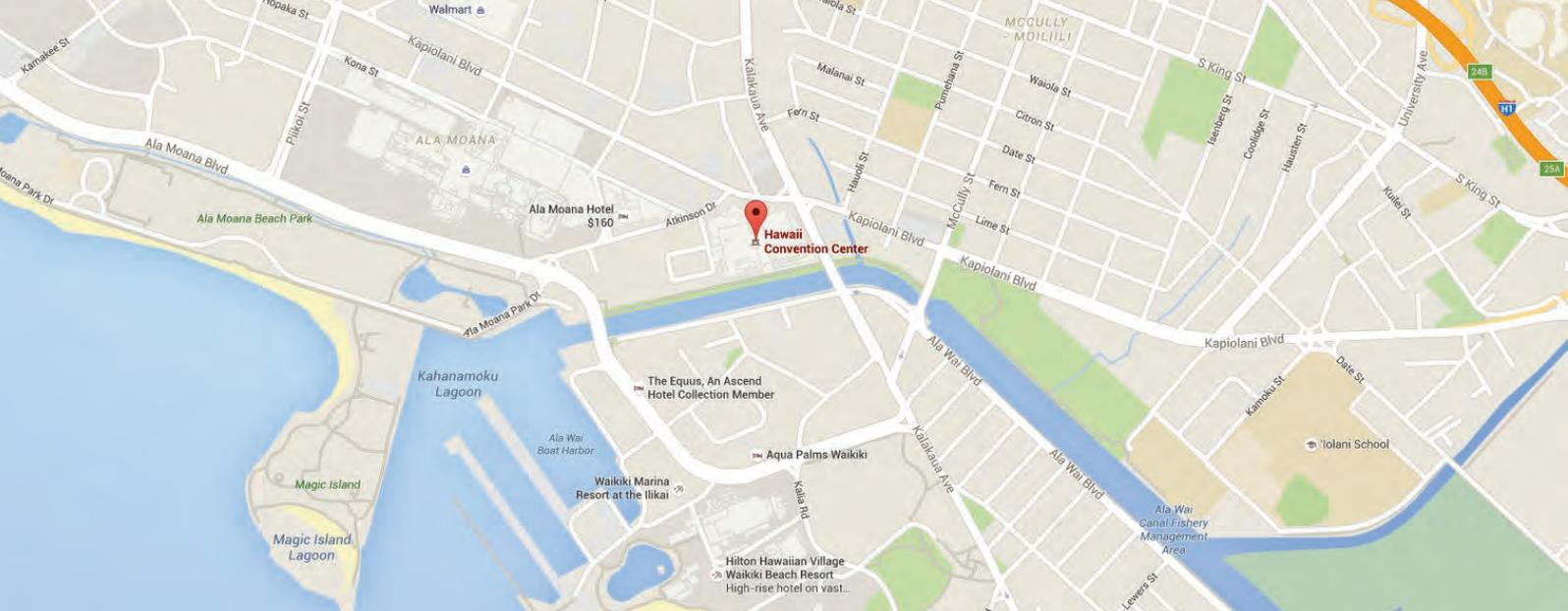
- 08:30-09:00 Coffee, Tea and Pastries | Room 319A (3F)
- 09:00-11:00 Parallel Session I
- 11:00-11:15 Coffee Break | Room 319A (3F)
- 11:15-12:00 Keynote Presentation VII | Room 319B (3F)**  
*'Ignorance is Bliss': The New Anti-Education Movement*  
Andy Curtis, Anaheim University, USA  
See page 54 for details
- 12:00-13:00 Lunch | Room 319A (3F)
- 13:00-14:30 Parallel Session II
- 14:30-14:45 Coffee Break | Room 319A (3F)
- 14:45-16:15 Parallel Session III
- 16:15-16:30 Break | Room 319A (3F)
- 16:30-18:15 Parallel Session IV
- 19:00-21:00 Conference Dinner (Optional Ticketed Event)**  
Meeting time & location: 18:15 at Room 319A (3F)  
Group leaves for restaurant at 18:30



## Saturday at a Glance

### January 6, 2018

- 09:00-11:00 Parallel Session I
- 11:00-11:15 Coffee Break | Room 319A (3F)
- 11:15-12:45** **Featured Panel Presentation | Room 319B (3F)**  
*Educational Policy: Does the Democratisation of Education in Educational Systems Fuel Economic and Social Inequality?*  
Xu Di, University of Hawai'i at Mānoa, USA  
David P. Ericson, University of Hawai'i at Mānoa, USA  
See page 80 for details
- 12:45-13:30 Lunch | Room 319A (3F)
- 13:30-15:00 Parallel Session II
- 15:00-15:15 Coffee Break | Room 319A (3F)
- 15:15-16:45 Parallel Session III
- 16:45-17:15** **Closing Session | Room 319A (3F)**  
Joseph Haldane, IAFOR  
Ted O'Neill, IAFOR



## 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.



## Lunch & Dinner

### Lunch

Lunch on Thursday, Friday and Saturday is included in the conference registration fee.

Lunches will be distributed from 12:00 in Room 319A (3F). Please remember to bring your conference name badge as you will need to show this in order to claim your lunch. Lunches will be served until 14:00. There is also an excellent choice of restaurants and cafes within walking distance of the venue.

### Lunch Times

Thursday	12:35-13:30	Room 319A (3F)
Friday	12:00-13:00	Room 319A (3F)
Saturday	12:45-13:30	Room 319A (3F)

### Official Conference Dinner

The official Conference Dinner is a ticketed optional event (\$100). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet in the base room (319A 3F) at 18:30 on Friday, January 5, 2018. The group leaves for the restaurant at 18:45. It takes approximately 5 minutes to walk to the restaurant.

**Restaurant name:** The Signature Prime Steak & Seafood

**Restaurant address:** 36, Ala Moana Hotel, 410 Atkinson Drive



## General Information

### Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference:

Thursday	08:00-17:00	Room 319A (3F)
Friday	08:00-18:00	Room 319A (3F)
Saturday	08:00-17:00	Room 319A (3F)

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

### Name Badges

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

- Blue:** Presenters and Audience
- Yellow:** Keynote and Featured Speakers
- Red:** Conference Exhibitors and Affiliates
- Black:** IAFOR Staff

### Internet Access

There is free Wi-Fi internet connection in the Hawai'i Convention Center. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

**Wi-Fi Connection Name:** IAFOR2018  
**Wi-Fi Password:** iaforaloha



## General Information

### Refreshment Breaks

Complimentary coffee, tea, and water will be available during the scheduled coffee breaks at the Plenary Session on Thursday morning and during the rest of the conference in Room 319A (3F). Light snacks will also be provided.

### Printing

At the conference Registration Desk we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

### Smoking

Smoking is not permitted in the Hawai'i Convention Center. Please smoke outside of the building in designated smoking areas.

### What to Wear & Bring

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

### Photo/Recording Waiver

There may be photography, audio and video recording at the conference. By entering the event premises you give consent to the use of your photograph, likeness or video or audio recording in whole or in part without restriction or limitation for any educational, promotional, or other purpose for distribution.

# Hawai'i Convention Center Floor Guide | Level 1



# Hawai'i Convention Center Floor Guide | Level 3





# Presentation Guide

## Conference Abstracts

All conference abstracts are available online. Please visit [papers.iafor.org](http://papers.iafor.org) for a searchable database of abstracts.

## Oral & Workshop Presentations

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

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

## Equipment

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

## Session Chairs

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

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



# Presentation Guide

## Conference Poster Session

The Conference Poster Session is 60 minutes in length and takes place on Thursday in Room 319A (3F) in the Hawai'i Convention Center from 16:30-17:30. The poster display boards are 1800 mm high x 900 mm wide. Tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters. **Please print your posters in portrait format.**

## Presentation Certificates

Poster Presenters can pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

## Conference Proceedings

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

**Full text submission is due by February 06, 2018 through the online system.** The proceedings will be published on March 06, 2018. Authors will have PDF copies of their offprints emailed to them by April 06, 2018.

## A Polite Request to All Participants

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

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

# IAFOR Journals

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



# IAFOR Journals

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

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

## How are journal editors appointed?

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

## How do we ensure academic integrity?

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

## How are papers selected?

Journal editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated Conference Proceedings may also be selected by the journal editor(s) for reworking and revising, subject to normal processes of review. It is expected that between five and ten percent of papers included in any given Conference Proceedings will be selected for consideration and potential publication in the associated conference journal.

## How are IAFOR journals related to IAFOR conferences?

IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. Papers included in the associated Conference Proceedings may be considered for reworking by the editor(s), and are then subjected to the same processes of peer review as papers submitted by other means.

# Journal Editors

### **IAFOR Journal of Arts & Humanities**

Alfonso J. García Osuna, Hofstra University, USA

### **IAFOR Journal of Literature & Librarianship**

Dr Richard Donovan, Kansai University, Japan

### **IAFOR Journal of Education**

Dr Yvonne Masters, University of New England, Australia

### **IAFOR Journal of Business & Management**

Dr Anshuman Khare, Athabasca University, Canada

### **IAFOR Journal of the Social Sciences**

Dr Tingting Ying, Ningbo University of Technology, China

### **IAFOR Journal of Ethics, Religion & Philosophy**

Professor Lystra Hagley-Dickinson, Plymouth Marjon University, UK

### **IAFOR Journal of Sustainability, Energy & the Environment**

Dr Tom Houghton, Curtin Graduate School of Business, Australia

### **IAFOR Journal of Media, Communication & Film**

Dr Celia Lam, University of Nottingham Ningbo, China

### **IAFOR Journal of Asian Studies**

Dr Seiko Yasumoto, University of Sydney, Australia

### **IAFOR Journal of Language Learning**

Dr Bernard Montoneri, National Chengchi University, Taiwan  
(Guest Editor)

### **IAFOR Journal of Politics, Economics & Law**

Dr Craig Mark, Kyoritsu Women's University, Japan

### **IAFOR Journal of Cultural Studies**

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

### **IAFOR Journal of Psychology & the Behavioral Sciences**

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



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

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

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

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

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

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

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

# IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Shaohua Pei, recipient of the Stuart D. B. Picken Grant & Scholarship, and Suwendu Biswas and Anna Bajema, recipients of IAFOR Scholarships, who have been selected by the conference Organising Committee to receive financial support to present their research at The IAFOR International Conference on Education – Hawaii 2018 and The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2018.

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: [iafor.org/financial-support](http://iafor.org/financial-support)

## **Stuart D. B. Picken Scholarship Recipient** **Shaohua Pei, Iowa State University, USA**

Shaohua (Linda) Pei is currently a PhD candidate majoring in Educational leadership at Iowa State University, USA. Her research interests include struggles and success of international students, internationalisation of higher education, microaggression experience of Asian students, second language acquisition, and intercultural communication.

### **Friday Session IV | 17:00-17:30 | Room 321A (3F)**

*Embracing Diversities: International College Students' Interaction Experience with Domestic Students in the U.S.*

Shaohua Pei, Iowa State University, USA

For the past 11 consecutive years, an increasing number of international students have been enrolled in the U.S. universities, and this number is expected to continue growing in the next decade. As a fundamental process for students' development, interaction promotes students' cognitive ability as well as their cultural understanding and awareness. Frequent peer interaction enhances student-centered learning and thus encourages diversified ideas. This phenomenological study explored the ways in which international college students (including undergraduates and graduates) interacting with domestic students. The research questions are: First, in what ways do international college students interact with domestic students? Second, what are the motivating factors for international college students to interact with domestic students? Third, what are some of the factors that make the interaction difficult? 10 face-to-face in-depth interviews were conducted at a large Mid-Western public research institution to identify the motivating factors as well as potential barriers for the interaction. Key findings in this study contribute to the growing body of research on international students' interaction. Practical implications are provided for student affair professionals and international education administrators to engage more of international students' interaction.

## **IAFOR Scholarship Recipient**

**Suwendu Biswas, BRAC University Institute of Educational Development (BRACU-IED),  
BRAC University, Bangladesh**

Suwendu Biswas is currently a post-graduate student of Education at BRAC University, Bangladesh, and a Teach For Bangladesh fellow, working for quality education and educational equity in Bangladesh. He was previously an Indian Government's International Council for Cultural Relations Scholar and did his initial post-graduation in Public Administration and Public Policy from the University of Mysore, India. Although Mr. Biswas is an International Relations graduate, he has diverse research interests. He is passionate about working on International Affairs, International Security, Global Political Economy, Public Policy and

# IAFOR Academic Grant & Scholarship Recipients

recent trend in Education and Education Policy. Suvendu's future interest is to work as a researcher at a globally renowned university or research institute and devote rest of his career in the field of research.

## **Friday Session IV | 17:30-18:00 | Room 322B (3F)**

*School Level Governance and the Quality of Primary Education: A Bangladesh Perspective*

Suvendu Biswas, BRAC University Institute of Educational Development (BRACU-IED), BRAC University, Bangladesh

School Management Committee (SMC) plays a substantial role in enhancing the quality of education by not only increasing the community participation and engaging the local people in educational development program but also making strategic planning and measuring Key Performance Indicator (KPI) of the head of the school. That is why effectiveness and efficiency of SMC are significant for strengthening the school governance. However, due to ineffectiveness and inefficiency of the SMC, the quality of primary education in Bangladesh is not being met. This research paper explores why is the SMC failing to strengthen the school governance and what are the strategies required to follow to enhance the effectiveness and efficiency of the SMC for active school governance. The result shows that most of the cases the SMC members do not know their job descriptions and responsibilities. They don't have sufficient training on what to do and how to do as well. The communication gap between head teacher (HT) and SMC members is another reason why the SMCs are failing to strengthen the school governance. Finally, the paper suggests some strategies to strengthen the school governance by enhancing the capacity of the SMCs so that a well-organized, unbiased, as well as high-quality primary education system, can be established in Bangladesh.

## **IAFOR Scholarship Recipient**

**Anna Bajema, James Cook University, Australia**

Anna completed her undergraduate and honours degrees in psychology at James Cook University in Australia in 2014. She is currently a Phd student and her research project is investigating Australian perceptions towards Environmentally Displaced People in the context of the Integrated Threat Theory. Her project will also investigate how these perceptions are influenced by the use of virtual reality perspective taking.

## **Friday Session II | 13:30-14:00 | Room 322A (3F)**

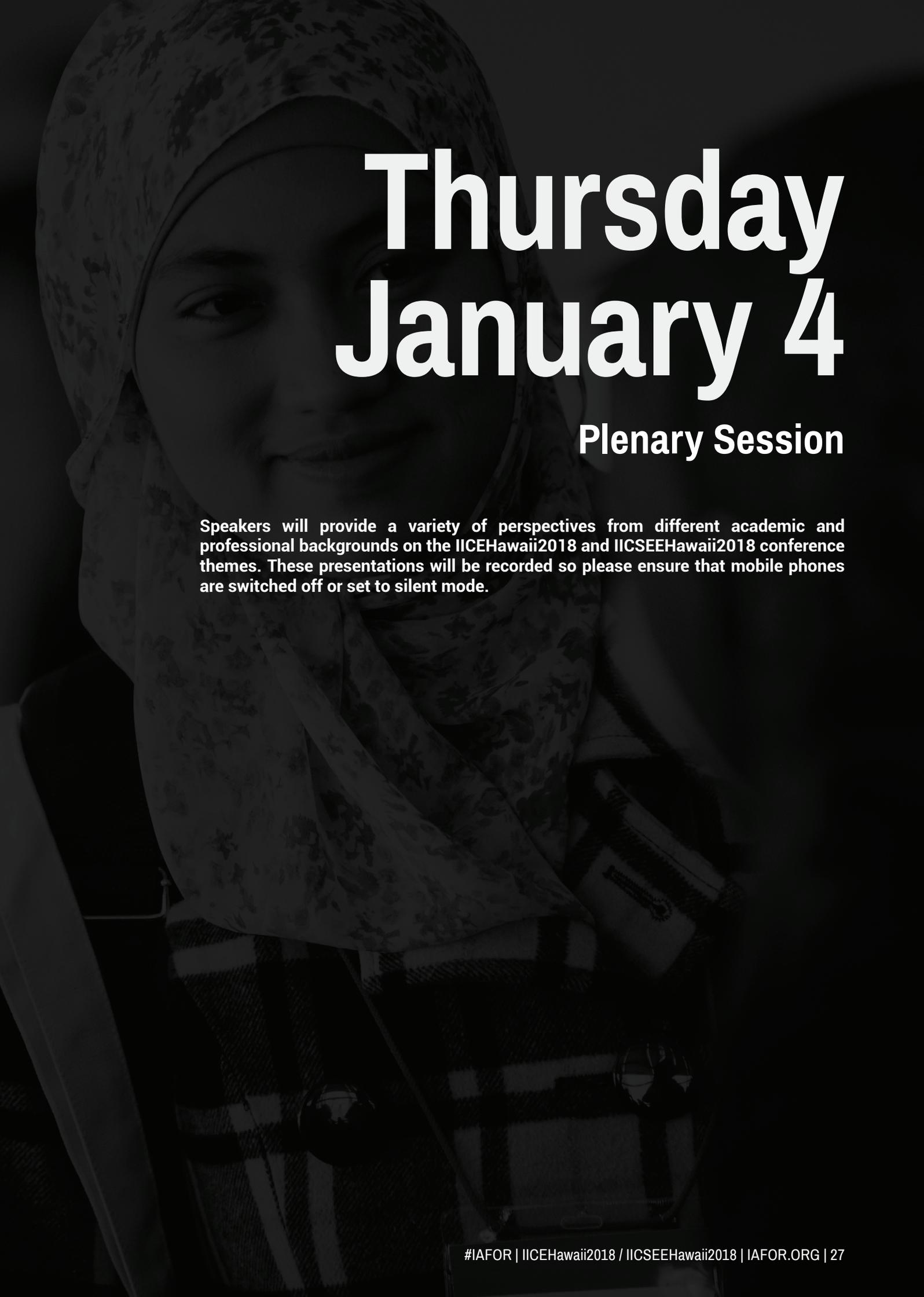
*Australian Attitudes Towards Environmentally Displaced People: What Can We Expect?*

Anna Bajema, James Cook University, Australia

Anne L. Swinbourne, James Cook University, Australia

Connar McShane, James Cook University, Australia

Australia is identified as a potential host country for thousands of Pacific islanders expected to be displaced due to projected sea level rise. Host country attitudes towards and acceptance of displaced people impact the health and wellbeing of those displaced. Thus, it is important to understand how Australians, and other host countries view environmentally displaced people. Currently, there is insufficient research which investigates attitudes towards environmentally displaced people, which the current project aims to address. The current project used an online survey and collected data from 419 Australians (Mean age =28(SD=12.86), F=295, M=119, 78% undergraduate university students) on various attitude measures (e.g. prejudices) towards two groups of displaced people: non-environmentally (e.g. refugees) and environmentally displaced people. Aggregated results indicate the participants had low-moderate scores on scales measuring negative attitudes towards both forms of displaced people. ANOVA results indicate mean ratings of the attitude measures did not differ significantly across the two groups (all p's > .05). These findings provide unique insights into host country citizens' attitudes towards environmentally displaced people and the complexity of these attitudes. That is, though the participants reported attitudes were generally positive towards environmentally displaced people, reported attitudes were also generally positive towards non-environmentally displaced people. These results suggest the drivers and social outcomes of attitudes regarding displaced people is complex. Various implications for these findings, such as future social cohesiveness in the face of large scale displacement, are discussed.



# Thursday January 4

## Plenary Session

Speakers will provide a variety of perspectives from different academic and professional backgrounds on the IICEHawaii2018 and IICSEEHawaii2018 conference themes. These presentations will be recorded so please ensure that mobile phones are switched off or set to silent mode.

# Submit your research to the IAFOR Journal of Education

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

Like all IAFOR publications, it is freely available to read online, and is free of publication fees for authors. The first issue was published in May 2013, and the journal continues to publish three issues per year.

The *IAFOR Journal of Education* is calling for submissions for a special issue on "Teacher Education: Challenges and Opportunities", with a target publication date of September 30, 2018.

**Guest Editor:** Dr Yvonne Masters, University of New England, Australia  
**Submission deadline:** March 1, 2018

The aim of this special issue is to discuss teacher education and its opportunities and challenges. In the current accountability climate, where everything is expected to be measurable, the words evidence and impact are at the forefront in new policies, all in the pursuit of quality teachers. The quality imperative has raised questions in many areas of teacher education: who is selected for teacher education courses? Can prior experience be recognised? What capstone assessment will measure compliance with standards? What is good evidence? These are only a few of the questions surrounding a much contested education arena.

We are calling on anyone who is working and/or researching within the teacher education field to submit an article to this special issue. We welcome articles about one of the issues mentioned above or about any other topic within the wider field. Our aim is to publish about teacher education around the globe, highlighting similarities and differences in multiple countries.

We encourage you to submit your manuscript (as a Word file) via the manuscript submission form available on the journal homepage ([www.ije.iafor.org](http://www.ije.iafor.org)). Please include "Special Issue" at the beginning of your article title in the submission form and article file. Submissions open on October 1, 2017. Please read the information on the journal homepage and follow the journal's Author Guidelines before submitting your paper.

We look forward to receiving your submissions. If you have any questions, please don't hesitate to contact the special issue Guest Editor, Dr Yvonne Masters ([yfmasters@gmail.com](mailto:yfmasters@gmail.com)), or the IAFOR Publications Team ([publications@iafor.org](mailto:publications@iafor.org)).

For more information about the *IAFOR Journal of Education* please visit:

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

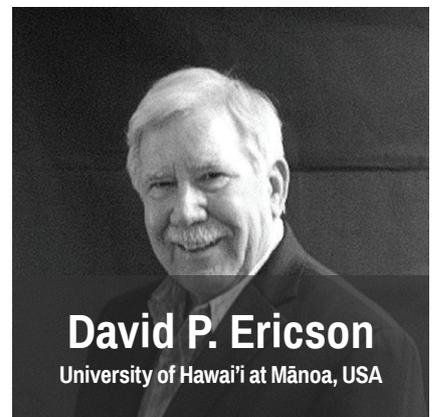
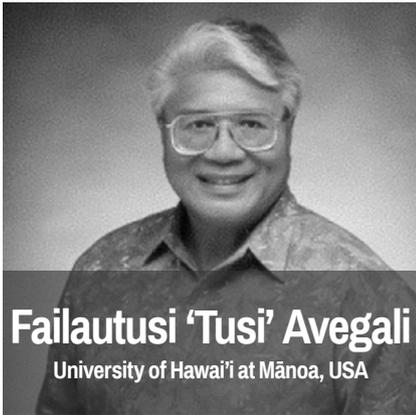
# Thursday Plenary Session

## 09:00-16:15 | Hawai'i Convention Center

- 08:00-09:00 Conference Registration | Room 319A (3F)
- 09:00-09:30** **Announcements & Welcome Address | Room 318 (3F)**  
Kiyoshi Mana, The International Academic Forum  
Curtis Ho, University of Hawai'i at Mānoa, USA  
Joseph Haldane, The International Academic Forum
- 09:30-10:15** **Keynote Presentation I | Room 318 (3F)**  
*Surviving and Thriving: Education in Times of Change*  
Failautusi 'Tusi' Avegalio, University of Hawai'i at Mānoa, USA
- 10:15-11:00** **Keynote Presentation II | Room 318 (3F)**  
*Education in a Changing World: New Partnership and Changing Paradigm for Education Development*  
Xiaoyan Liang, World Bank
- 11:00-11:30 Coffee Break | Room 319A (3F)
- 11:30-12:15** **Keynote Presentation III | Room 318 (3F)**  
*The East-West Center "Spin" on Education*  
Richard Vuylsteke, East-West Center, USA
- 12:15-12:30** **IAFOR Documentary Photography Award | 2017 Winners Screening**
- 12:30-12:35 Conference Photograph | Room 318 (3F)
- 12:35-13:30 Lunch Break | Room 319A (3F)
- 13:30-14:15** **Keynote Presentation IV | Room 318 (3F)**  
*Pacific Indigenous Perspectives vs Global Ways of Learning*  
Hiagi M. Wesley, Brigham Young University – Hawaii, USA
- 14:15-15:00** **Keynote Presentation V | Room 318 (3F)**  
*Native Hawaiian Health: Opportunities to Develop Healthy Leadership and Workforce*  
Sheri-Ann Daniels, Papa Ola Lōkahi, USA
- 15:00-15:30 Coffee Break | Room 319A (3F)
- 15:30-16:15** **Keynote Presentation VI | Room 318 (3F)**  
*Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population*  
Sela V. Panapasa, University of Michigan, USA

The Plenary Session will be followed by the Conference Poster Session, which will be held from 16:30 to 17:30 in Room 319A (3F). The Conference Poster Session will be immediately followed by the Conference Welcome Reception in the same room.

# Featured Speakers





# Keynote Presentation I: Failautusi 'Tusi' Avegalio

Thursday, January 4 | 09:30-10:15 | Room 318 (3F)

## Surviving and Thriving: Education in Times of Change

From my first year ('97) as a faculty member at the University of Hawaii, College of Business Administration, an intellectual and world view dilemma between my Polynesian beliefs, rooted in traditional values, and Western education/perspectives continued unabated until years later when I matured as a ranking traditional leader (alii) of the Samoan archipelago and as a seasoned educator and administrator at the secondary and post-secondary levels. The cause of that dilemma was the intellectual contrast between the notion of a mechanistic universe motivated by a linear rational process and an organic universe, genealogically connected that privileged intuition, dialogue with ancestors, and kinship ties among all living things. Utilising one or the other has been harmful and ineffective in adapting effectively to change particularly if imposed by a dominant culture. Rather than supplant traditional beliefs and cultural values with 'modern' pedagogic and leadership methods and/or perspectives of success, a more effective method of reconciling the seemingly opposing values and moving forward was synthesising cultural knowledge and traditional wisdoms with modern knowledge, science and technology. Combine the best of both, discarding their weaknesses and creating a third option with value added. The opportunities for success are compelling.

## Biography

**Papalii Dr Failautusi 'Tusi' Avegalio** is the director of the multi national award winning Pacific Business Center Program (PBCP) and the executive director of the Honolulu Minority Business Enterprise Center (HMBECE) at the UH Mānoa Shidler College of Business. A former research fellow with the Pacific Islands Development Program at the East-West Center, Avegalio is the first native from Oceania to become a professor at the Shidler College of Business. He has consulted extensively for traditional chiefs, village councils, governments, colleges and universities, financial institutions, multi-national corporations and businesses nationally and internationally. He also has been the primary organiser of many events, such as the University of Hawai'i Stars of Oceania to recognise the contributions of Pacific Islanders to the State, Nation and World inaugurated in 2006 with most recent event in American Samoa in 2017, and Regional & Global Breadfruit Summits in American Samoa (2013), Hawai'i (2016), and the recent 2017 Breadfruit Summit in Apia, Samoa. Dr Tusi has a doctorate in educational administration from Brigham Young University in Provo, Utah. He is a Polynesian alii and senior heir of the Malietoa warrior king line of Samoa holding the traditional title of 'Papali'i' from Savaii, Samoa.



# Keynote Presentation II: Xiaoyan Liang

Thursday, January 4 | 10:15-11:00 | Room 318 (3F)

## Education in a Changing World: New Partnership and Changing Paradigm for Education Development

The presentation will shed light on the evolution as well as emerging policies and practices implicitly and explicitly espoused in the World Bank education programs. Neoliberalism ideologies have impacted education reform policies in developing countries in the last two to three decades. Privatisation, decentralisation, school choice, accountability, and standards (often unreachable and without sufficient enabling conditions) have been the mantra for much of the education development. The results, however, are not optimal, widening the gap in access and quality of education and often weakened state institutions in the mandate and provision of education. The World Development Report 2018 labelled the status of education as a "learning crisis". At the same time, the presentation will highlight the alternative and successful path of education development in selected East Asian countries such as China and Korea, characterised by the strong role of the states, balancing central planning with local implementation, pragmatism in adopting different priorities at different stages of development. Further, at core of the East Asian education experience is the relentless focus on teachers and instructional excellence at every level of education and a heavy dose of science, technology and engineering curriculum (STEM), which many now agree have contributed to the economic miracles we witness today in these countries.

The World Bank, under a few of its flagship programs, is beginning to embrace and promote knowledge sharing and partnerships between the new donors (as opposed to traditional ones) such as China and Korea with other developing countries including Africa, aiming at leveraging the Chinese and Korean education development experience in basic education, higher education, as well as technical and vocational education and training. Concrete examples will be provided to illustrate how these projects are incubating concrete collaboration between the Chinese and Korean institutions with the African ones.

### Biography

**Dr Xiaoyan Liang** is a Lead Education Specialist in the World Bank. Dr Liang joined the World Bank formally as a Young Professional in 1998 after graduating from Harvard University with a Doctor of Education degree. Since then, she has led policy dialogue and research, and managed the World Bank's education programs in Africa, Latin America, and East Asia Regions. Dr Liang has solid education policy research, program development and implementation expertise in early childhood education, technical and vocational and higher education, education finance, and teacher development. She is widely published. Her most recent analytical works include *"Challenges and Opportunities in Early Childhood Education in Yunnan"* and *"Developing Skills for Economic Transformation and Social Harmony in China"*. She is also the lead author of the well-received World Bank's *"How Shanghai Does It: Insights and Lessons from the Highest-Ranking Education System in the World"* report. Dr Liang is currently the World Bank's Africa Regional Team Leader for the East and Southern Africa Higher Education Centers of Excellence Project, Skills for Africa Transformation and Regional Integration, and the Partnership for Applied Science, Engineering, and Technology (PASET). Prior to that, she was the team leader for World Bank's education programs in China, Malaysia and Korea. Dr Liang is passionate and committed to education development and to facilitating education partnership between East Asia, Africa and other countries.

**This presentation is kindly sponsored by The World Bank.**



# Keynote Presentation III: Richard Vuylsteke

Thursday, January 4 | 11:30-12:15 | Room 318 (3F)

## The East-West Center “Spin” on Education

The East-West Center promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue. Established by the U.S. Congress in 1960, the Center serves as a resource for information and analysis on critical issues of common concern, bringing people together to exchange views, build expertise, and develop policy options.

This presentation will introduce some special East-West Center approaches to education, including “place utility,” “cross-cubed” programs, and social media umbrellas.

### Biography

**Dr Richard R. Vuylsteke** (pronounced VUL-stek) took office as the East-West Center’s 11<sup>th</sup> Chief Executive on January 1, 2017. A former EWC grantee and staff member, he rejoined the Center after several decades living in Asia and serving most recently as President of the American Chamber of Commerce in Hong Kong.

Previously he served as President of the American Chamber in Taipei, Editor-in-Chief of the Taiwan Review, and Area Studies Coordinator for the US Department of State Foreign Service Institute in Taipei. Earlier in his career, he was a research fellow in East Asian Legal Studies at Harvard Law School as well as a Fulbright scholar at the University of Rajasthan, India.

Originally from Illinois, and a Phi Beta Kappa graduate of Illinois College, Dr Vuylsteke was an East-West Center grantee in the 1970s while he earned MA and PhD degrees from the University of Hawai’i at Mānoa, specializing in Western and Chinese political philosophy. While still a graduate student he joined the Center’s staff as a research assistant to the Director of the Culture Learning Institute, and later worked as a special assistant to the EWC president with focus on Pacific Community topics. In addition, he taught courses at the University of Hawai’i and Chaminade University in Asian history and social, political and legal philosophy. He also worked at the Pacific Forum (now Pacific Forum/CSIS).

Prior to graduate school, he served three years in the US Army, leaving active duty as a 1<sup>st</sup> Lieutenant. While in the service, he was stationed in Hawai’i at the US Army Pacific Command (USARPAC) as Chief of the China Desk and later seconded to CINCPAC (now PACOM) as Chief of the Soviet Far East Desk.

His areas of expertise include strategic and operational leadership of multicultural organisations; Asia Pacific business and trade, and Asian and Western history and philosophy.

Dr Vuylsteke is married to Josephine Wu Vuylsteke, a former broadcast journalist; they have three sons.

Image | The East-West Center, Jefferson Hall Conference Center (Wikipedia)



# Keynote Presentation IV: Hiagi M. Wesley

Thursday, January 4 | 13:30-14:15 | Room 318 (3F)

## Pacific Indigenous Perspectives vs Global Ways of Learning

Pacific islanders, in pursuing an education in America's universities, have to deal with cultural perspectives that influence their way of life, behaviour, motivation and learning. These students, comprising different levels of English language proficiency with diversified degrees of socialization in globalization, continue to perform poorly in America's institutions of higher learning. The students could be non-citizens with student visas or bona fide citizens of the United States who are children of immigrants from Polynesia, Micronesia and Melanesia.

The cultural perspectives that determine their identity and self-esteem could be barriers as well as sources of conflict in the academic setting. The challenge is to deal with two perspectives that are bipolar in nature: the heritage culture as well as the school culture with its norms and expectations. Pedagogically, the context of teaching is focused on global perspectives, thus contributing to the already disadvantaged Pacific islanders.

As students acquire a more global perspective, they are in a position to negotiate the system, engage meta-cognitively and participate in the learning process. In retrospect, the greater the level of cognition related to global perspectives, the more likely for the students to acquire, adapt and apply effective strategies that contribute to their academic success. When there is greater incongruence between cultural and global perspectives students feel challenged, lack motivation and experience alienation in the educational settings. The end result could be failure and overall poor performance.

## Biography

Having been in the classroom at elementary school, junior and senior high school, and university levels, as well as an administrator at all levels, **Dr Hiagi M. Wesley** is passionate about student learning and academic success. He has a special interest in how different indigenous cultures affect the academic success of students. His current responsibilities in leadership and teaching have been in the Hawaiian and Pacific Islands Studies programs at Brigham Young University – Hawaii, USA. He strives to apply effective pedagogy for student learning, in his role as Associate Dean in the College of Arts and Humanities, as he provides services in the area of curriculum development.

His educational background includes a Master's degree and Supervisory Certificate in Secondary School Administration as well as a Doctorate of Education in Higher Education Administration. Other training includes an ESL certificate as well as Diversity and Sensitivity credentials.



# Keynote Presentation V: Sheri-Ann Daniels

Thursday, January 4 | 14:15-15:00 | Room 318 (3F)

## Native Hawaiian Health: Opportunities to Develop Healthy Leadership and Workforce

In 1985, E Ola Mau (EOM), The Native Hawaiian Health Needs Assessment reported the disparate rates of death and illness in the Native Hawaiians. To address the E Ola Mau findings, Congress passed the Native Hawaiian Health Care Act of 1988. Papa Ola Lokahi (POL), the Native Hawaiian Health Scholarship Program (NHHSP) and the Native Hawaiian Health Care Systems (NHHCSs) were established under The Native Hawaiian Health Care Act of 1988. The Act was reauthorized and renamed the Native Hawaiian Health Care Improvement Act (NHHCIA) in 1992. In 2010, the NHHCIA was included in the Affordable Care Act (ACA) and reauthorized until 2019. POL is responsible for implementing the mandates of the NHHCIA, with an overarching goal to raise the health status of Native Hawaiians to the highest possible level. One of the mandates includes training of Native Hawaiian health professionals. This is done through our relationship with the Native Hawaiian Health Care Systems and the Native Hawaiian Health Scholarship Program [workforce development component].

### Learning Objectives:

- Understand the historical significance of E Ola Mau, The Native Hawaiian Health Needs Assessment (1985) and preview the E Ola Mau a Mau, the updated review of the original assessment report;
- Describe the purpose of Papa Ola Lokahi, the Act, its mandates and the NHHCSs;
- Describe the unique plans of engaging and developing Native Hawaiian health professionals to create leadership opportunities moving forward.

## Biography

**Dr Sheri-Ann Daniels** is the executive director of Papa Ola Lōkahi, the Native Hawaiian health board, and chair of Nā Limahana o Lonopūhā, the Native Hawaiian Health Consortium. Born and raised on Maui, Dr Sheri-Ann Daniels is a graduate of the Kamehameha Schools - Kapālama campus. She holds degrees in the field of counselling psychology and has several license certifications. She has more than 20 years of experience in social services programs across Hawai'i in both the non-profit and government sectors. Dr Daniels was recognised in 2014 with the Maui County Women of Excellence award. Other awards include the Pacific Business News - 40 Under 40 (2010) and Ka Ipu Kukui Fellow (2008). She is actively involved in various community and civic organisations on Maui, including Hawaiian Language education.



# Keynote Presentation VI: Sela V. Panapasa

Thursday, January 4 | 15:30-16:15 | Room 318 (3F)

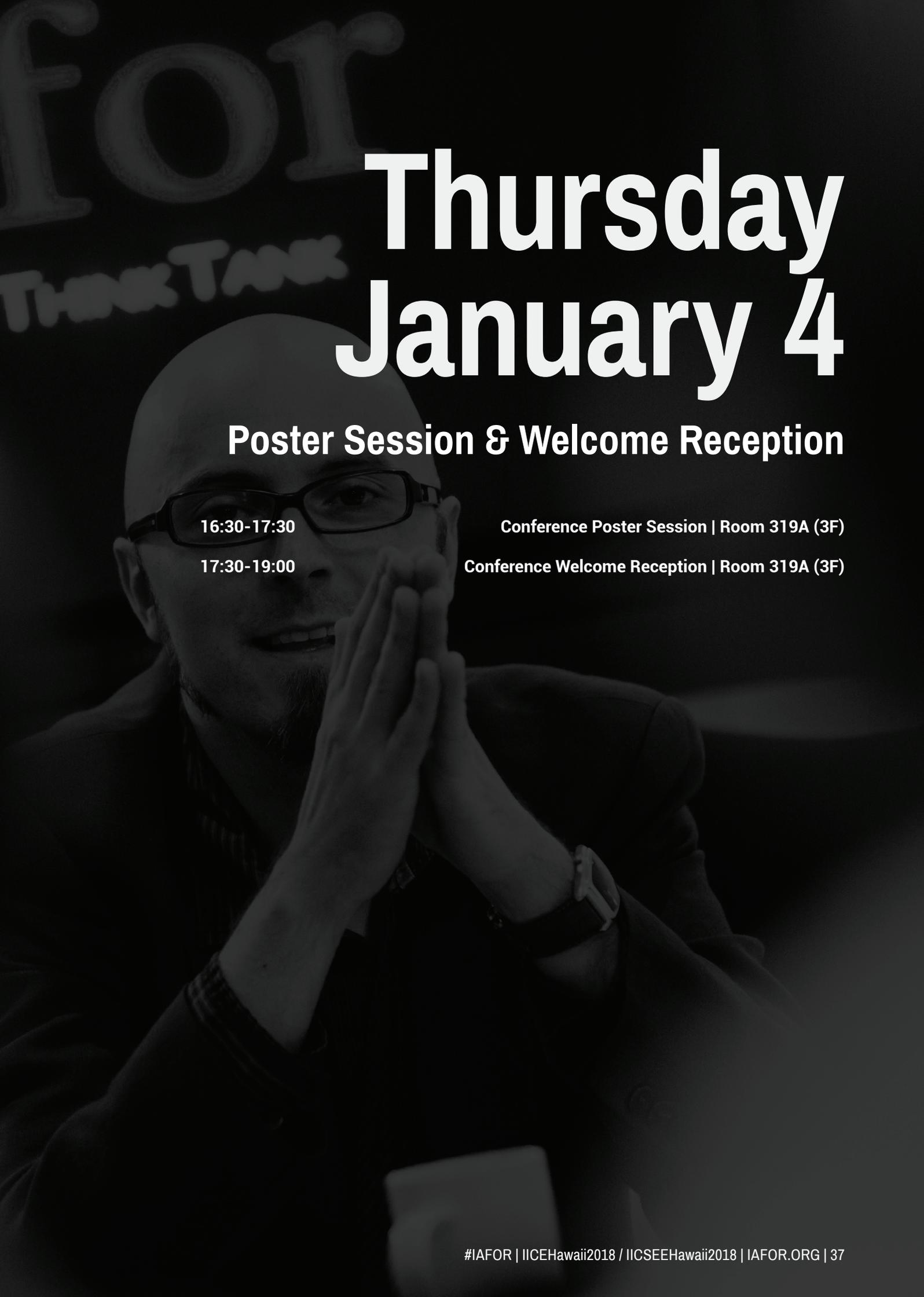
## Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population

Global migration, intermarriage, and geographic mobility are changing the demographic composition of cities and states across the United States. According to the U.S. Census Bureau, more than half of the nation's children are expected to be part of a minority race or ethnic group by 2020. Similarly, the minority population is expected to rise to 56 percent of the total population in 2060 compared to 38 percent in 2014. This population dynamic calls attention to the need to address current and future shortages as well as challenges in education and training to address the ongoing lack of diversity in existing research, public health workforce, and post-graduate training occupations. In key economic areas including medical care, policy development and representative government, there is a clear need for culturally competent leaders to lead educational programs and become the next generation that addresses the needs of growing, yet underrepresented minority populations. This presentation will highlight three distinct programs at different levels of the educational continuum to illustrate the important role that proactive educational policy can play in times of change.

The presentation will draw from a number of focused training and education curriculum that help provided inclusion and training to minority students and which offer insights and competency training to non-minority students interested in working with underrepresented populations. The discussion will review high school programs that promote STEM projects, summer training opportunities, and focused programs that introduce college students to public health, research and diverse workforce. These programs offer experience and encourage education opportunities.

### Biography

**Dr Sela V. Panapasa** studies family support and intergenerational exchanges among aged Pacific Islanders living in the US and Pacific region. Her work examines changes in elderly living arrangements and headship status in response to demographic and socioeconomic change. Her interests include family demography, race and ethnicity, measuring health disparities and comparative studies.



# Thursday January 4

## Poster Session & Welcome Reception

16:30-17:30

Conference Poster Session | Room 319A (3F)

17:30-19:00

Conference Welcome Reception | Room 319A (3F)

# Thursday Poster Session

## 16:30-17:30 | Room 319A (3F)

### Education Section

**38761 | Room 319A (3F)**

*The Effects of Principals' Leadership, Teachers' Professional Development, and Teachers' Beliefs on Students' Scientific Literacy: Multilevel Analysis of 2015 Pisa Data for Taiwan*

Jin-Fu Wu, Institute of Professional Development for Educators at National Chung Hsing University, Taiwan

In the last decades, the effect of principal leadership on student achievement has been a vital and controversial topic for years in the field of educational administration. However, to date, little empirical research exists which has examined the relationship between principal leadership and student achievement (the use of standardized tests for evaluation). Therefore, this study utilizes Taiwan's data from Programme for International Student Assessment 2015 (PISA 2015) to explore the effects of principal's leadership, teacher's professional development, and teacher's beliefs on students scientific literacy. To analyze and interpret the relationships among variables, this study uses multilevel modeling techniques (multilevel structural equation modeling, MSEM) to examine the direct-effects model and mediated-effects model. According to the findings of this study, some suggestions for principal's leadership will be provided.

**38810 | Room 319A (3F)**

*Learning Effectiveness of the Knowledge Co-Creation Approach to Ill-Structured Problems*

L. G. Pee, Nanyang Technological University, Singapore

Jung Lee, Hankuk University of Foreign Studies, South Korea

Tackling ill-structured problems (ISPs) in teams is a common approach used to promote learning in tertiary education. Education research and practice on ISPs have mainly focused on managing the problem-solving process/steps rather than the multiplicity of solutions and perspectives typical of ISPs. The co-creation approach addresses this gap by emphasizing social negotiation of solutions, empowerment in selecting solutions, and sharing of solutions. Key activities in the approach include: 1) create opportunities for students to discuss and debate proposed solutions, 2) empower students to make important decisions related to the solution (e.g., propose and select evaluation criteria, select the best solution), and 3) make final solutions available for sharing across teams using information technologies such as Wiki. This study empirically assesses the learning effectiveness of the co-creation approach with data collected from 239 university students in a large public university. Results indicate that the approach improves cognitive learning (e.g., understanding of key concepts and solutions), metacognitive learning (e.g., understanding of the problem-solving process and awareness of available tools), and epistemic cognitive learning (e.g., ability to identify solution evaluation criteria, confidence in solution). The use of information technology to facilitate knowledge sharing has a strong effect on learning effectiveness. Detailed results will be presented at the conference. This study contributes to education research by providing empirical evidence for the effectiveness of a new approach to learning. Instructors are also expected to benefit as the study presents a way of realizing co-creation and highlights aspects to focus on in practice.

**38859 | Room 319A (3F)**

*Analyzing Stress, Anxiety, and Depression and Its Relationship to Social Media, Relationships, and Academic Self-Regulation*

Darren Iwamoto, Chaminade University of Honolulu, USA

Courteney Oishi, Chaminade University of Honolulu, USA

For many people across our nation, social media has become a prominent part of our daily life. Social media allows us to communicate with our "friends", connect globally for news and upload miscellaneous content (e.g., pictures, locations, personal updates, recipes, etc...). Subsequently, we are now heavily relied on social media. One could argue that we are becoming addicted to social media as we are spending less amount of time separated from our smart phone and/or tablet. With our increased connectivity, social media also provides a platform where we begin to compare ourselves to those that we are connected to. Our expectations change and the potential fear of being judged can increase. What could boost one's self-esteem, self-confidence, and self-worth can also decrease those internal judgements just as quickly. This rollercoaster ride of emotions has the potential to alter our state of anxiety, depression, and stress level. These changes can affect our ability to perform at work and at school. It also has the ability to change how we interact with people in the real-world when we see our online "friends" face-to-face. The purpose of this study is to measure the relationship between stress, anxiety, and depression, with social media presence, personal relationships, and a person's level of academic self-regulation. This presentation will report on our findings with recommendations on potential intervention programs and future research opportunities.

**38909 | Room 319A (3F)**

*Content in the Language Curriculum: Ways Into University English Medium of Instruction*

Ted O'Neill, Gakushuin University, Japan

This presenter is part of a team that is mid-way through a three-year exploratory research project comparing the preparatory language programs for English-medium instruction (EMI) in university degree programs in Asian countries where English is not the official language. The main focus is on how "content" is dealt with, including the application of Content and Language Integrated Learning (CLIL). The investigator conducted semi-structured interviews with 10 faculty members at four programs, at three universities in Japan and Indonesia and will present preliminary results of this in-progress study. CLIL has become common in primary and secondary education in Europe, but is gaining ground in Japan and elsewhere in Asia in tandem with a growth in EMI programs. As these programs expand, they are diverging from European models and challenges of employing CLIL strategies with learners in tertiary education are becoming clearer. How do educators integrate content in the curriculum? How does this approach prepare high school graduates to thrive in the face of the challenge of tertiary education conducted in English? Participants will gain a better understanding of issues of program design, especially with regard to content in English as a foreign language, in order to effectively prepare students for study in English Medium of Instruction programs, academic study abroad, or other advanced education in international contexts.

# Thursday Poster Session

## 16:30-17:30 | Room 319A (3F)

### Education Section

#### 39100 | Room 319A (3F)

*Curriculum, Teaching and Learning, Admission to the University of Korea in the Era of the 4th Industrial Revolution*  
Sahoon Kim, Hankuk University of Foreign Studies, South Korea

The purpose of this study was to examine the curriculum, teaching and learning, and entrance examination of the university in the fourth industrial revolution era. This study searched various cases to investigate issues related to higher education curriculum and class and investigated student's satisfaction and grade. As a result of the study, the university curriculum needed to expand student choice. Many of the credits required for majoring in the program do not contribute to the student's creativity. The number of professors per student did not guarantee the satisfaction of the class. In order to improve the quality of instruction, various methods such as flip learning can be used. The effect of the student's admission path on the university life was examined. Admission to school should be considered in consideration of various variables in school adaptation.

#### 39152 | Room 319A (3F)

*Students' Intercultural Communication Competence in Rural Areas of Japan*

Yoko Yamada, Niigata University, Japan  
Gunyung Lee, Niigata University, Japan  
Akira Sawamura, Niigata University, Japan  
Yasuyuki Kishi, Niigata University, Japan

Most local governments in rural areas of Japan have been suffering from population decline. Local companies in the areas are supplementing the shortage of workforce by employing overseas students in the areas. Most Japanese students born and brought up there are expected to play important roles in local companies after graduation. It is predicted that intercultural communication competence necessary for those working in rural areas might be different from the competence necessary for those working in large cities like Tokyo. However, little is known about the characteristics of intercultural communication competence necessary for those working in rural areas. This study is motivated by the necessity of designing an education programme to develop students' intercultural communication competence for working in rural areas. To meet this necessity, this study examines how Japanese/overseas students work with people from different countries. The results of a survey conducted in one rural area show that (1) Japanese students have fewer opportunities of working with people from different countries; (2) Japanese people do not necessarily use languages as expected by overseas students; (3) the way overseas students deal with communication gaps is influenced not by the length of working with Japanese people in the area, but by their Japanese proficiency level and interaction strategies; (4) the length of working with people from different countries influences Japanese students' way of dealing with communication gaps. Implications of the results are discussed in terms of designing an education programme.

#### 39211 | Room 319A (3F)

*Content Evaluation of a Seminar Provided for Sophomore Undergraduate Nursing Students*

Yumiko Ishikawa, Teikyo Heisei University, Japan  
Hiroko Fukaya, Teikyo Heisei University, Japan  
Kiyomi Funaba, Teikyo Heisei University, Japan  
Chizuru Iwawaki, Teikyo Heisei University, Japan  
Yuko Ando, Teikyo Heisei University, Japan  
Shun Ohta, Teikyo Heisei University, Japan  
Kumiyo Soi, Teikyo Heisei University, Japan

A rapidly changing population and healthcare system require growth and change in the nursing profession. Not only skills in communication and interpersonal relations but also critical thinking and creativity are essential components for nurses to be effective members of collaborative interdisciplinary healthcare team. This paper presents a structure of a professional development seminar for sophomore year undergraduate nursing students. Even though sophomore students are in the preclinical stage of learning, building professional socialization throughout of class activities such as volunteering in the community may promote attitude, values, and interests needed to perform a nursing role. The aim of this course and student's activities will be compared and contrasted with the professional socialization models and research-based knowledge. Professional socialization is a continuous process so that a study of students' cognitive and affective domains of performance within the curricula could contribute to further understand the transformations which may change differently in second and third-year students.

#### 39316 | Room 319A (3F)

*Intelligibility of Five English Varieties to Korean-Speakers of English*

Bohyon Chung, Hanbat National University, South Korea  
Miki Hyun Kyung Bong, Shinshu University, Japan

This talk outlines the intelligibility of five English varieties to Korean-speaking learners (KSLs) of English, who have been exposed mainly to General American in their English language learning classrooms throughout the primary and secondary schools, which are out of sync with the spread of world Englishes. We have addressed this issue of the limited educational environment in Korea and have observed relatively firm indications of the KSLs' preference for an American accent (Chung & Bong, 2017). The subject matter of this talk is the measurement of the intelligibility of five varieties of English: four native English accents of English (General American, British, Canadian, and New Zealander), and the English accent of a native Korean speaker (so called Korean-accented English). A total of 316 Korean undergraduate students listened to a recording in one of the accents and completed an intelligibility test. The collected data were analyzed using simple frequency count and a one-way ANOVA. Analysis revealed that Canadian and American English were most intelligible to KSL among five varieties whereas that of New Zealander was least intelligible. Interestingly British-accented and Korean-accented English were found to be more or less equally intelligible. Furthermore, the findings showed at which structural level identified the KSLs were most sensitive to differences of accent, compared with the five accents. Thus, we argue that among KSLs the implanted familiarity with one particular English accent has a significant role in determining intelligibility levels, and suggest that balanced English models should be incorporated into pedagogical practice in Korea.

# Thursday Poster Session

## 16:30-17:30 | Room 319A (3F)

### Education Section

#### 39369 | Room 319A (3F)

##### *Development of Nursing Students' Professional Socialization in BSN Program*

Hiroko Fukaya, Teikyo Heisei University, Japan  
Kiyomi Funaba, Teikyo Heisei University, Japan  
Shun Ota, Teikyo Heisei University, Japan  
Kumiyo Soi, Teikyo Heisei University, Japan  
Sachiko Tanabe, Teikyo Heisei University, Japan  
Yumiko Ishikawa, Teikyo Heisei University, Japan

Professional development of socialization in undergraduate nursing students is essential to success clinical study and to be an effective member of a health care team. However less is known about the factors facilitating students' socialization process especially in-class learning activities. The aim of this study is finding a recent research findings and methods that best evaluate socialization process among undergraduate nursing students. A literature search was completed in October 2017 using PubMed database with key words nursing professionalism and baccalaureate education published last 10 years. Majority of the research was reported with regard to social media or digital utilization and socialization process across clinical study. Considering the educational effects in developing nursing students' professional values, it is recommended to evaluate competencies in professionalism, collaboration, communication, and problem solving abilities in relation to personal factors and curriculum throughout undergraduate nursing progression. A cohort research focusing on the effectiveness of in-class activities among freshman or sophomore nursing students how they develop professional socialization in senior years.

#### 39411 | Room 319A (3F)

##### *The Current Situation and Issues of Inclusive Education in Home Economics Education of Middle School and High School in Japan*

Fumika Kimura, Tokyo Kasei Gakuin University, Japan  
Kanae Suzuki, Tsukuba University, Japan

In Japan, there has recently been started programs for children with physical, mental and developmental disabilities based on the same political systems, named special needs education 'Tokubetsu Shien Kyoiku'. Special needs education in Japan is positioned as inclusive education. Teachers of some subjects provide education to students with some special needs, with spaces and contents different from those of other students. But many teachers have their classes without any special support. Home economics is also similar. The background of such a situation includes several problems. One of the difficulties is about the assessment of the children. Because almost teachers had been organized lessons for the students without any disabilities or any problems. And most teachers of home economics are not educated as a specialist in special needs education. Besides that, the difference in the situation of the family and the difference in the cultural background also constitute the background of the problem in promoting the class of the home economics. In this paper, I focus on nutrition education in home economics, and clarifies the problem that the teacher feels from the results of an interview survey to ten young teachers. And also I introduce the efforts that teachers did in their classes. Summarize the problems and successful outcomes and consider more effective nutritional education methods.

#### 39425 | Room 319A (3F)

##### *A Ratchet Lens: Black Queer Youth, Agency, Hip Hop, and the Black Ratchet Imagination*

Bettina Love, University of Georgia, USA

Taking up the call offered by the aforementioned Black feminists to interrogate binaries and the policing of Black bodies through a more complex reading of the word "ratchet," this paper attempts to chart new terrain in conceptualizing a ratchet methodological perspective for research that studies the unique challenges of Black queer youth who create or engage in the complicated social, emotional, economical, and cultural dimensions of Hip Hop, working class Black life, and the fluidity of queerness. This poster session specifically calls for researchers to approach the study of Black queer youth who create and consume Hip Hop with a Black Ratchet Imagination lens. A Black Ratchet Imagination lens is a fluid methodological perspective that recognizes, appreciates, and struggles with the agency and knowledge production of Black queer youth who are resisting, succumbing to, and finding pleasure in Hip Hop by undoing the heteropatriarchal, liberating, queer, homophobic, sexist, feminist, hyper-local, global, ratchet, and conservative space of Hip Hop (Love, 2012, 2016; Rose, 2008). As an example, I apply a Black Ratchet Imagination methodological perspective to an examination of New Orleans' Bounce culture. I conclude the research by underscoring the need for humanizing, hyper-local, and messy theoretical frameworks that provide further context for research investigating Black queer youth whose identities are informed by the culture of Hip Hop.

#### 39910 | Room 319A (3F)

##### *Service Culture in Higher Education Institute*

Mohammad Ali Chauhan, University of Management and Technology, Pakistan

This paper is an attempt to explore existing systems and suggest new designs, with practical suggestions for introducing a service culture in a Higher Education Institution (HEI). Culture constitutes of many elements and for the purpose of this paper the focus is on creative service culture for satisfying customers (students and industry) of a higher educational institute and role of human resource management in co-creating a service experience. It is important for an institute that its employees develop a service culture and how HRM policies/guidance helps in creating a service culture within an HEI co-creating a service experience. The service system interactions between students, professors, and university are critical for value co-creation as a central concept generally applicable to service science concepts. Paper attempts to look at students as part of the human resource of a university. One cannot look upon our customer in a service culture environment as an external entity. Management of university must establish practices that enhance the concept of students (customers) as part of the human resource of an HEI. Emphasis is on the interaction among the students, customer contact employees (professors, registrar, admissions, examination etc) and the management of university (policy makers) in an HEI. A suggestion to launch a model program is proposed as an example in the end that can be a starting point for any HEI to embark on a journey towards creating new service culture allows for sharing and exchange of memorable experiences with its customers.

# Thursday Poster Session

## 16:30-17:30 | Room 319A (3F)

### Education Section

**39418 | Room 319A (3F)**

*Content-Based Instruction in English: A Case Study in a Business Administration Class*

Yoshiko Matsumoto, SOKA University, Japan

The purpose of this presentation is to demonstrate how a content-based instruction is conducted in English at a Japanese university. This case study focuses on an advanced class in Faculty of Business Administration. In this class, Topics range from cultural diversity and socializing to presentations, meetings, and negotiations. English learning activities include four skills: reading, writing, speaking, and listening. In order to improve reading skills, the class deals with multinational companies and different cultures in the reading textbook. In addition, it requires students to complete an extensive reading report for reading and writing. As to speaking skills, students actively participate in discussion and oral presentations. For listening, they listen to the business conversation. Students are expected to develop their communicative competence in international business settings and to gain a broader understanding of business practices in other countries.

**40033**

*Teacher Perceptions and Beliefs about Field Trips as a Curricular Source*

Lynn Bagwell, New Mexico State University, United States

In today's educational arena, field trips are often viewed as an extracurricular activity disconnected from curriculum. Currently, teachers are experiencing pressure to prepare students of all ages to be college and career. Policy makers are mandating commercialized curricula as a means to ensure proficiency on standardized assessments. These types of curricula are often void of culturally relevant experiences that could be found through investigating local contexts. This study documented the process of two early childhood educators developing curriculum that stemmed from children's interests and their local contexts. During a 12-week period, a qualitative research study was conducted in a preschool located in a university lab school studying how the teachers, children, and families conceptualize field trips as a source of curriculum. To understand how educators plan for and implement meaningful field trips that are interwoven with curriculum, the teacher participants' beliefs and perceptions about taking children on field trips was explored. Additionally, the children's social construction of meaning of their physical and social worlds was observed and documented. The data collected was analyzed using van Manen's extensional categories of lived experience.

# Thursday Poster Session

## 16:30-17:30 | Room 319A (3F)

### Sustainability, Energy & Environment Section

**38072 | Room 319A (3F)**

*Beyond Smart Growth: An Economic Development Strategy for a Sustainable Maryland*

Gerrit Knaap, University of Maryland, USA

This presentation offers a broad-based, quality of life perspective on economic development for the State of Maryland. It describes how economic prosperity depends in part on the attainment of other goals such as equity and environmental quality. The recommended approach to economic development builds on existing policy strengths and extensive data analysis to offer an integrated approach for achieving both smart growth and economic prosperity.

**38384 | Room 319A (3F)**

*The Antecedents and Financial Consequence of Corporate Social Irresponsibility: Evidence From Large U.S. Corporations, 1991-2009*

Jijun Gao, University of Manitoba, Canada

Danping Song, University of Manitoba, Canada

Inclusive stakeholder management by corporations is key to building a just society. Both academic and practical attention to corporate social responsibility (CSR) has been increasing over the past few decades. Past research on CSR largely focuses on the positive side of corporate social issues management, explaining why and how firms engage in CSR activities and how such engagement influences corporate financial performance. Paying little attention to the negative side of social issues management, this research has generated little understanding as to why firms, even those with a strong record of CSR investment, commit irresponsible activities. In this study, we focus on corporate social irresponsibility (CSiR) and explore the antecedents and consequences of CSiR. From a strategic management perspective, we propose four key antecedents of CSiR, including selective management of stakeholders, technical orientation, past history, and performance pressure. We also propose that CSR moderates the negative effect of CSiR on corporate financial performance. We used an unbalanced dataset of large U.S. corporations from 1991 – 2009 to test our theory, and most of the hypotheses were supported. We discuss the implications of our findings and the contributions of this study to research on organizational misconduct, stakeholder theory and strategic management.

**38590 | Room 319A (3F)**

*Characteristics of the All-Vanadium Redox Flow Battery Using the Electrolyte Produced by Ammonium Metavanadate (AMV)*

Gab-Jin Hwang, Hoseo University, South Korea

Cheol-Hwi Ryu, Hoseo University, South Korea

Kyung-Tae Lim, Kceracell Co., South Sudan

Dae-Min In, Hoseo University, South Korea

A power system using renewable energy such as a solar and wind needs an energy storage system because of its low energy density and intermittent nature. A redox flow battery (RFB) is being investigated as an energy storage system for a load leveling and an emergency uninterruptible power supplies. One advantage of an RFB is that the power and energy storage capacity can be increase easily. In particular, an all-vanadium redox flow battery (VRFB) is being investigated for this purpose. In VRFB, the cost of electrolyte is very high, and the proportion of electrolyte in the VRFB system price takes up over 40%. Therefore, it needs the investigation for the electrolyte to decrease the cost. The performance of VRFB using the electrolyte produced by ammonium metavanadate (AMV,  $\text{NH}_4\text{VO}_3$ ), which had the lowest cost compared to vanadyl sulfate ( $\text{VOSO}_4$ ) and vanadium oxide ( $\text{V}_2\text{O}_5$ ), was measured. The commercial ion exchange membrane (Nafion 117 and APS membrane) and carbon felt electrode was used. The performance of VRFB was tested at current density of  $60\text{mA}/\text{cm}^2$ . The energy efficiency of VRFB was showed about 78%.

**38717 | Room 319A (3F)**

*Thoughts on Designing an Industrial-Scale Biofuel Production Plant Converting Seaweeds Via Fast Pyrolysis*

Jay Liu, Pukyong National University, South Korea

As the domestic energy environment focuses on sustainable energy supply, the demand for biofuels is increasing again. Third generation biofuels derived from seaweed biomass have several advantages over those from terrestrial biomass. However, they present challenging problems with fuel production due to the considerably high mineral content and the inherently high water content in the feedstock. This study presents several industrial-scale process routes for biofuel production using the fast pyrolysis of brown seaweed, *Laminaria japonica*, and compares each in terms of economic measure. The industrial-scale pyrolysis process is capable of processing 380,000 tons of dried seaweed every year. All the steps necessary for biofuel production are (1) pretreatment, (2) pyrolysis, (3) heat and power generation, (4) phase separation 5) upgrading and (6) hydrogen generation. Technological and economical comparisons were carried out for the following three cases: (i) a process using a fixed bed reactor after acid pre-treatment, (ii) a process without a pre-treatment and using a fluidized bed reactor, and (iii) a process using a fixed bed reactor after water wash pre-treatment. In the case of hydrogen production for fuel upgrades, it is more economical to purchase hydrogen from the outside than to produce hydrogen within the plant. It was also found to be more economical to separate and recycle the hydrogen used for fuel upgrading using pressure swing adsorption (PSA).

# Thursday Poster Session

## 16:30-17:30 | Room 319A (3F)

### Sustainability, Energy & Environment Section

**38752 | Room 319A (3F)**

#### *The Social Acceptance of Sewage Treatment Plant Construction in Korea Depending on Spatial Distance*

Jungwoo Shin, Kyung Hee University, South Korea  
Jaena Ryu, Korea Environment Institute, South Korea

The basic conditions for sustainable development should satisfy various conflicting, such as economic, environmental and technical constraints. Due to the increased importance of subjective attitudes and perceptions that have not been quantified, social infrastructure planning is getting complicated. Especially, the construction plan of sewage treatment plant has been significantly impacted by the opposition of local residents. However, this is a social essential infrastructure for residents in both local and other areas. Therefore, it is needed to analyze the social acceptance of sewage treatment plant construction depending on spatial distance in order to achieve the sustainable development and minimize social confliction. To analyze the social acceptance, we used contingent valuation method and collected data from a survey in Korea. We investigate the consumers' willingness to pay (WTP) to decline to construction, and measure their WTP as the cost of social acceptance. In addition, we consider the difference of each consumer's social acceptance according to spatial location. The results show that the cost range of each consumer's social acceptance is between 12,981 (\$11.40 US dollar) to 25,138 Korean won (\$22.08 US dollar) per month depending on their location. Based on the results, this study suggests the implications for efficient social infrastructure construction policy by considering the spatial distance between social infrastructure and resident location.

**39091 | Room 319A (3F)**

#### *Finding Green Chemistry Synthesis Techniques Based on Stability, Transport, and Hydroponic Studies of Engineered Nanomaterials in Terrestrial and Aquatic Environments*

Jacob Lanphere, California Baptist University, USA

Excitement and Interest in Engineered Nanomaterials (ENMs) has been increasing globally as novel materials that can be used in many applications. Nevertheless, if ENMs are to be implemented ethically, sustainable practices must be incorporated to limit unintentional harmful impacts to the environment and society. To educate policy makers and highlight the sustainable development of ENMs, environmental parameters that dictate ENMs fate and transport in terrestrial, subsurface, aquatic environments, and in plant systems should be studied to encourage green chemistry synthesis techniques. The stability, fate, and aggregation of ENMs under many environmental conditions were investigated using dynamic light scattering and electrokinetic characterization to identify potential removal mechanisms in the terrestrial and aquatic environment. Silver (Ag) and Titanium Dioxide ( $TiO_2$ ) Nanoparticles (NPs) were also used in plant hydroponics systems to determine their potential transport into plant tissues and effects of plant growth under varying concentrations. This research project helps to explain some of the mechanisms and behavior of ENMs under many conditions similar to those found in the environment. This study highlights "Life Cycle Green Synthesis" (LCGS) which is crucial for sustainable future applications of ENMs around the globe. To develop a "green" ENM, their potential future removal from the environment via a "green" method such as bioremediation needs to be considered. Altogether, this project expresses the importance for the global community to be knowledgeable about the science and engineering behind ENMs to maximize benefits for society while significantly reducing the potential future risks to future generations and the environment.

**38939 | Room 319A (3F)**

#### *Long-Term Trends of the Sea-To-Air Dimethyl Sulfide (DMS) Flux and Related Oceanic Properties in the Global Ocean During 2000-2015*

Seung-Beom Han, Jeju National University, South Korea  
Sang-Keun Song, Jeju National University, South Korea  
Yu-Na Choi, Jeju National University, South Korea

The long-term trends of the sea-to-air flux of dimethyl sulfide (DMS) and related oceanic properties (or environmental parameters) in the global ocean were examined over a 16-year time span (2000-2015), based on satellite observation data. The DMS in the atmosphere is rapidly oxidized to form sulfate aerosols and also acts to counter the global warming of greenhouse gases. The DMS flux was estimated from seawater DMS concentrations, which were estimated with chlorophyll a (Chl-a) concentration and mixed layer depth (MLD), and its transfer velocity parameterized with sea surface temperature (SST) and wind (SSW). In general, the DMS flux in the global ocean exhibited a gradual decreasing pattern from 2000 (total of 12.1 Tg/yr) to 2015 (10.7 Tg/yr), with the clear downward trends in the Northern (NH: slopes of  $-0.001 \sim -0.036 \mu\text{mol}/\text{m}^2/\text{day}$  per year,  $p < 0.05$ ) and Southern hemispheres (SH:  $-0.011 \sim -0.051$ ,  $p < 0.05$ ). For the latitude band ( $10^\circ$  interval between  $0^\circ$  and  $60^\circ$ ), the magnitude of downward trend of DMS flux at the low latitude (e.g.,  $0^\circ$ - $20^\circ$ ) in the NH was somewhat higher than that at the middle latitude (e.g.,  $40^\circ$ - $60^\circ$ ) during most seasons, and vice versa for the SH. The long-term trend of DMS flux estimated in the present study might be mostly caused by the combined effects of the distributions and long-term trends of major environmental parameters such as SSW and SST in the global ocean, with correlation coefficients ( $r$ ) of 0.687 (for SSW) and 0.685 (for SST).

**38898 | Room 319A (3F)**

#### *Bio-Oil Production From the Pyrolysis of Blue-Green Algae for Sustainability Alternative Fuels*

Witchakorn Charusiri, Srinakharinwirot University, Thailand  
Tharapong Vitidsant, Chulalongkorn University, Thailand

Pyrolysis experiments of blue-green algae (*Arthrospira platensis*) were carried out in a custom-built tube reactor to determine the pyrolysis conditions which was affected by the production of pyrolysis oil. The effects of process variables; the operating temperature (400-600 C), raw material federate (0.4-3.0 kgh<sup>-1</sup>), particle size (150- 800  $\mu\text{m}$ ) and N<sub>2</sub> flowing rate (50-250 ml min<sup>-1</sup>) were also investigated. The maximum bio-oil yield of 46.19 %wt. was obtained at a process conditions of 500 C feed rate of 0.6 kgh<sup>-1</sup>, N<sub>2</sub> flow rate of 200 ml min<sup>-1</sup> where using a feedstock by an average particle size of 500  $\mu\text{m}$ . The oily and aqueous phase also were separated, the bio-oil yield was obtained and their characteristics were investigated using GC-MS technique and FT-IR also was confirmed the functional group of bio-oil which obtained of phenol, amide and carboxylic acid. The physico-chemical analysis shows that bio-oils that have a higher calorific value of 29.12 MJkg<sup>-1</sup> are promising alternative fuels, whereas the high level of acidity of 46.78 mgKOH/g required an upgrading before used as a fuels.

# Thursday Poster Session

## 16:30-17:30 | Room 319A (3F)

### Sustainability, Energy & Environment Section

#### 38940 | Room 319A (3F)

##### *Direct Radiative Impact of Natural Marine Aerosols on Regional Climate Change in the Eastern Asian Ocean*

Yu-Na Choi, Jeju National University, South Korea  
Sang-Keun Song, Jeju National University, South Korea  
Seung-Beom Han, Jeju National University, South Korea  
Yeon-Hee Park, Jeju National University, South Korea

In general, climate radiative forcing is used to characterize the radiative effect of aerosol on climate change. In this study, the direct radiative forcing (DRF) of natural aerosols over the eastern Asian ocean during 2013-2015 was estimated based on a numerical modeling approach with a 1616 km monthly data set. The natural marine aerosols (e.g., dimethyl sulfide (DMS)-related aerosol) in the study area were derived from the secondary aerosol production over the ocean due to the oxidation of DMS emitted to the atmosphere. The DMS emission during the study period was estimated from seawater DMS concentrations and sea-to-air transfer velocity, and then was converted to its number density to run an aerosol optical model. Finally, the estimated optical parameters were used as input to a radiative transfer model. The climate radiative forcing at the surface (DRFSFC) and top of the atmosphere (DRFTOA), and in the atmosphere (DRFATM = DRFTOA-DRFSFC) for the DMS-related aerosol were higher in winter and/or fall and lower in spring during most years. In 2015, the negative DRFSFC and DRFTOA showed a maximum in January (approximately  $-32$  and  $-28$   $W/m^2$ , respectively) and a minimum in April ( $-12$  and  $-10$   $W/m^2$ , respectively). The maximum and minimum DRFATM were observed in January ( $+4.1$   $W/m^2$ ) and March ( $+1.4$   $W/m^2$ ), respectively. This climate forcing thus suggests that the DMS-related aerosol over the ocean can directly affect the change (especially, the negative impact) in the regional climate in the target area.

#### 38733 | Room 319A (3F)

##### *Female Leadership in Microfinance Institutions, Gender Equality in Outreach, and Entrepreneurship*

Zhenyu Wu, University of Manitoba, Canada  
Jialong Li, Hunan University, China  
Lei Zhu, Hunan University, China

This study sheds light on the social performance of microfinance institutions (MFIs) with respect to gender equality in MFIs' outreach and promotion of entrepreneurship. Rooted in the principles of homophily and risk aversion, we pinpoint a novel topic which is the association between female leadership in MFIs and their services targeting women clients, and find that when more women serve as managers, board members, and/or loan officers in MFIs, the MFIs increase their outreach to women due to gender affinity. Applying the institutional theory, we also analyze the relationship between MFI's outreach to female borrowers and entrepreneurship in an international setting, and highlight the moderating role played by the legal environment in this relationship. Findings indicate that in countries with a stronger legal environment, women are more inclined to enter entrepreneurship.

#### 39131 | Room 319A (3F)

##### *Analysis of Backup Flexibility Requirement for Korean Power System with High Renewable Energy Penetration*

Deukyoung Lee, Korea University, South Korea  
Sung-Kwan Joo, Korea University, South Korea  
Rakkyung Ko, Korea University, South Korea  
Jinyeong Lee, Korea University, South Korea  
Saehyun Koh, Korea University, South Korea  
DongSub Youn, Korea University, South Korea

As the penetration of the renewable generation in a power system increased, the system has encountered reliability-related problems from various perspectives such as shortages of ramping capacity or frequency deviation caused by variabilities from the renewable generation. Various attempts have been made to reinforce the grid with insufficient system flexibility. However, the generation resources with rapid ramping capabilities must be installed eventually, for instance, gas-turbine generators and pumping-up power plants, to resolve the problems mentioned and the operating point of those must be adjusted as well. Flexible ramping capacity refers to the amount of power that the generator can increase or decrease within a certain period. Backup flexibility requirement can be defined as capacities required to be procured in advance to mitigate the possible fluctuations in the system caused by the variabilities of renewable generation. Since installation costs of backup generators with rapid ramping capabilities are expensive, backup flexibility requirement needs to be determined and the installation costs must be properly assessed. This paper presents analysis results of the backup flexibility requirement for Korean power system with high renewable energy penetration. Acknowledgment: This work was supported by the National Research Foundation of Korea (NRF) grant funded by the Korea government(MSIP) (No. NRF-2017R1A2B2004259).

# Thursday Poster Session

16:30-17:30 | Room 319A (3F)

## Sustainability, Energy & Environment Section

**39338 | Room 319A (3F)**

### *Effects of Corporate Social Responsibility and Shared Value Creation on Economic, Social, And Environmental Sustainability*

Janthorn Sinthupundaja, Japan Advanced Institute of Science and Technology, Japan

Youji Kohda, Japan Advanced Institute of Science and Technology, Japan

Climate change, environmental disaster, and malnutrition are the global issues that accentuate the criticism toward capitalism and business management. Managing the relationship between business and society has become one of the crucial topics of academic, business and sustainability-related literature. Recently, there has been a shift in the corporate social responsibility (CSR) to creating shared value (CSV), filling the gap between CSR practices and the strategies underlying competitive advantage. CSV involves a win-win situation of performing economic obligations, while simultaneously performing socio-environmental obligations. Although the principles of CSR and CSV have been broadly studied and investigated, there is still little academic research focusing on the transitions regarding economic, social, and environmental sustainability. In this study, literature and business practices performing CSR and CSV were reviewed, collated, and analyzed to identify differences and contributing factors towards sustainability. Thus, the main purpose of this study is to explore and understand the transitions of CSR and CSV, and their influences on economic, social, and environmental sustainability. This paper shows a relationship between business's involvements in the society through CSR practices and shared value creation business model. The study contributes to sustainability and business literature by investigating insights into the differences between CSR and CSV from the sustainability-oriented viewpoint and strengthening the importance of social involvement undertaken in practice. Findings would allow managers to understand better the opportunities of creating sustainability from CSR and CSV practices as well as the characteristics of the implementation.

**39361 | Room 319A (3F)**

### *Bioremediation of the Gasoline-Contaminated Soil by Edaphic Algae*

Chien-Jung Tien, National Kaohsiung Normal University, Taiwan

Colin S. Chen, National Kaohsiung Normal University, Taiwan

Zi-Xuan Wang, National Kaohsiung Normal University, Taiwan

Tzu-Yun Huang, National Kaohsiung Normal University, Taiwan

With increasing use of gasoline, the large amounts of gasoline-contaminated soil resulting from leaking storage tanks and spills during transportation are produced. Finding remediation methods for such soils became an important issue. It has been found that some mixotrophic/heterotrophic algae in soils were able to degrade total petroleum hydrocarbons (TPH) and some algae as primary producers and nitrogen-fixers might promote growth of hydrocarbon degrading bacteria. Thus, the aim of this study was to analyze the effects of algal addition on the degradation of TPH and occurrence of soil enzymes in the gasoline-contaminated soil under different nutrient contents. Three settings were performed for the gasoline-contaminated soil: experiment-A with algal addition, experiment-B with algal and nutrient addition, and the control without algal and nutrient addition. The results show that TPH removal rates of three settings were in the order: experiment-A > experiment-B > control, indicating that the degradation of TPH was enhanced after adding algae in the gasoline-contaminated soil. B-glucosidase and dehydrogenase increased after algal addition, revealing that microbial activity were increased by added algae in contaminated soils. Results from real-time PCR showed that relative amounts of three catabolic genes encoding xylene monooxygenase, phenol monooxygenase and catechol 2,3-dioxygenase were appeared and expressed in the treat soil. The expression of these genes increased with algal addition. These results demonstrated that algal addition increased biodegradation of TPH by increasing microbial activity and functional degradation enzymes in the contaminated soil. Thus, edaphic algae could be used for bioremediating gasoline-contaminated soils.

**39375 | Room 319A (3F)**

### *Validation of a Hand-Held Mid-Infrared Field Instrument for Rapid Measurement of Total Petroleum Hydrocarbons in Diesel Contaminated Soils*

Colin Chen, National Kaohsiung Normal University, Taiwan

Chien-Jung Tien, National Kaohsiung Normal University, Taiwan

Sen-Yi Yen, National Kaohsiung Normal University, Taiwan

Total petroleum hydrocarbons (TPH) is used to describe a large family of chemical compounds that originally come from crude oil. Quantitative results of TPH by RemScan (developed by Ziltek) were generated from laboratory and contaminated sites to evaluate the performance and cost. A series of diesel-contaminated soils were prepared to verify TPH concentration gradient in the laboratory. The TPH ranged from 1060 to 52800 mg/kg by RemScan analysis. Also TPH analysis was performed by gas chromatograph/mass spectrometer (GC/MS). Concentrations of TPH ranged from 770 to 59066 mg/kg. When TPH was less than 16000 mg/kg, values of RemScan was normally higher. However, when soils with TPH higher than 16000 mg/kg, RemScan illustrated compatible results with GC/MS analysis. Weathered diesel contaminated soils were analyzed by both methods. Relative error ranged between 3.37 to 20.4% among six samples. Weathering effect did not affect detection of TPH by field device. Sample pretreatment were required for water content exceed 8%. Three samples with mixture of diesel, gasoline, or lubricating oil were analyzed. RemScan demonstrated higher TPH values than conventional TPH method. Also 36 samples were collected from two gas stations. Nine samples indicated higher value by RemScan analysis. Five samples showed lower values by RemScan analysis. Soil texture and organic carbon content may interfere measurement by RemScan. Soil with organic carbon content ranged from 3.15% to 6.28% may contribute measurement of 220.0 to 4140 mg/kg by RemScan.



## Conference Welcome Reception

Thursday, January 4 | 17:30-19:00 | Room 319A (3F)

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



# Friday January 5

**08:30-09:00**

**Coffee, Tea and Pastries | Room 319A (3F)**

**09:00-11:00**

**Parallel Session I**

**11:00-11:15**

**Coffee Break | Room 319A (3F)**

**11:15-12:00**

**Keynote Presentation VII | Room 319B (3F)**  
**Andy Curtis, Anaheim University, USA**  
**See page 54 for details**

**12:00-13:00**

**Lunch | Room 319A (3F)**

**13:00-14:30**

**Parallel Session II**

**14:30-14:45**

**Coffee Break | Room 319A (3F)**

**14:45-16:15**

**Parallel Session III**

**16:15-16:30**

**Break | Room 319A (3F)**

**16:30-18:15**

**Parallel Session IV**

**19:00-21:00**

**Conference Dinner (Optional Ticketed Event)**  
**Meeting time & location: 18:15 at Room 319A (3F)**

# Friday Session I

## 09:00-11:00 | Room 319B (3F)

### Climate Change

#### Session Chair: Shannan Sweet

**39090 09:00-09:30 | Room 319B (3F)**

#### *Surviving at Fire and Post-Fire Debris/Mudflow Prone Zones in Colorado Front Range in Light Feng-Shui*

Ping Xu, University of Colorado, Boulder, USA

Extreme climate patterns in recent decades have led to frequent fire events, rainstorms and debris/mudflows in Colorado Front Range, USA. The landforms of Rocky Mountains coincide with these natural hazards. Once people settle in hazard-prone zones, they are in danger. In many cases, disastrous tragedies stem from design errors. These mistakes in practice reflect a weakness in education. Natural hazards are rarely emphasized in architectural education. Particularly, the topic of post-fire debris/mud-flow is missing from the education of the site selection process. This research presents case studies of the high impact areas of the 2013 Colorado historic flood. The field investigations took place one year after the flood, and then again four years later. Following a fire event, debris/mudflows often occur in certain locations during intense and heavy rainfall. The mud-flow and debris can run into a river or a lake, causing water levels to rise, which results in flooding. The post-fire debris/mud-flow can also destroy hillside houses. Incorrect site selections can lead to disasters. Unfortunately, current insurance policies often require damaged structures to be rebuilt at the same site, which results in recurring damages due to consistent hazards. Learning from geomorphic studies and vernacular wisdom of feng-shui, Chinese geomancy, this interdisciplinary research on identifying landform patterns of high impact areas would help improve the site selection process, and accomplish appropriate warning systems and mitigation strategies. Ultimately, restraining people from settling in high impact areas is the most efficient strategy for mountain communities to survive and thrive.

**39008 09:30-10:00 | Room 319B (3F)**

#### *Life Goals Predict Environmental Behavior: Cross-Cultural and Longitudinal Evidence*

Wenceslao Unanue, Universidad Adolfo Ibáñez, Chile

Vivian L. Vignoles, University of Sussex, UK

Helga Dittmar, University of Sussex, UK

Marteen Vansteenkiste, University of Ghent, Belgium

Prioritizing intrinsic life goals (self-development, community involvement, relationships) rather than extrinsic ones (money, fame, image) is said to foster not only personal wellbeing, but also pro-social behavior such as protecting the environment. We explored concurrent and prospective links between intrinsic (versus extrinsic) life goals and self-reported environmentally responsible behavior, using correlational and longitudinal data from adult participants in a mass consumer society (UK) and a fast developing nation (Chile). In both countries, the importance of intrinsic (versus extrinsic) life goals was associated cross-sectionally with environmentally responsible behavior, even after controlling for possible effects of environmental worldviews and environmental identification. In longitudinal analyses, life goals prospectively predicted environmentally responsible behavior over a two-year period, whereas, rather unexpectedly, environmental worldviews and environmental identification did not. We conclude that focusing on intrinsic, rather than extrinsic, life goals may be important not just for individuals' well-being, but also for the well-being of future generations.

**39335 10:00-10:30 | Room 319B (3F)**

#### *Hawaiian Watershed and Ecosystem Services Response with Climate Change*

Tamara M. Wong, University of Hawaii, USA

David C. Duffy, University of Hawaii, USA

Sabra Kauka, Island School & Hawaii State Department of Education, USA

Blanca Bernal, Smithsonian Environmental Research Center, USA

Rute Pinto, University of Coimbra, Portugal

JiHyun Kim, University of Indiana, USA

Roy Brouwer, University of Waterloo, Canada

Societies worldwide heavily rely on ecosystem services provided by forests, such as carbon sequestration, water security, food, medicine, cultural, and aesthetic benefits, which have been estimated at \$23.3 trillion annually. The socio-ecological value of the ecosystem services provided by Hawaiian watersheds depends crucially on tropical forests. These watersheds are in critical need of assessment and protection given their vulnerability to climate change and species invasion. Integrating climate change adaptation, land and water use policies and corresponding invasive species control in support of watershed resilience are important resource management strategies for island ecosystems. In order to improve our understanding of how ecosystem services of Hawaiian watersheds respond to future climates and species invasion, we applied a socio-ecological systems approach. We combined distributed hydrological and plant species distribution models, with ecosystem services valuation using meta-analysis and Bayesian belief networks. Our results suggest that water security will decrease under various climate change and species invasion scenarios, resulting in significant economic losses in ecosystem services provision. This novel approach spatially delineates regions of concern and highlights potential water security adaptation and mitigation measures. We show that preventive management may help to mitigate potential socio-economic losses and reduce the negative impacts on socio-ecological resilience in the future.

**39319 10:30-11:00 | Room 319B (3F)**

#### *Anatomy of the 2016 Drought in the Northeastern United States: Implications for Agriculture and Water Resources in Humid Climates*

Shannan Sweet, Cornell University, USA

David Wolfe, Cornell University, USA

Arthur DeGaetano, Cornell University, USA

Rebecca Benner, The Nature Conservancy, USA

2016 was one of the warmest and driest summers on record throughout much of the Northeastern US (Northeast). Historically low snowfall preceding the summer of 2016 exacerbated drought conditions and led to record low streamflows. Climate models suggest short-term summer droughts could increase in frequency and continue to pose challenges to farmers and water resource managers in the Northeast. We focus on the impacts of the drought to farmers in New York State (NY), an economically important agricultural state in the Northeast. Over 70% of the 275 farmers surveyed across NY reported rainfed field and pasture crop yield losses greater than 30%, with some losses >90%. In the hardest hit western region of NY, substantial crop losses (>30%) were reported for crops on farms with irrigation, due to limited equipment and water supplies. After what they experienced in 2016, 32% of the 75 farmers in follow-up interviews invested in irrigation equipment and water sources in 2016, and 32% said they plan to do so in 2017. Thirty-two percent of farmers in follow-up interviews said they plan to take measures to improve soil health and soil organic matter to improve water holding capacity and better prepare for drought. Model estimates suggest NY state-wide crop irrigation water use could increase by 3 to 8 times in dry years compared to average growing seasons, increasing seasonal usage by millions of cubic meters. This highlights the potential for significant increases in water withdrawals in NY, with implications for water resources, particularly as climate changes.

# Friday Session I

## 09:00-11:00 | Room 322A (3F)

### Interdisciplinary Perspectives on Education

Session Chair: Judy Noguchi

**39294 09:00-09:30 | Room 322A (3F)**

*An Investigation Into the Impact of Acts and Policies on the Teaching of Dance to Deaf Pupils in Primary Schools*  
Heashin Park, Middlesex University, UK

This paper is based on my PhD research project that investigates the impact of acts and policies on the dance education of deaf pupils in primary schools in England. This paper includes the review of acts and policies, and some findings from on-going observations and interviews, focusing on the strengths and weaknesses of deaf inclusive dance classes. It finally discusses improving communication and creating a good supportive learning environment in deaf inclusive dance classes. To determine the effectiveness of support for deaf children and whether improvements will help to facilitate access and participation in these, I observed several curricular dance classes including deaf pupils of primary schools and interviewed deaf students and their PE and dance teachers, and their classroom teachers. In my observation, PE and dance teachers needed to discuss their teaching contents and methods with classroom teachers of deaf pupils who translated from PE teachers' instructions into Sign Language. Classroom teachers of deaf pupils needed to share their knowledge regarding deaf students with PE and dance teachers. Some Year 3 deaf interviewees were concerned about dancing with hearing partners. Therefore, it is expected that the process of discussion and communication to create, perform, and appreciate dance in a group consisting of the majority of hearing peers or with a hearing partner is likely to be a challenge to deaf pupils.

**38462 09:30-10:00 | Room 322A (3F)**

*Effects of Socioeconomic Factors on Tourist Demand and Consumer Surplus*  
Sukwan Jung, Changwon National University, South Korea

In this paper, we analyze the effect of socioeconomic characteristics on the Korean tourist demand and estimate the consumer surplus. The Poisson regression model is often used for a dependent variable with the count variable. However, the number of trips is greater than zero, so this paper applies the truncated Poisson regression model to estimate the tourist demand considering the number of trips is greater than zero. Economic values on socioeconomic factors are then measured. The results show that the truncated Poisson model is more appropriate than the basic Poisson model. According to socioeconomic factors such as age difference, household members, marital status, gender differences, travelers have different economic value of tourism. The measurement of the consumer surplus for one trip by tourists is around \$500. These results can be used for planning and decision-making related to the promotion of national tourist demand.

**39140 10:00-10:30 | Room 322A (3F)**

*Conceptualizing Media Health Literacy in Thailand: Bridging Between Media and Health Concept*  
Sasithon Yuwakosol, College of Social Communication Innovation, Srinakharinwirot University, Thailand  
Kritchana Santawee, College of Social Communication Innovation, Srinakharinwirot University, Thailand  
Varit Intrama, National Scout Organization of Thailand, Ministry of Education, Thailand

Health literacy concepts have been addressed for a period and are continuously reviewed, redefined, and used as variables in health behavior research. Many studies indicate health literacy as a determining factor of health behavior, namely health literacy is associated with a variety of adverse health outcomes. The widely used definition of health literacy is "the degree to which individual have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions". From the definition, media is inevitable a necessary element of health literacy. Besides, media scholars introduce the related concept called media literacy referring to the ability to access, analyze, evaluate, and create media, and health media also entailed. However, the relation of these two terms are less articulated, especially in Thailand, to understanding the role of media as the source of providing health information and the influence factor to promoting health literacy. This article explores and clarifies the relevance of health literacy and media literacy definition including propose the conceptual idea to redefining the term 'the media health literacy' and its dimensions in Thai context. The measurement of the media health literacy also criticize in the article.

**38826 10:30-11:00 | Room 322A (3F)**

*Language and Cultural Influences on "Doing Science in Japanese"*  
Judy Noguchi, Kobe Gakuin University, Japan  
Nilson Kunioshi, Waseda University, Japan  
Kazuko Tojo, Osaka Jogakuin University, Japan

This paper presents corpus linguistic findings that show how differences between Japanese and English influence the way in which science concepts are transmitted in science education today. We first review how Western scientific concepts entered Japan via translation from Dutch during the Edo Period (1603 to 1868) and then the impact on science education after World War II of American science textbooks being translated for classroom use. Today, with increasing globalization, the Japanese Ministry of Education, Culture, Sports, Science and Technology has designated Super Science High Schools and encouraged the delivery of lectures in English at universities. To find ways to help instructors prepare their lectures in English and to support students who need to listen to them, since 2010, we have been working with corpora of university engineering lectures presented in English. However, due to the language distance between English and Japanese, communication differences between Western and Japanese cultures, and prevalent teaching traditions in Japan, we became aware of the need to compare the English lectures with those delivered in Japanese. From 2016, being interested in how scientific knowledge was being imparted to the students, we began adding lectures delivered in Japanese to our corpus. Comparison of these Japanese lectures with the English ones has revealed differences in the lecturers' perceptions of how science should be taught. We discuss how language and cultural differences can influence the way concepts are transmitted in science education.

# Friday Session I

## 09:00-11:00 | Room 321A (3F)

### Learning Experiences, Student Learning & Learner Diversity

Session Chair: Janet Crosier

**39434 09:00-09:30 | Room 321A (3F)**

*Our Phobia, Their Fear: The Impact of Neophobia on STEM/STEAM Education*

Marquita Blades, Dr. Blades Consulting, USA

By nature, children are inquisitive. They ask "why?". Without being prompted, children attempt to discover more about their surroundings. Children freely explore until they are taught not to. What messages are unknowingly conveyed to children that discourage them from responding to their natural tendency to explore and ask questions? This presentation will open the discussion around the unintentional installation of fear our children, based on one's own fears or beliefs, that later impacts their attitudes towards learning, especially within the STEM/STEAM fields. Learning Outcomes: 1-Participants will learn to identify characteristics of students who are resisting learning experiences due to fear. 2-Participants will learn some of the cultural beliefs and norms that discourage the naturally inquisitive nature of children. 3-Participants will learn strategies that can be used to help students overcome their fears and become more engaged in STEM/STEAM.

**39078 09:30-10:00 | Room 321A (3F)**

*Educational Television in India: Challenges and Prospects*

Jagadeeshwar Rao Veeraneni, Educational Multimedia Research Centre, Osmania University, India

Today, in India television is considered as an important medium that is being extensively used to impart information to its viewers. The availability of new information technologies at the global level, satellite television broadcasting has been increasingly used for distance education and training in India. Research reveals that television differs from other media in the way it can combine various kinds of information, better accessibility and has the potential to bring the learning materials to the masses in a more direct and personal way. Television, the most potential mass media of the 20th century, occupies a prominent position in the field of communication and education. The new state-of-the-art internet technologies and the satellite communication technologies furthered its reach. In the field of education, television has acquired an immense importance not only in terms of its reach but also in improving the quality of education at all levels. In a country like India, where resources are limited and educational infrastructure is inequitably distributed between urban and rural areas, television can play a significant role in equalizing the educational opportunities. Although India has good television infrastructure it is a challenging job to create educational content for television. The vision of television education is to reach out to large number students, teachers, and the general public with effective materials so as to address the issues of access and quality. It is against this backdrop an attempt has been made here to understand and explicate the role of television education in India.

**38491 10:00-10:30 | Room 321A (3F)**

*Religious Reflections From the Life of Emily Brontë: The Number Three and Its Significance in Wuthering Heights*

Janet Crosier, Springfield Technical Community College, USA

Nineteenth-century British author Emily Brontë received most of her education from religious training at home and intensive writing practice. In her only novel, *Wuthering Heights*, she makes nearly fifty references to the number three. With such an overwhelming use of this specific number, it seems unlikely that Brontë used it merely by coincidence. It is also of interest that "three" is a highly significant religious number. The death and resurrection of Christ; belief in a Holy Trinity; beginning, middle, and end or life, spirit, and death represent beliefs of many religions. Since Brontë was raised in a highly religious household, by a father who was a pastor and by an extremely religious aunt, the spiritual significance of three is the best answer to the question of why Brontë would have reflected upon and chosen to use this one number almost exclusively in *Wuthering Heights*. This research offers a brief look at several of the meanings, spiritual and otherwise, upon which Emily Brontë may have reflected as she wrote and how these are apparent in her abundant use of the number three. Many of the conclusions were drawn from an intensive study of Brontë's life, religious background, Biblical references, and an original literary analysis of *Wuthering Heights*. The conclusions drawn are not meant to offer the only view on the religious significance of "three," but they do offer insights that would encourage dialogue and further research and analysis in a college literature, creative writing, religious studies, or British history classroom.

**39384 10:30-11:00 | Room 321A (3F)**

*Engaging Language in Academic Textbooks*

Melody Geddert, Kwantlen Polytechnic University, Canada

Teachers of one language to students of other languages often agree that the acquisition of humor in the target language is often difficult. In academic reading, any attempt at humorous tone or simply engaging language is often missed by non-native speakers, thereby lowering their enjoyment of the educational experience. This presentation is based on two major studies at Kwantlen Polytechnic University on first year students from fourteen different linguistic groups, including English. Students were asked to read engaging passages from actual textbooks that had been previously evaluated by a sizable group of faculty for any evidence of less than serious language or attempts to keep the reader engaged by way of humor. These passages came from a range of academic subject areas, but all were from well-known first year university textbooks in use in Canada and other countries. Each passage was analyzed in terms of its rhetorical device and then the results according to the linguistic group. The theoretical framework offered for some of the deficiencies lies in lack of formulaic language by language learners. Overall, schema theory is cited as an umbrella explanation. The relevant pragmatic application is for reading teachers when dealing with purpose and tone. By extension, textbook authors may find some of the results insightful in terms of what devices or techniques may actually be effective or which may need to be avoided with respect to audience.

# Friday Session I

## 09:00-10:30 | Room 322B (3F)

### Teaching Experiences, Pedagogy, Practice & Praxis

#### Session Chair: Richard Lachman

**38782** 09:00-09:30 | Room 322B (3F)

#### *Training Primary School Teachers in Map Work in Gauteng, South Africa: Lessons Learned*

Dorothea Christina Schoeman, University of Johannesburg, South Africa

A new school curriculum was implemented in South Africa in 2012. Geography, together with History, are grouped together in Social Sciences. Map work is one of four focus areas in the new Social Science curriculum for Grades 4-7 and often teachers with no training in Geography must teach a term of map work. Primary school Social Science teachers attended a short learning program to upgrade their skills in map work at the University of Johannesburg. An investigation showed that 58% of teachers were not trained in Geography. More than a third of the class (35.8%) had less than five years' experience in teaching Geography even though the average age of the class was 43 years. This study further did a detailed analysis of the final summative assessment of the course. Two areas of serious concern were identified. The first is determining time using longitudinal position where 58.8% of students failed this question. The second is using linear scales in calculating distances on a map. The average of this question was 47.2% and 53.3% of students failed this part of the exam. Other areas of concern and excellence were also identified in this study that contributes to future training of primary school teachers in map work in South Africa.

**39086** 09:30-10:00 | Room 322B (3F)

#### *The Integration of eBooks and Travel Documentary Films for Foreign Language Teaching and Learning*

Yugang Zhou, DLIFLC, USA

Authentic travel documentaries provide language learners with a deep insight into the target language and culture. A travel documentary as short as 30 minutes not only takes people to travel, as its name suggests, but also serves as a miniature encyclopedia encompassing such aspects of the target country as history, politics, culture, geology, music, military, society, economy, etc. which is a rich resource for language learners to probe into. The combination of travel documentaries and eBooks, with its embedded interactive widgets, offers an immersion-like learning experience where people feel like they are personally on the scene. It is hoped that this combination of technology and language teaching provides foreign language teachers with a unique and innovative perspective.

**38780** 10:00-10:30 | Room 322B (3F)

#### *A Case Study in Collaboration, Cross-Disciplinarity, and Mixed Reality Prototyping in Higher Education*

Richard Lachman, Ryerson University, Canada

Hossein Rahnema, Ryerson University, Canada

The Supercourse brings together students from five different university degree-programs to develop mixed reality prototypes, in collaborative teams, using elements of design thinking and lean startup methodologies. The class exists within the context of a larger university initiative around student-driven entrepreneurship called "Zone Learning", and in addition to its stand-alone goals in mixed-reality technologies, serves as a primer for students to develop their skills in collaboration, practical project definition, production, pitching, documentation, prototyping, and user validation. That class has run for three years, and incorporates undergraduates from Computer Science, New Media, and Media Production degrees, as well as graduate students in Media Production and in Digital Media. Students self-select into teams, research a general topic of interest, develop a problem-statement/pain-point, identify their target users, develop iterative prototypes, create a video-demo, a poster-demo, branding materials, and present their project to industry in a demo-day. Student experience survey results from three years of running the course are presented, with key lessons suggesting the most important focus should be on collaborative/communications skills-development and scheduling, far more than domain-specific mixed reality curricula or "hard" technical skills.

# Friday Session I

## 09:00-11:00 | Room 326A (3F)

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

#### Session Chair: Ching-Yuan Chiu

**38816 09:00-09:30 | Room 326A (3F)**

#### *The Development of Communities of Practice Indicators Within EFL Classrooms*

Akiko Nagao, Ryukoku University, Japan

Although empirical studies on the concept of communities of practices (CoP), which is applicable to all types of communities, in language learning classroom settings have been conducted, there is very little research on investigating the changes in CoP elements of the classroom community as one CoP. Murillo (2011) coded Wenger's 14 indicators into three elements that have been adopted in this study: mutual engagement, joint enterprise, and shared repertoire. This exploratory study investigated (1) how the CoP elements develop and (2) how the degree of classroom participation and awareness of CoP membership among EFL learners' changed over 15 weeks in 2017. Thirty first-year undergraduate students at different English proficiency levels participated in this study. The pre-, middle-, and post- survey changes in CoP indicators were analyzed. In addition, the extent of the learners' classroom participation and CoP membership awareness was analyzed through text mining of self-reflective written texts. This study's findings present implications for the relationship between the concept of CoPs and EFL language-learning communities. Of particular note is the finding that learners in the lower-proficiency group required much more time to reach certain CoP stages such "joint enterprise" and "shared repertoire" than learners who had higher English proficiency. The results of this study show that learners gained an understanding of learning as a social process, and this is an essential point to remember when we try to determine how the introduction of CoP into the EFL classroom community can facilitate organized learning.

**38378 09:30-10:00 | Room 326A (3F)**

#### *An Integrated, Project-Based News English Course in an EFL College Setting*

Chia-Ti Heather Tseng, Ming Chuan University, Taiwan

This study introduces the implementation of online news media in teaching a "News English" course in an EFL college setting. Integrated tasks which aimed to engage students actively with the news via all language skills- listening, reading, speaking, writing, and translation, were designed to improve their English language proficiency. In order to develop students' content knowledge and to enhance students' learning motivation, different types of news in areas of politics, technology, culture, environment, and etc., were introduced in class. To improve students critical thinking ability, different news media which revealed different perspectives on the same news were also introduced for students to critically scrutinize and reflect upon their own interpretations. A final video project which involved students to explore a news topic in relevance to their concerns was carried out and students were to interview, collect information, write up and edit news script, and finally report and videotape the news. Thirty-three students with intermediate level English proficiency enrolled in this class from a university in Northern Taiwan. From the final questionnaire and semi-structured interviews, students reported that they have learned to effectively synthesize different information, to write their scripts in cohesion, and to accurately and fluently deliver their news in completion of the final video news project. In addition, gains in vocabularies and terminologies in different types of news, students' enhanced learning motivation, and critical thinking ability were also reported by the participants. Other pedagogical implication and suggestions are to be discussed in this paper.

**38824 10:00-10:30 | Room 326A (3F)**

#### *Development of English Academic Vocabulary Among L2 Learners*

Eva Olsson, University of Gothenburg, Sweden

Good knowledge of English academic vocabulary is often required in higher education also in countries where English is not the first language (L1) but a second/foreign language (L2), since, e.g., course literature may be in English. Therefore, it is of importance to study the development of L2 students' academic vocabulary. In this paper, the progress of English academic vocabulary among 240 students, aged 16 –19, in upper secondary education in Sweden is studied. 146 students followed Content and Language Integrated Learning (CLIL) programmes, where school subjects, e.g. History and Biology, at least partly were taught through English. 86 students followed regular education, where Swedish was used as the language of instruction and English was studied as a separate school subject only. The proportion of academic vocabulary, as defined by the Academic Vocabulary List (Gardner & Davies, 2014), was analysed in four different writing assignments over three years. Comparisons were made between CLIL and non-CLIL students, and also between students at the three CLIL schools involved, as their organisation of CLIL differed substantially. The results reveal that the CLIL students used English academic vocabulary to a greater extent than non-CLIL student already from the start, but the CLIL students did not progress more than the non-CLIL students except at one of the CLIL schools, where the L1 and the L2 were used in class in a well-planned manner. The results indicate that bilingual education is beneficial for the development of L2 academic vocabulary.

**39419 10:30-11:00 | Room 326A (3F)**

#### *Drama Performance Serving as a Capstone to Examine Students' Versatile Skills*

Ching-Yuan Chiu, Nanhua University, Taiwan

A capstone course is college students' last class giving them an opportunity to demonstrate their knowledge and skills learned throughout their college career. This action research aims to evaluate how a drama course was used to examine students' versatile skills and to represent a crowning achievement as a capstone does in architecture. Twenty four participants—academically low achievers, took my course—Language and Performance Art. This one-year course, from 2016 to 2017, was designed to tie together the key learning objectives set up by the department of foreign languages and literature during their college career. Based on classroom observations, teaching and learning journals, interviews, and artifacts, "learning by doing", experiential learning, was an effective way to motivate students to study. Especially when they knew that they needed to perform at a public theater, they demonstrated their best potential in terms of literary critique, voice/body language training, and collaboration. More importantly, these students were able to smartly deal with the media, raise funds, solve technology and communication problems, which was hard to learn in any academic course. They successfully demonstrated their soft and hard skills to prove that they could comprehend sophisticated literary works, and they were ready for their future career. The pedagogical implication in this study shows that a drama course could serve as a capstone to examine Benjamin Bloom's taxonomy of educational goals: knowledge, comprehension, application, analysis, synthesis, and evaluation because hands-on activities could increase help them integrate their academic study with their life experiences.

# Friday Session I

## 09:00-10:30 | Room 326B (3F)

### Higher Education

Session Chair: Chris P H Myburgh

**38742 09:00-09:30 | Room 326B (3F)**

#### *Sustainable Education: Institutional and Academic Plans for Student Success*

Ilaria De Santis, Hawaii Tokai International College, USA

Elizabeth Keith, Hawaii Tokai International College, USA

In view of recent efforts to redefine the meaningful role of education on a global scale, this paper will outline some of the latest attempts to overcome struggles related to a decrease in student enrollment and restore a renewed interest in learning by operating on multiple ranges. At an institutional level, a description of the case of Hawaii Tokai International College, a two-year liberal arts private college, will include a number of strategies adopted to counterbalance a vulnerable educational scenario, such as plans for cross-registration with other institutions of higher education and a newly-launched Tourism/Hospitality Certificate addressing demographic needs on the island of Oahu and the Japanese community. At an academic level, the reevaluation of the role of humanities as a core discipline is expressed in designing courses that increase awareness of diversity to bridge gaps between Western and Eastern cultures and boost motivation and experiential learning. Last, teaching techniques applied to the classroom involving exercises with food and culture, fairy tales, and self-analysis, as a manner of sustaining the challenges of an ever-changing educational arena.

**39605 09:30-10:00 | Room 326B (3F)**

#### *A Social Network Analysis of Group Dynamics of Undergraduate Biology Students*

Dylan Dittrich-Reed, Clemson University, USA

Student success in courses that rely on collaborative learning and require team-based projects depends on forming groups of students that are able to work together effectively. Based on social capital and social network theory, the diversity of a team could have different effects on productivity (i.e., grades). A diverse (heterogeneous) team brings together individuals with different viewpoints and strengths, promoting creativity. A homogeneous team is likely to be composed of individuals with similar backgrounds and experiences, promoting cohesiveness and cooperation. Either increased creativity or cooperation might result in better performance on team-based projects. The author followed the group formation and reformation practices of students in a large introductory biology course at a southeastern university in the United States in order to determine whether project teams were formed based on preferences for homogeneous or heterogeneous groups. When students were allowed to self-select group members, team racial and gender diversity decreased over the semester. At the same time, project grades were positively correlated with team diversity. The conflict between student preferences and academic success is discussed.

**39394 10:00-10:30 | Room 326B (3F)**

#### *Factors Influencing Education Students' Perception of Aggression at a University in South Africa*

Chris P H Myburgh, University of Johannesburg, South Africa

Marie Poggenpoel, University of South Africa, South Africa

Marie Hastings-Tolsma, Baylor University, USA & University of Johannesburg, South Africa

The dynamics of learning at a university from undergraduate to post-graduate is complex. Aggression is part and parcel of everyday life and learning. Knowledge management within such a context poses challenges to those involved, i.e. for student-learners, professors and management. In this paper we address students' perceptions of self, relationships and aggression. Objectives: To explore and describe the significance of differences between the perceptions of students of aggression of various groups perceiving higher versus lower intra- or interpersonal relationships and to formulate guidelines to manage perceived aggression. Method: A quantitative, exploratory and empirical research design that is multivariate inferential and descriptive was followed. A questionnaire was electronically distributed to all students in a faculty of education. It consisted of biographic, personality and aggression question items. Cronbach alpha, factor analyses, and multivariate comparisons (Hotelling T-square followed by t-tests) were used to investigate differences between groups concerning factors of aggression. The independent variables were self-love, interpersonal relationships and disconnectedness. Ethical clearance was obtained. Results: The findings reflected that when a person exhibits self-love there is a significant difference with respect to aggression. A student with self-love is less aggressive towards self and others compared to persons perceiving themselves as having less self-love. Conclusion: The challenge is to assist students to understand and manage their own perceptions of self, relationships and aggression to facilitate dynamic adult education.



## Keynote Presentation VII: Andy Curtis

Friday, January 5 | 11:15-12:00 | Room 319B (3F)

### 'Ignorance is Bliss': The New Anti-Education Movement

Talking to attendees at an education conference about the importance of Education may be characterised as 'preaching to the converted' or 'singing to the choir', as all of us who attend such events are, ipso facto, convinced of and committed to the value and importance of Education. However, outside of our Education world there appears to be a growing number of high-profile, high-powered world leaders and celebrities who are not only ignorant of basic facts and figures regarding the world around them, but who appear to be proud of their ignorance. That can be seen as an attack on the belief that being an Educated Person as an inherently good thing to be.

Linguistically, a reflection of this blissful/boastful ignorance is the Oxford English Dictionary's (OED) 2016 Word-of-the-Year: 'Post-Truth'. According to the OED site: "Post-truth has gone from being a peripheral term to being a mainstay in political commentary, now often being used by major publications without the need for clarification or definition in their headlines". If Truth is now 'optional', what does this mean for Education, and for us as educators? In terms of language, a related phrase is 'Alternative Facts', used in January 2017, by the US Counselor to the then-new President of the USA. Again, if Facts are now also 'optional' what does this mean for education and educators? In this keynote presentation we will look at some possible answers to these questions.

### Biography

From 2007 to 2011, **Dr Andy Curtis** was the Director of the English Language Teaching Unit at the Chinese University of Hong Kong and a professor in the Faculty of Education there. Prior to 2007, he was the Executive Director of the School of English at Queen's University, Canada, and a professor at the School for International Training, USA. He is currently working with the Graduate School of Education at Anaheim University. From 2015 to 2016, he served as the 50th President of the TESOL International Association. In 2016, he received one of the Association's 50-at-50 Awards, when he was voted one of the Fifty Most Influential Figures in the Field, over the last 50 years.

Dr Curtis has published more than 100 articles, book chapters and books, including *Learning About Language Assessment: Dilemmas, Decisions, and Directions* (2015, National Geographic/Cengage Learning), co-authored with Kathi Bailey. He is also the editor of a new nine-book series *ELT In Context*, published between 2015 and 2017, and the editor of a new five-book series, *Applied Linguistics for the Language Classroom*, published in 2017 by Palgrave Macmillan, which includes his book, *Language Teaching Methods and Methodologies: The Centrality of Context*.

Over the last 25 years, he has been invited to present to around 25,000 teachers in 50 countries, in Europe, Asia, Africa and the Middle East, as well as North, South and Central America. He is based in Ontario, Canada, from where he works as a consultant for education organisations worldwide.

# Friday Session II

## 13:00-14:30 | Room 319B (3F)

### Climate Change

#### Session Chair: Yoonmo Koo

**39851 13:00-13:30 | Room 319B (3F)**

#### *Integrating Carbon Neutral Goal, Gross National Happiness and GDP: What Does the Data Tell Us About Bhutan?*

Dorji Yangka, Curtin University, Australia

A special volume on 'Absolute Reductions' by the *Journal of Cleaner Production* in 2016 emphasised on the need for a radical socio-technical transformation that can bring material, energy and emissions within the ecological limits. Living within the ecological limits imply respecting the natural system and not to transgress the planetary boundary. Living in harmony with nature is a central tenet of the Gross National Happiness (GNH) development philosophy that seeks to balance material and non-material development and it is increasingly associated to Sustainable Development. Bhutan is well-known for its GNH index, but less known for its policy of being carbon neutral which has been in place since the 15th session of the CoP meeting in 2009 and was re-affirmed in their INDC submission. Transition to a net zero carbon emissions is seen as the ultimate pathway to a 1.5°C consistent world. Bhutan wants to maintain all three of its core national goals with GNH, GDP and GHG though they clearly interact and raise questions about whether they can all be maintained into the future. Recent studies show that carbon neutral will be broken by 2037 and 2044 based on rates of economic growth and associated energy consumption. Using regression analysis, this paper attempts to explain if available data (ecological footprint, GDP, CO<sub>2</sub>eq emissions and healthy living) supports Bhutan's pursuit of GNH paradigm and their carbon neutral pledge. This paper is expected to contribute to the emerging field of nexus between human well-being and climate policy.

**38881 13:30-14:00 | Room 319B (3F)**

#### *Renewable Energy Transition in Indian Electricity System: Sustainability and Policy Imperatives*

Balachandra Patil, Indian Institute of Science, India

Tarun Sharma, Indian Institute of Science, India

The world as a whole is producing and consuming more and more electricity with significant implications for economic, social and natural systems. The implications are both positive and negative. Economic as well as human development, improved lifestyles, access to modern goods and services are some positive implications. Predominant negative implications are increased pollution, non-renewable resource depletion, ecological damages, social discrimination. In line with the global trends, even in India electricity use is growing faster. In achieving such a high growth rate, Indian electricity system is facing several challenges – resource constraints, imperatives of economic development, environmental considerations, and aspirations of large electricity deprived population. To address these challenges, the Indian electricity system is aiming at major transition with renewable energy taking a mainstream position from marginal contribution it was making all these years. This transition manifests into a renewable energy capacity share increasing from 13% in 2015 (36 GW out of 280 GW) to 40% share in 2030 (350 GW out of 850 GW). This will lead to a profound transformation of Indian electricity system, and will involve significant investments and will have system wide implications. The question remains to be answered whether these choices move the electricity system to a sustainable state, i.e., ensure economic development, universal access, affordability, reliability, availability in addition to reducing emissions? In this paper, we discuss an attempt to answer several such questions. Further, we also attempt to provide policy recommendations, both for short and long terms, which we believe will enable such a transition.

**39220 14:00-14:30 | Room 319B (3F)**

#### *Analysing the Effects of Carsharing Services on Reducing GHG Emissions*

Yoonmo Koo, Seoul National University, South Korea

Ji Yeon Jung, Seoul National University, South Korea

This study examines the environmental impacts of car-sharing services in terms of greenhouse gas (GHG) emission by investigating transportation behavior. Car-sharing may have both positive and negative environmental effects, including: 1) reduced CO<sub>2</sub> from substituting private vehicle use for more fuel-efficient car-sharing vehicles, 2) increased CO<sub>2</sub> as car-less individuals switch from public transit to car-sharing vehicles, 3) reduced CO<sub>2</sub>e due to fewer vehicle production. This study examines the overall impacts of this modal shift on GHG emissions by analyzing consumer behavior with conjoint survey. As a result, although car-sharing is usually regarded friendly to the environment, net emissions with the current car-sharing market is predicted to be positive(+1,025,589 t CO<sub>2</sub>e/year). However, GHG can be reduced by increasing electric vehicle charging infrastructure. This study shows that forgoing vehicle purchases does not offset the increased GHG emissions caused by the shift from public transport or private vehicle use to carsharing. Furthermore, car-sharing fleets should be modernized, incorporating more EVs, to provide greater environmental benefits. In conclusion, the full policy implications of car-sharing must be understood in order to develop more sustainable policies.

# Friday Session II

## 13:00-14:30 | Room 322A (3F)

### Peaceful, Inclusive and Just Societies

#### Session Chair: Sandra O'Neil

**38858** 13:00-13:30 | Room 322A (3F)

*"We All Sort of Feel Like We're All Part of the Same Community": Exploring Community Social Cohesion*

Katerina Kanakis, James Cook University, Australia  
Connor J. McShane, James Cook University, Australia  
Meegan L. Kilcullen, James Cook University, Australia  
Anne L. Swinbourne, James Cook University, Australia

Social cohesion and inclusion is important for the attraction and retention of residents as well as the economic development of communities. Relationships that are formed based on trust allow for greater productivity as individuals are more likely to work together. As such, the aim of this study was to identify resident perceptions of social cohesion within their community. Semi-structured interviews were conducted in two Australian mining communities. There were 20 (3 male, 17 female) residents interviewed in a remote, purpose built, mining community and 11 (4 male, 7 female) residents interviewed in a rural, agricultural community where mining was introduced. Common themes were identified within the interviews through an interpretative phenomenological analytical framework which provided an in depth examination of the lived experiences of participants. Participants from both communities reported similar perceptions of social cohesion within their community. Though communities generally reported high social cohesion, some participants reported a lack of cohesion or a divide between particular groups within the community. The main groups that participants reported were based on occupation and ethnicity. The perceived divide between groups was often the result of a reported lack of trust as well as the perception of the unjust distribution of wealth. These findings suggest that for communities where there are identifiable groups, further steps need to be taken to facilitate interactions between residents. For example, councils and/or community organisations could organise community events that target different groups within a community with the purpose of encouraging participation and interaction.

**38827** 13:30-14:00 | Room 322A (3F)

*Australian Attitudes Towards Environmentally Displaced People: What Can We Expect?*

Anna Bajema, James Cook University, Australia  
Anne L. Swinbourne, James Cook University, Australia  
Connor McShane, James Cook University, Australia

Australia is identified as a potential host country for thousands of Pacific Islanders expected to be displaced due to projected sea level rise. Host country attitudes towards and acceptance of displaced people impact the health and wellbeing of those displaced. Thus, it is important to understand how Australians, and other host countries view environmentally displaced people. Currently, there is insufficient research which investigates attitudes towards environmentally displaced people, which the current project aims to address. The current project used an online survey and collected data from 419 Australians (Mean age =28(SD=12.86), F=295, M=119, 78% undergraduate university students) on various attitude measures (e.g. prejudices) towards two groups of displaced people: non-environmentally (e.g. refugees) and environmentally displaced people. Aggregated results indicate the participants had low-moderate scores on scales measuring negative attitudes towards both forms of displaced people. ANOVA results indicate mean ratings of the attitude measures did not differ significantly across the two groups (all p's > .05). These findings provide unique insights into host country citizens' attitudes towards environmentally displaced people and the complexity of these attitudes. That is, though the participants reported attitudes were generally positive towards environmentally displaced people, reported attitudes were also generally positive towards non-environmentally displaced people. These results suggest the drivers and social outcomes of attitudes regarding displaced people is complex. Various implications for these findings, such as future social cohesiveness in the face of large scale displacement, are discussed.

**39345** 14:00-14:30 | Room 322A (3F)

*Teaching Climate and Environmental Justice: A Sociologist's Perspective*

Sandra O'Neil, Curry College, USA

This presentation will discuss the promises and challenges of teaching climate and environmental justice. Resistance to the basic assumptions of the course posed a significant obstacle. Even receptive students openly discussed their inability address the topics outside of class, fearing repercussions from friends and relatives who did not understand or "believe" the crisis we currently face. There were very few students prepared to discuss the topics in the syllabus. Most students had no environmental instruction of any kind in secondary school, and were largely unprepared to discuss even the most basic structural issues embedded in environmental problems; and therefore solutions. It was clear that students were largely socialized to view the environment as a personal trouble rather than a social problem. Lastly, the course required student activism as a way for students to understand the complexity of problem solving regarding environmental issues. The project was intended to empower students, but largely disappointed, as very few could make change to their own environments within the time frame of the semester. Students did walk away with an appreciation of the complexity of, and structural challenges in addressing environmental problems. Future emphasis in the field should include non-profits increasing visibility and partnerships with colleges through internships and project-based learning. Increased instruction at the secondary level is also critical moving forward. Finally, students should be given strategies for having difficult conversations with family and friends.

# Friday Session II

## 13:00-14:00 | Room 321A (3F)

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

#### Session Chair: Leslie Scamacca

**39072** 13:00-13:30 | Room 321A (3F)

#### *Transforming Pedagogy for Creating an Inclusive Classroom*

Andrea Francis, LaGuardia Community College - CUNY, USA

Rajendra Bhika, LaGuardia Community College - CUNY, USA

During this session, presenters will share the design, method, and results of their qualitative research, which explores whether the pedagogy of discipline faculty, faculty who usually focus on a particular area of knowledge, is transformed when teaching a First Year Seminar (FYS). The study findings indicated that faculty became more reflective practitioners, recognized a greater sense of vulnerability in their pedagogy, and experienced a stronger level of reciprocity in their engagement with students and colleagues at an urban, open-access, high-enrollment, two-year college that serves one of the most ethnically diverse student populations in the country. An outcome of the findings is the presenters' transformation framework, which consists of three key elements that make transformation possible and sustainable - vulnerability, reflection, and reciprocity. In the context of the findings of their study, presenters will discuss how the elements of transformation can aid in shaping pedagogy that fosters inclusiveness and learning across differences, especially in the current socio-political climate. After sharing the results of their research, presenters hope to engage participants in a conversation about how the transformation framework could be leveraged to facilitate social justice efforts in their own contexts. The session will conclude with a brief discussion on the implications of this work for faculty, students, staff, and an academic institution.

**38883** 13:30-14:00 | Room 321A (3F)

#### *Social Justice in the Classroom: Keeping the "isms" out and the Learning in*

Leslie Scamacca, LaGuardia Community College / The City University of New York, USA

Even prior to the August events in Charlottesville, VA, there has been ample discussion about where social justice and education overlap. Throughout this dialogue, questions continue to arise, such as "what does it really mean to be an educator for social change and justice?" and "how can educators continue to focus on teaching and delivering content, while at the same time advocate for social justice?" Part of social justice is recognizing and acting upon our power to create and sustain positive change. In this presentation, I will discuss best practices for educators to address social justice in the classroom and create a climate for change. It is critical that we provide students the opportunity to see the process of positive change, and how they can be both actors and leaders in creating change. It is also important to note that many of the practices that demonstrate a social justice orientation are also reflective of best practices in teaching. Social justice should not be an afterthought to curriculum design and development; is not an add-on for classrooms. Educators can simultaneously deliver high-quality, relevant content and create a classroom with a social justice orientation. This orientation is appropriate for all classrooms; it isn't something that just gets done in diverse classrooms or classrooms that lack diversity, urban classrooms or rural classrooms, or any other special category of classroom. Advocating for social justice is a way of teaching that supports high-level thinking, community, and lifelong learning.

# Friday Session II

## 13:00-14:30 | Room 322B (3F)

### Educational Research, Development & Publishing

#### Session Chair: Michael Menchaca

**39261** 13:00-13:30 | Room 322B (3F)

#### *The Influence of Elementary School Teachers' Social and Emotional Competencies on Teachers' Occupational Satisfaction and Job Involvement*

Hyun Ji Kim, Pusan National University, South Korea

Sang Soo Lee, Pusan National University, South Korea

The purpose of this study is to investigate the influence of elementary school teachers' social and emotional competencies on teachers' occupational satisfaction and job involvement. For this, we conducted a survey on 200 teachers from nine elementary schools in Korean metropolitan city. The findings are as follows: Firstly, results showed that there was a positive correlation between Elementary school teachers' social emotional competence and teachers' occupational satisfaction as well as teachers' job involvement. Secondly, the Relationship management and Self-awareness have an influence on the teachers' occupational satisfaction. Also, it was founded different factors of social and emotional competencies influence on teachers' occupational satisfaction factors, such as the satisfaction level with the student, principal, parents, working environment, career and compensation. Thirdly, the Self-management and Relationship management have an influence on the teachers' job involvement. Elementary school teachers have many times with students and considerable influence on students. Therefore, based on the result of this study, in order to improve teachers' occupational satisfaction, job involvement and the quality of education, development programs promoting teachers' social emotional competence need to be provided.

**38715** 13:30-14:00 | Room 322B (3F)

#### *Learning Japanese Classical Kana in the Digital Time: A Research Note on "100 Classical Kana Words in Motion"*

X. Jie Yang, University of Calgary, Canada

In the recent years, a number of digital packages to deal with Japanese classical kana (hentai-gana) were created. Each employs a different approach, and together largely enhanced the learning environment comparing with traditional printed textbooks and classroom settings. During my sabbatical leave in winter 2016, I created an original website and added a new resource to this trend. This website, "100 Classical Kana Words in Motion", draws a set of linked words from "e-museum", and presents the writing process of each kana. The motion of writing is a type of information which is difficult to access on traditional media, thus this approach provides a new sight to understand the classical writing. This website is well received by the learning community. Its name has been made into many resource lists, and even paper publications. In Nov. 2016, and then Feb. 2017, the same content were introduced to portable devices in iOS and Android application. This paper will present the designing thought behind the package, and discuss the development of a new type of information in the digital era.

**38101** 14:00-14:30 | Room 322B (3F)

#### *Top Ten Tips for Teaching Online: Applying a Research-Based Model for Online Learning*

Michael Menchaca, University of Hawaii at Manoa, USA

This presentation will provide practical tips for teaching online that can be used right away. The tips provided are scaffolded by following a research-based model developed by the author over the past twenty years. The model, CASA, simplifies approaches to online learning by focusing on four critical areas: Content, Asynchronous delivery, Synchronous delivery, and Assessment strategies. Over twenty peer-reviewed papers and dozens of workshops and presentations support the model. Tips will include examples of best practices such as design considerations, pedagogy, interactivity and engagement, and assessment. In addition, follow-up resources for long-range planning will be evaluated.

# Friday Session II

## 13:00-14:30 | Room 326A (3F)

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

#### Session Chair: Shin-Ying Huang

**39374** 13:00-13:30 | Room 326A (3F)

*Reconsidering English-as-a-Foreign-Language Textbooks from an Ideological Perspective*

Shin-Ying Huang, National Taiwan University, Taiwan

The purpose of the research that will be discussed in the presentation is to examine the politics of English-language textbooks in Taiwan and its implications for English-language teaching and learning. This presentation will address the question: What is the ideology of high school English textbooks regarding what it means to learn English and be nonnative speakers? The study takes a critical perspective towards language, and is thus concerned with how power functions through language and how discourses function to privilege some while marginalizing others. In this presentation, reading selections across four lessons taken from two first-year fall semester high school English-as-a-foreign-language (EFL) textbooks will be discussed. These textbooks were chosen for analysis because they represent to the students how they are expected to think about English as students embarking on the journey of high school. Thematic analysis (Guest, MacQueen, & Namey, 2012) was conducted of the reading selections. In terms of what it means to learn English, the themes found include: for survival purposes, for personal enjoyment and advancement, to know more about America and Taiwan, and to consider issues of social justice for minorities. In terms of what it means to be nonnative English speakers, the themes found include: Interest in American-related information, concern about personal benefits from English, concern about making the world better, and concern about marginalized groups in the world. These findings will be elaborated in the presentation and their implications for EFL teaching and learning will also be discussed.

**37618** 13:30-14:00 | Room 326A (3F)

*State of Minority Language-In-Education Policy of Nepal: A Critical Discourse Analysis of the 'Constitution of Nepal 2015'*

Puskar R. Joshi, Texas A&M University, College Station, Texas, USA

In recent years, mother-tongue-education has been a catch phrase in social and political milieu in the multiethnic, multilingual Nepal. Since the country is implementing a post-conflict-era all-inclusive constitution, people, especially the disadvantaged ones, are enthusiastically awaiting to exercise their democratic rights, such as, education in mother-tongue. However, the fulfillment of their aspirations largely hinges on the way basic human rights are guaranteed in the constitution in use. The purpose of the current research, thus, is to analyze the state of language-in-education policy of minority people envisioned in Nepal's new constitution – '*Constitution of Nepal 2015*' – alongside its predecessor – '*The Constitution of the Kingdom of Nepal 1990*' – using the critical discourse analytical (CDA) approach. The objective of using the CDA is to uncover hidden ideologies that contribute to reproducing and maintaining of hegemony. A country where historically dominated minorities are in majority, a deeper knowledge of how power, domination are reproduced and enacted is critical to understand the situation of inequality there. The analysis is done in line with the three broad principles of human rights – freedom, dignity and equality – expressed in the Universal Declaration of Human Rights. The current analysis discovered that while the educational rights of the minorities are better explained and their linguistic and cultural diversities are more openly recognized lately, the undertone of the new constitution's discourse still echoes the preference to 'one nation, one language' policy, which was officially imposed on the minorities since the autocratic regimes of 1960s.

**38882** 14:00-14:30 | Room 326A (3F)

*A Study of English Language Education for Olympic Volunteers*

Rie Owaku, Japan Women's College of Physical Education, Japan

Students at physical education (PE) universities/colleges are likely to be required to act as volunteers at the 2020 Tokyo Olympics by the Tokyo Organising Committee of the Olympic and Paralympic Games. As such volunteers, the students are expected to acquire English communication skills. They have much knowledge about sports, but they are not always accustomed to using English or do not always have much knowledge about English. They need practical materials for acquiring communication skills, and occasions to use English practically. In 2015 and 2016, communicative materials were developed and used in classes for freshmen at a private PE college in Tokyo. The subjects answered both pre- and post-questionnaires. The results indicated these materials successfully motivated their language learning and got them interested in English communication. However, it was not clear whether or not their language ability had improved. The materials are among the ways to help students to improve their communication skills in order to become Olympic volunteers. Teachers should keep giving them hints about learning methods and should arrange occasions where they can communicate in English practically. As challenges for the future, there are two ways in which the PE students can be developed as Olympic volunteers in terms of English education. The first is to improve the materials for them, and the other is to find more occasions for such students to communicate easily in English. To achieve these two things, English education for volunteers in Korea will be considered.

# Friday Session II

## 13:00-14:30 | Room 326B (3F)

### Learning Experiences, Student Learning & Learner Diversity

Session Chair: James Taylor Carson

**38840** 13:00-13:30 | Room 326B (3F)

#### *Student and Teacher Inter-Agency in Negotiated Learning Environments*

Jean Annan, Positively Psychology, New Zealand

Opening exciting new opportunities for student learning and fulfilment calls for curiosity, creativity, empathy and the ability to negotiate, and re-negotiate, learning environments. This negotiation requires a degree of agency on the part of students and adults who take active roles in co-constructing learning trajectories in line with students' aspirations. Student agency does not involve students re-inventing wheels in laissez-faire fashion or self-serving demands for resource at the expense of others. The concept of student agency is presented in this session as a finely balanced negotiation between the students and the social environments that support learning. The framing of learning environments is described as an inter-agentic activity, requiring the active contribution of all participants. Agency is invariably related to the social and cultural milieu in which it is exercised and supported; it is not a static quality that people have per se. Students can be encouraged and supported to take agency by agentic teachers who inspire them to innovate and collaborate. Presented in this session are seven ways that teachers can encourage and nurture student agency and four dimensions on which students' agency can be examined and understood.

**38751** 13:30-14:00 | Room 326B (3F)

#### *Neither Inter-, Nor Multi-, Nor Trans-: The Case for Adisciplinarity*

James Taylor Carson, Griffith University, Australia

Interdisciplinarity, multidisciplinary and transdisciplinarity have to some extent fallen short of their initial promise to renew the ways in which we create new knowledge. The problem is that they each leave intact the object of their deconstruction—the academic discipline. Like any hybrid creature they stand like half-this and half-that, mutts of a kind defined by the thing they seek to transcend and incapable of ever being whole and original. But if we begin to consider information synthesis and knowledge creation in terms of questions rather than disciplines, then we might locate a more open way of thinking and knowing. Adisciplinarity signals a new possibility, a completion of the task that inter-, multi- and transdisciplinarity set for themselves so many years ago. The difference is that adisciplinarity begins with questions rather than disciplines which alters fundamentally the nature of the interrogation such that any disciplinary approach or perspective necessarily has to become subsidiary to the question. What happens is that what we think of as disciplines recede from the foreground and instead begin to cluster around the question much like the biota that constitute an ecology; a knowledge ecology comprised of approaches and perspectives contained within disciplines but only making sense, only adding up, when comprehended as an organic adisciplinarity whole.

**38977** 14:00-14:30 | Room 326B (3F)

#### *Sustainable Energy for All Policy and Women Capacity Development*

Ann Grace Apiita, University of Sussex, UK

The energy space received unprecedented levels of recognition as the driving force for global development during the term of the former United Nations Secretary-General Ban Ki-moon which led to the launch of the Sustainable Energy for All – SEforAll 2030 agenda in 2011. However, lack of energy is still prevalent globally and it is affecting the socio-economic, political and environmental foundations of sustainable development upon which humanity depends on. Both women and men are affected differently by lack of energy although women in developing countries suffer adversely. Despite the growing recognition in policy about women's role in the energy dimension, energy policies have not substantially developed capacities of women in rural communities. The main objective is to determine how the SEforAll policy can be achieved effectively by 2030 through developing capacities of women from rural communities to address energy poverty and all forms of gender disparities. This presentation intends to complement existing limited knowledge on mainstreaming capacity development for women through gendered energy policies.

# Friday Session III

## 14:45-16:15 | Room 319B (3F)

### Clean and Affordable Energy

#### Session Chair: Jongsoo Jurng

**38957** 14:45-15:15 | Room 319B (3F)

#### *Qattara Depression and Its Hydropower Potential*

Aly El Shafei, American University in Cairo, Egypt

Mohamed Amr Serag El Din, American University in Cairo, Egypt

The Qattara Depression in Egypt has been suggested to be used for hydropower production. This paper investigates the possibility of having a Hydropower plant in this location to solve the current energy problem in the region, by providing the most updated results that would be used in such a project compared to previous studies. Hydrological elements affecting the water balance of the Qattara Depression region are studied, as by predicting the level of the water with time, the nature of the operation of the station can be chosen efficiently. Salinity concentration, evaporation rate of the formed lake, and the water channel formed that leads to the lake, and inward and outward seepage are all factors that had either been neglected in previous studies or not studied in the level of detail necessary for an accurate estimation of the lifetime, energy and economic feasibility of the plant. Meteorological data obtained from weather stations surrounding the region were used in the calculations. Also we needed information about the nature of the region's soil and the hydraulic conductivity and studied the surrounding aquifers to obtain the best estimates when modelling the seepage values along with the years. The detailed calculation of the seepage and salinity have never been done and incorporated in the results making the results in this paper the most updated results. The results showed the lifetime of the Qattara Depression and the increase in the level of the water level with time.

**38770** 15:15-15:45 | Room 319B (3F)

#### *Design and Demonstration of a Small-Scale Adsorption Chiller*

Amin Ghobeity, Sheridan College, Canada

Allen Barnett, Sheridan College, Canada

Brendon Aldridge, DR HVAC, Canada

Numerical simulation and experimental verification of an adsorption chiller concept is presented. Waste heat recovery using absorption and adsorption chillers has recently received considerable attention. However, most of the published literature focus on high-temperature (>100 C) absorption design, rather than low-temperature (<100 C) adsorption concepts. In this presentation, a simplified design for a low-temperature adsorption chiller is considered. The adsorption pair considered is silica gel-water, i.e., water is the refrigerant in the cooling cycle and silica gel the desiccant adsorber. In the proposed simplified concept, a shell and tube heat exchanger is designed and developed. The shell contains the adsorption material. Hot water from waste heat at temperature of near 100 C provides the thermal energy driving the adsorption chiller. Numerical simulation using ASPEN Plus, and experimental results are presented.

**38982** 15:45-16:15 | Room 319B (3F)

#### *Comparison of Silica-Based Modified Sorbents and Polymer Sorbents for the Purification of Siloxane (D5) From Wastewater Biogas for Adsorption-Desorption Removal*

Jongsoo Jurng, Korea Institute of Science and Technology (KIST), South Korea

Hyounduk Jung, Graduate School of Energy and Environment, Korea University, South Korea

Biogas is a fuel used to produce renewable electricity containing siloxanes that can damage combustion engines, leading to costly repairs and service interruptions. This study investigated the regeneration of silica-based modified adsorbents as biogas siloxane adsorbents exposed to adsorption/regeneration cycles. The spent adsorbent was regenerated by washing with hot air at 80-120 C. The siloxane adsorption capacity of this new sorbent was greater than 190 mg/g of sorbent at room temperature (25 C). This is about twice the adsorption capacity of siloxanes in commercial silica gel or polymeric adsorbents in previous studies. The thermal desorption efficiency of the siloxane (D5) from the adsorbent was 95 to 99% or more at a regeneration temperature of 80 to 120 C. The adsorption force of this silica-based material is larger than that of zeolite and activated carbon. The effect of adsorption temperature on the adsorption capacity of this silica-based adsorbent was also investigated. The effect of the adsorption temperature on the adsorption capacity of the silica-based adsorbent was also investigated. Increasing the adsorption temperature from 25C to 50C slightly increased the siloxane concentration at the bed outlet to 10 mg/Nm<sup>3</sup>. However, even when the adsorption temperature rises, there was almost no difference in the breakthrough time of the silica-based adsorbent. Therefore, it should be noted that the amount of adsorbed siloxane per unit weight of this silica-based adsorbent is not significantly changed as the adsorption temperature increases.

# Friday Session III

## 14:45-16:15 | Room 322A (3F)

### Security and Safety

#### Session Chair: William Arthur O'Donnell

**39383** 14:45-15:15 | Room 322A (3F)

#### *Deaths of Rural Police Departments threaten the Security of Their Small Towns*

Lucy Edwards Hochstein, Radford University, USA

Small town police departments have the same legal and operational obligations as those in urban areas, but far fewer resources due to their smaller tax bases. If a town can no longer support their police department, it is disbanded and rarely revived. When a police department is disbanded, the town contracts with the county sheriff's office for law enforcement services. These sheriff's offices are responsible for many square miles of territory, so small town citizens may wait hours for a sheriff's deputy to respond to even dire calls for assistance. Based on a case study of a small town police department, this research suggests that small town police chiefs must be politically astute in using a variety of strategies to support and maintain their departments. They search for additional funding sources, beyond those allocated by their towns, from various agencies for specialized activities, such as participation on regional drug task forces or transporting mentally ill offenders to treatment facilities. Additionally, they are innovative in creating and maintaining a positive, cohesive work environment to motivate their officers and reduce expensive turnover through multiple years without salary increases or new equipment.

**38916** 15:15-15:45 | Room 322A (3F)

#### *Examining Conflicts Over Land Acquisition and Ownership in Dormaa Traditional Area, Ghana*

Benard Kwame Oppong-Kusi, University of Tsukuba, Japan

Kenichi Matsui, University of Tsukuba, Japan

In Ghana, conflicts over land are ubiquitous largely due to competing views of ownership as well as diverse cultural and economic interests. In some cases, land conflicts are so contentious that it takes nearly three decades for coming up with any settlement. This paper focuses on the Dormaa traditional area, the Brong-Ahafo region of Ghana, which has been traditionally important area for feeding the country with its rich and abundant food crops and poultry. The area shares boundaries with Cote D'Ivoire and has maintained unique trans-border relationships. People have typically claimed their possession of or usufructuary right to land in Dormaa under traditional or statutory authorities. Due to its proximity to Cote d'Ivoire, some claims have been made by those who live in this neighboring country, further complicating land disputes. This paper shows the results of our field research on land conflicts in Dormaa. It examines the impact of land related conflicts on economic activities. Interviews were conducted with a number of key informants. Results demonstrate that three major factors largely cause/exacerbate land conflicts sometimes leading to court litigations. First, the land under dispute is often not documented or surveyed properly. Second, people do not have reliable information about who has the authority to legalize/authorize the use of the land they have been using. Third, overlapping jurisdictions over land have debilitated the ability of the government and traditional chiefs to resolve the dispute. This paper also offers some recommendations to reduce conflicts in the study area.

**39352** 15:45-16:15 | Room 322A (3F)

#### *Okinawa and Hawaii: Sisters in Kim's Cross-Hairs*

William Arthur O'Donnell, Kobe International University, Japan

Okinawa and Hawaii, like sisters, share much in common. Both were once independent kingdoms. Both lost their independence in the nineteenth century at the greedy hands of superior colonial powers, Hawaii by the US and Okinawa by Japan. In both cases, too, their colonization resulted in the wholesale destruction of their indigenous culture: language customs and laws. They both also became pawns of those powers in World War II, with Hawaii the target of the Japanese air-raid on Pearl Harbor and Okinawa of the American invasion and subsequent long occupation after the war. Hawaii is also home to thousands of descendants of Okinawan immigrants brought there as laborers at the beginning of the last century. Now both lands find themselves held hostage to possible nuclear destruction in the current standoff between Donald Trump of the United States and Kim Jong-un of North Korea. How did these two paradise islands end up in this precarious position and how can they escape it? This presentation will outline the problem and a possible solution.

# Friday Session III

## 14:45-16:15 | Room 321A (3F)

### Curriculum Design & Development

#### Session Chair: Les Pang

**38764** 14:45-15:15 | Room 321A (3F)

*The Teaching-Learning Method of Music Composition and Improvisation in Music Class*

Jihyun H. Park, Gwangju National University of Education, South Korea

It is important that learning atmosphere for the music composition and improvisation is effectively implemented in school. Therefore, the purpose of this study was to examine the teaching-learning method of the music composition and improvisation in music class. The music composition-related literature was reviewed in connection with creativity theory, various teaching methods, and the Korean music curriculum. The results of the study are as follows: teaching methods were developed based on learning contents and process and teaching strategies for the music composition and improvisation including creative musical thinking, sound exploration, music-making, and partial creation.

**38871** 15:15-15:45 | Room 321A (3F)

*Curriculum for the Arts - Design in Times of Change*

Sook May Ivy Chia, Singapore University of Social Sciences, Singapore

In recent decades, arts educators have used the term "interdisciplinary" or "arts integration" to refer to curricula that integrate the arts with other subjects. For example, Elliot Eisner identified four possible curricular structures for arts integration: (1) a unit focusing on a particular historical period or culture; (2) a unit that focuses on similarities and differences among art forms; (3) a unit that is centered on a major theme or idea that can be explored through the arts and other fields too; and (4) a unit in which students are asked to solve a problem that has roots in both the arts and another content area. The purpose of this presentation is to review different curricular models for the Arts. In the presentation, I will share the issues and challenges faced in developing a University curriculum for the Arts Education which needs to be responsive in times of change, especially in light of global transformation of visual culture, emergent visual technologies and the need for permeable arenas of knowledge and skills in the Arts.

**38712** 15:45-16:15 | Room 321A (3F)

*Level the Playing Field -- Impact of Academic Success Courses*

Les Pang, University of Maryland University College, USA

Rana Khan, University of Maryland University College, USA

Mary Murrel, University of Maryland University College, USA

The purpose of this research is to evaluate the impact of two "Academic Success Courses", UCSP 635 and UCSP 636, which targets graduate students with little or no programming experience and prepares them for professions that require knowledge and experience in modern computer programming languages. Data representing a total of 14 classes of two preparatory computing courses conducted in 2016 and 2017 were examined. Based on a preliminary analysis of the data, it was discovered that among those who took discipline-specific classes after successfully completing the UCSP courses, about 2/3 of the students received exemplary grades. Those who failed to complete the UCSP courses exhibited a lower level of performance in the program courses. This suggests that the Academic Success Courses has a role in helping students to perform better on the discipline-specific courses. Further research is needed to follow these students through later semesters and to understand the influence of demographics on the course success rate.

# Friday Session III

## 14:45-15:45 | Room 322B (3F)

### Language Development & Literacy

#### Session Chair: Peter Hourdequin

**33940** 14:45-15:15 | Room 322B (3F) **(CANCELLED)**

*Creating Leaders through the Classroom: Using a Project Based Curriculum to Develop Life Skills, Motivate ESL Students, and Beyond*

Malia Mullen, Asia University, Japan

Establishing leadership skills in students is a problem faced by educators around the world, many who take on the challenge of students ill-equipped to solve problems, take ownership or responsibility, or use their own ideas and creative thinking to move forward. Despite previous educational opportunities in both the home and school settings, students often do not come to class furnished with these skills due to cultural and societal preferences, as well as previous teaching and learning styles. The goal of a project-based classroom is to utilize a system of subject introduction, project development, and clear rubric to help students quickly learn and acclimate to an environment that asks more of them. In a structured system, students are given the tools to work within their own creativity and ability to make decisions, while exploring their own freedoms to create varying products and take leadership roles within partnerships and larger groups. After developing a series of assignments in various courses and using a basic - but clear and concise - structure to design all projects, students develop the foundation needed to move forward comfortably while giving them the opportunity to develop leadership and problem solving skills. With three years of development, the results have shown significantly increased presentation skills, improved social interactions, and noticeably reduced student attrition rates. This publication will address the benefits of creating a similar system, how to customize for each class, and provide examples of various projects while explaining the basic assignment structure, grading, and expected outcomes.

**39396** 15:15-15:45 | Room 322B (3F)

*Gaming and Multiliteracies in a Japanese University's Self Access Center*

Peter Hourdequin, Tokoha University, Japan

This presentation will introduce a model for transdisciplinary game-based learning piloted in a Japanese university's foreign language self-access center. After introducing the research site and its context, I will outline some of the important affordances of table-top games for the development of 21st Century Skills (Dede, 2009). Next, I will explain the pedagogical model that was developed by an interdisciplinary team of teacher-researchers at the research site. This model, which draws upon multiliteracies pedagogy (Cope & Kalantzis, 2009) and incorporates aspects of problem-based and project-based learning, includes four main stages of face-to-face interaction that allow students to practice a broad variety of skills. I will also introduce some of the materials that our team of researchers have designed and developed to help scaffold student learning. Finally, drawing upon participant survey and interview data and field notes made by 3 participating teacher-researchers, I will discuss successes and remaining challenges for the university game lab where this study is set.

# Friday Session III

## 14:45-16:15 | Room 326A (3F)

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

Session Chair: Toshie Agawa

**39340** 14:45-15:15 | Room 326A (3F)

#### *Student use of Apps and Websites for English Self-Study*

Cara Phillips, Toyo University, Japan

Given the limited instruction time in English that most undergraduate non-English majors receive at many Japanese universities, looking to self-study possibilities is often more practical than focusing solely on in-class activities. This study looks specifically at self-study options utilizing the ubiquitous smartphone. Two surveys were administered to gauge which English learning apps and mobile-friendly websites were used by first-year business administration majors at a Japanese university. A few teacher-recommended apps/websites were also given to the students between and after the administration of the two surveys. Survey responses were examined according to the most frequently used apps/websites and the rate of English-learning technology use in general (including CD-ROMs, online dictionaries, etc.) with regard to the students' English levels, cellular phone types (iPhone, Android, or flip-phone) and other explanations written on the surveys by the respondents themselves. These results could lead university EFL/ESL instructors to make more informed recommendations to students about their self-study options.

**38784** 15:15-15:45 | Room 326A (3F)

#### *Connecting English Here in the Classroom and Out There: Communicative Tasks, L2 Self Activities, and Motivation*

Toshie Agawa, Seisen University, Japan

The primary objective of this presentation is to depict the changes that occurred in a group of EFL learners during their first semester at a Japanese university. A mixed-method approach, with the qualitative method being dominant, was used to identify these changes. The participants were 23 first-year students in a compulsory English course. Their English level was beginner. In class, communicative activities were introduced to help students improve their communicative ability in English and create the vision of their ideal L2 selves. The analysis of students' reflection sheets, presentations, and essays found that three main changes occurred. First, most students were able to visualize their ideal L2 selves. However, the vision tended to be about their very close future and thus related to matters already familiar to them. Second, many students started to see English as being of practical use, rather than a subject matter. Third, several expressed lower anxiety and/or higher confidence in speaking English. The results of the questionnaire conducted before and after the course generally supported the qualitative results. Further analyses of the data identified three groups of students with different levels of L2 motivation; After the semester, the poorly motivated group tended to improve their attitude to and intended effort of learning English most. The presenter argues that the combination of communicative and L2 self activities may help students, especially with lower L2 ability and motivation, to realize the practical value of learning English, which may enhance their L2 learning attitude and intention.

**38844** 15:45-16:15 | Room 326A (3F)

#### *The Action Research on How to Effectively Introduce English Movies into TOEIC Preparation Courses in a Japanese University*

Arata Fujimaki, Tokai University, Japan

It can safely be said that TOEIC is one of the most encouraging certified English language examination in Japan and in other Asian countries. In fact, TOEIC preparation courses offered in the International Education Center in Tokai University as the elective English courses have been regarded as among the most popular English courses in terms of the number of enrolling students. On one hand, the main reasons for this extraordinary popularity might probably be stemmed from the idea that the students are looking for the better job opportunities after graduating from the university, On the other hand, there are many students taking these courses for different motivations. They include, to improve English communication skills leading into raising their TOEIC scores, to build a confidence in listening and reading skills directed to the improvement of oral presentation in English, to enjoy English movies without taking a look at captions. Taking the above different motivation into consideration, author has been under the impression that we can safely introduce the task-based activities, skills, and strategies through English movies into TOEIC preparation courses. The author has been teaching this elective course for more than two decades, and has been trying a variety of small changes in teaching. At the presentation, the author would like to share the accumulated data concerning the influence of introducing movies into TOEIC preparation course. This will include the improvement of the test scores, and how their behavior toward English language learning has been changed.

# Friday Session III

## 14:45-16:15 | Room 326B (3F)

### Learning Experiences, Student Learning & Learner Diversity

Session Chair: Kiran Padmaraju

**38893** 14:45-15:15 | Room 326B (3F)

*Encouraging Future Teachers to not only "Tolerate" Diversity but also Embrace it and Help Students Reach Their Full Potential*

Kiran Padmaraju, Eastern Illinois University, USA  
Queen Ogbomo, Tennessee Technological University, USA

The presenters are both first generation immigrants to the USA. Currently, they are teacher educators in higher education institutions that are situated in rural areas in the USA. The students that they have are predominantly Caucasian and have grown up in small towns in America where they have hardly ever interacted with any people of color. If we look at the changing demographics of the USA, even in rural areas, the student diversity is increasing in terms of race and ethnicity. It falls upon teacher educators therefore to prepare these future teachers for not only "tolerating" diversity but embracing the many assets that their students bring into the classroom. Teacher educators really need to help future teachers change their perception of diversity being a challenge to seeing diversity as a huge asset for them and their classrooms. As foreign-born faculty, it is often more challenging for the presenters to address diversity issues in their classrooms. Their students, the future teachers, often dismiss their perceptions and thoughts on diversity as they come from a foreign culture. Also, the students often hesitate to express their own thoughts and perceptions freely sometimes in the fear of not offending us foreigners and sometimes in fear that we will laugh at their ignorance. During this presentation, these two teacher educators with a combined higher education experience of more than 20 years will share ideas on activities that they have tried out and refined over the years. They will also seek ideas from the audience.

**39314** 15:15-15:45 | Room 326B (3F)

*An Award Winning, Cost Effective, Sustainable Student Academic Mentoring Program That Supports Academic Success and Builds a Sense of 'Belonging'*

Lila Kemlo, RMIT University, Australia

A plethora of research exists, exploring models of peer support for student learning in Higher Education. This paper reports on a unique student-led, student-run volunteer, academic mentor program at RMIT University, Melbourne, Australia. The Student Learning Adviser Mentors (SLAMs) program commenced in 2006 in the College of Business. Students achieving a High Distinction (HD) or Distinction (DI 75+) in selected subjects volunteer two hours a week for eight weeks each semester to support fellow students with their studies. Mentees access SLAMs by attending 'home rooms' located at each campus, open from 9.00am-5.30pm daily. These spaces enable mentors and mentees to gain a strong sense of 'belonging' - a place where they can make friends and seek academic support in a safe, nurturing environment. RMIT is a multi-cultural university with students from all over the world. SLAM's mission statement 'students helping students to achieve' crosses cultural barriers by providing opportunities for the development of a partnership-based learning environment between local and international students. This aligns with one of the University's mission statements 'Global in outlook and action, offering our students and staff a global passport to learning and work'. Since 2006 SLAMs has demonstrated that it is cost effective and sustainable. In 2017 RMIT University's Vice Chancellor decided to scale SLAMs across the institution thereby creating a consistent, university-wide approach to academic mentoring. 1000+ students registered and trained to become SLAM mentors. This paper also reports on the challenges faced in institutionalising SLAMs and the strategies developed to overcome them.

**39128** 15:45-16:15 | Room 326B (3F)

*Examining Undergraduate Students' Perceptions of Diversity When Taught by Caucasian Faculty Compared to Faculty of Color*

Cobi Christiansen, Eastern Illinois University, USA  
Kiran Padmaraju, Eastern Illinois University, USA

The researchers conducted a study to examine if undergraduate students at a midwestern university perceive presentation of diversity issues differently when presented by Caucasian faculty as compared to faculty of color. The researchers believe that in the current political climate, diversity has come to the forefront and understand the need to see how students, including Caucasian students, think about diversity. The two primary research questions that guided the study were: a. If faculty of color present information related to seeing diversity as adding richness to the community, do students perceive this as self-promotion? b. Is there a difference in how students receive or interact with the diversity information presented by faculty of color and Caucasian faculty? A majority of students and faculty are Caucasian in this midwestern university. Undergraduate students were surveyed to examine students' perceptions about diversity when they were presented by Caucasian faculty and faculty of color. Participants were asked if they had ever been in classes taught by faculty of color. If the students had not been in classes taught by faculty of color, they were asked to share if diversity issues were interwoven into their course. Students who had diverse faculty including Caucasian faculty were asked to compare the experiences they had of how diversity was addressed. The results from the surveys were analyzed to answer the research questions. The survey also allowed students to express opinions about how diversity was addressed in the classroom.

# Friday Session IV

## 16:30-18:30 | Room 319B (3F)

### Industry, Innovation & Infrastructure

#### Session Chair: Kuang-Hui Peng

**38876 16:30-17:00 | Room 319B (3F)**

#### *A Comparative Life Cycle Assessment of Reinforcement Methods of Bridges in Taiwan*

Allen H Hu, National Taipei University of Technology, Taiwan  
Cheng Han Chang, National Taipei University of Technology, Taiwan  
Chien Hung Kuo, National Taipei University of Technology, Taiwan

In a context of sustainable development and energy sparing, a life cycle assessment (LCA) may be useful tool for making good choices. As Taiwan is located in Circum Pacific Seismic Belt, it is important to increase the strength of bridges in Taiwan. According to Ministry of Transportation and Communications R.O.C, the reinforcement of bridges is defined as abnormal and damaged bridge structures which need to be maintained to ensure the safety of the bridge. Literature review showed that most of the LCA studies focused on green material, and mainly for comparing the environmental impacts before and after construction. In contrast, LCA studies seldom examine the environmental impacts of different reinforcement methods of construction. The objective of the present study is to evaluate the environmental impact of bridge rehabilitation with different types of reinforcement method. In order to understand which method is more environmental friendly in bridge rehabilitation, the evaluated environmental impacts of each method were compared. There are several methods for bridges reinforcement, such as additional pile method, application of additional steel pipe pile method, steel sheet covering method, base changing method, etc. A cradle-to-gate life-cycle assessment methodology is considered to quantify environmental impacts for different kinds of reinforcement methods. The functional unit is defined as per bridge pier which can provides the bearing function of bridge. The inventory data for this study was provided by a local construction company in Taiwan. And the LCA results are still yet being obtained. Costs of different reinforcement methods will also be collected and this result will be combined with LCA environmental impacts to construct Eco-efficiency index. It is expected that results of this study should be able to help practitioners and decision-makers to select a most suitable reinforcement method for bridges.

**38874 17:00-17:30 | Room 319B (3F)**

#### *Sustainability Assessment Framework for Emerging Technologies: A Case Study of Internet of Things*

Allen H Hu, National Taipei University of Technology, Taiwan  
Kai Wen Hsiao, National Taipei University of Technology, Taiwan  
Hong Wei Huang, National Taipei University of Technology, Taiwan

In recent years, the rapid development of emerging technologies leads to the improvement in service quality and manufacturing efficiency of many ICT enterprises such as intelligent mechatronics technology, Internet of things, cloud computing or 3D printing and other technologies. However, the impact of emerging technology applications on the overall economy, the environment and society have not been evaluated. As a result, this study examines the literature review of emerging technologies in the future development. The results show that the three dimensions of emerging technologies in the economic, social and environment may face the issue of sustainable development in the near future. The possible impact of these technologies will be linked to the United Nations Sustainable Development Goals (SDGs). In order to identify possible indicators to assess the implementation of the UN SDGs, this study has developed a general sustainability assessment framework for emerging technology applications through the Fuzzy Delphi Method (FDM) questionnaire. Next we will be constructing an environmental sustainability indicators framework for quantifying environmental impact specifically for the Internet of Things (IOT). This study will serve as a reference to understand whether the IOT contributes to the actual improvement of the hot spots of the ICT industry in Taiwan and to help enterprises to enhance their own operations and supply chain performance for the development of an innovative business model to help the industrial green transformation.

**37859 17:30-18:00 | Room 319B (3F)**

#### *Determining Best Practices for the Sustainability of the Small Scale Gold Production in the Philippines*

Virginia Soriano, University of the Philippines, The Philippines  
Erickson Llaguno, University of the Philippines, The Philippines  
Kristine Mae Gotera, University of the Philippines, The Philippines  
Benette Custodio, University of the Philippines, The Philippines  
Carla Edith Jimena, University of the Philippines, The Philippines

Gold production in the Philippines is a key economic activity participated in by large-scale, artisanal and small-scale mining and processing entities. The increasing activities of these entities has raised concerns on sustainability. While this activity is viewed as contributing much in rural development and poverty reduction, small scale gold production in the country is described as an unregulated and informal industry with minimal standards. The identification of best practices in small scale gold production is a major step towards improvement and sustainability. This study aimed at using the life cycle thinking and the total systems approaches and tools to establish the current situation and performance with respect to the economic, environmental and social aspects of the small scale gold production entities. The study applied measuring tools to determine the economic, environmental and social sustainability performance of the observed activities at various sites in the Philippines. The results showed that the best practices pertaining to the three aspects of sustainability can be found in different sites but not in a single site. There are conditions or factors that exist in some sites which allows for them to have a better practice than others. The assessment results may be used to identify the issues and impediments to better performance and strategies to address the sustainability concerns of the small scale gold production industries.

**39113 18:00-18:30 | Room 319B (3F)**

#### *Applying the Circular Economy to Renovate the Built Environment in Taipei*

Kuang-Hui Peng, National Taipei University of Technology, Taiwan

Circular economy is a key to obtain greater resource productivity in the city that aim to reduce, reuse and recycle waste, as well as cut emissions, consumptions and foster innovation. Taipei as the capital of Taiwan has the highest value for renovating the built environment through circular economy, due to high demand for more affordable housings and mix use with jobs creation building requirements is also high. The study aims to explore how to apply the circular economy to neighborhood planning as the guidance for renovating the built environment in Taipei. Through a literature review, field study, and analyzing the impacts of utilized functions, renovated density within the urban system, an example of Army Maintenance Plant in Xinyi District of Taipei City is adopted as a pioneered case study, due to the place has been upgraded to a special zone for a higher value of complex use, that provides an opportunity to introduce circular economy at an early stage and capture benefits afterwards. In conclusion, strong urban governance, Integrated and green system planning, designing for effective building disassembly, material management and re-use models, modular construction components and innovative approaches of building can reduce structural waste and build time, more effective utilization of buildings that allow the high-density built environment to achieve livable and sustainable environment.

# Friday Session IV

## 16:30-18:30 | Room 322A (3F)

### Curriculum Design & Development

Session Chair: Miki H. K. Bong

**39059** 16:30-17:00 | Room 322A (3F)

#### *Curriculum Development and K-12 Challenges in the Philippines: A Reflexive Case Analysis Towards Redesigning Language and Literature Education in College*

Rodrigo Rivera, De La Salle–College of Saint Benilde, The Philippines

Higher education in the Philippines has been challenged to adopt changes in the curriculum given the institutionalization of K-12 basic education program in the country. In this context, faculty and administrators of higher education institutions in the country needed to take proactive measures to redesign its curriculum that would meet the need of a new generation of learners and advance the thrusts of the school. This reflective paper presents the case of De La Salle–College of Saint Benilde's English department and a critical analysis of its efforts to reinforce and advance its curricular offerings on language and literature that would meet the K-12 challenges come academic year 2018-2019. This scholarship applied qualitative techniques to review existing empirical works and pertinent institutional documents to develop a framework that guided the department in identifying new course offerings that are K-12 compliant. Also, the paper explores the structural implication of K-12 developments to the department's organization and the need for retooling the faculty. The discussion in this paper offers an opportunity for faculty and school administrators to reexamine and reflect on their curriculum development efforts towards meeting curricular challenges by grounding it on a sound review of literature as basis of action and informed decisions.

**39071** 17:00-17:30 | Room 322A (3F)

#### *The Gap Between Curriculum, Assessments, And National Standards Within Vietnamese English Language Teacher Education*

Lan Nguyen Thi Phuong, The University of Newcastle, Australia

English Language Teacher Education (ELTE) in Vietnam is undergoing rapid change in response to the requirements of a rapidly evolving socio-economic context. Vietnamese government is playing a leading role in making many changes to educational policy to prepare for the development of ELTE in the globalisation contexts. The issue is that there are still significant disparities between the institutional curriculum, their assessments, and the national standards required for ELTE graduates. This study used a mixed-method with the data sources from policy documents, a survey, and 33 interviews conducted with the lecturers from eleven Vietnamese ELTE institutions. The data have been analysed to understand how Vietnamese educational policies shape the practice. The initial findings are (i) a large mismatch between curriculum and standards of the graduates' language proficiency and (ii) a significant misalignment of assessment forms and the skills clarified in the curriculum. In order to address these gaps, curriculum needs to be re-focussed on the MOET's standards and on the social demands. It is also vital for professional development. My study offers multiple perspectives on a complex issue. It is meaningful not only to educational governance, but also to teaching practitioners and English language researchers. Its significance lies in its relevance to English teaching careers, particularly within the researcher's specific context, yet also remains relevant to ELTE in other parts of Vietnam.

**38711** 17:30-18:00 | Room 322A (3F)

#### *Evidence-Based Development of an Undergraduate Disaster Volunteerism Course for English Learners*

Sean Gay, Kwansei Gakuin University, USA

Disaster management is a field of increasing importance as global climate change increasingly impacts our world. Students can, and often do, play important roles in disaster response. Following the 2011 Eastern Japan Great Earthquake and Fukushima nuclear plant disasters many students became involved in a variety of disaster response activities. These activities benefited the disaster response while also having a lasting impact on those students. By developing a course in disaster volunteerism, the students can be better prepared to contribute to disaster response and recovery. This presentation addresses the use of research in developing the curriculum and content of the course. It is important to begin with the evidence. Understanding the roles that are necessary during disaster response and recovery is essential. Finding specific research on these roles, their impact on the response or recovery, and the impact on the volunteer is fundamental. The experience of a fundraiser is different from that of a medical first-responder, interpreter, or researcher. All of these roles are necessary, and it is important to do one's best to incorporate a variety of stories for students to have a choice. It then follows through and explains decisions made during the syllabus development process. This must begin with the goals of the class, and then how those goals are incorporated into the syllabus. Finally, the presentation will explain implementation of this syllabus starting with needs assessment.

**39326** 18:00-18:30 | Room 322A (3F)

#### *Roles of Sustainable/Transferable Skills in College English Education*

Miki Hyun Kyung Bong, Shinshu University, Japan

What is the purpose of English language education in higher educational institutions? The purpose of college English language education as a liberal arts subject in Japan has been a topic of debate in recent years: in particular since the majority of the national universities in Japan have either abolished or dissolved their liberal arts education systems (college or school of general education). Do undergraduates need to study liberal arts subjects including languages? Deplorably, there are some national universities whose diploma policy does not require students to take English language courses as well as some of the other liberal arts subjects. Attempting to explore these questions, this study sets to investigate what the purpose of English language education in higher education should be, what roles such sustainable and transferable skills play in English education, what kinds of sustainable and transferable skills and educational/intellectual knowledge (so called 'KYOYO') should be incorporated into English education curriculum design and development. Presenting some interesting findings from a previous study on incorporating transferable skills in English language education (Bong 2015), this talk argues that the purpose of English language education in higher education should be threefold: (1) Communicative competence of/in English language, (2) Sustainable/Transferable skills including Academic Skills and Higher Thinking skills, and (3) Educational/Intellectual Knowledge. This threefold purpose encourages the incorporation of not only sustainable/transferable skills but also some educational and intellectual knowledge, which should be taken into account in developing teaching or learning materials in English education.

# Friday Session IV

## 16:30-18:00 | Room 321A (3F)

### International Education

#### Session Chair: Yifeng Yuan

**39116 16:30-17:00 | Room 321A (3F)**

#### *Needs Analysis for Empathetic School Community of Korean Secondary Schools*

EunJung Kim, Pusan National University, South Korea

HwaChoon Park, University of Georgia, USA

SangSoo Lee, Pusan National University, South Korea

The purpose of this study was to explore the differences in current and desirable status of empathetic school community of teachers and students in secondary schools in South Korea based on the dimensions of the Empathetic School Community Competency Inventory (ESCCI). A total of 569 students and teachers provided usable data for this study. A t-test was employed to detect the gap of two statuses. Next, the Borich (1980)'s needs assessment model was adapted to derive the order of priority of the empathetic school community competency of school community members. Finally, the result of needs analysis based on the Locus for Focus model was produced. The result of the study indicated that there existed statistically significant differences between groups. The result also revealed that both teachers and students recognized emotional responses as the most priority in each group's needs. It is also recommended that supportive structures and processes for school members to communicate are in need to improve the empathetic school community competency. Implications and suggestions for future studies are discussed.

**38783 17:00-17:30 | Room 321A (3F)**

#### *Embracing Diversities: International College Students' Interaction Experience with Domestic Students in the U.S.*

Shaohua Pei, Iowa State University, USA

For the past 11 consecutive years, an increasing number of international students have been enrolled in the U.S. universities, and this number is expected to continue growing in the next decade. As a fundamental process for students' development, interaction promotes students' cognitive ability as well as their cultural understanding and awareness. Frequent peer interaction enhances student-centered learning and thus encourages diversified ideas. This phenomenological study explored the ways in which international college students (including undergraduates and graduates) interacting with domestic students. The research questions are: First, in what ways do international college students interact with domestic students? Second, what are the motivating factors for international college students to interact with domestic students? Third, what are some of the factors that make the interaction difficult? 10 face-to-face in-depth interviews were conducted at a large Mid-Western public research institution to identify the motivating factors as well as potential barriers for the interaction. Key findings in this study contribute to the growing body of research on international students' interaction. Practical implications are provided for student affair professionals and international education administrators to engage more of international students' interaction.

**39257 17:30-18:00 | Room 321A (3F)**

#### *Leveraging Online Databases to Enhance Australian International Students' Academic Skills: A Case of Gapminder*

Yifeng Yuan, University of Technology Sydney, Australia

Mariana Rodriguez, University of Technology Sydney, Australia

The academic adaption in the university context has become a challenge facing the international students in Australia (Yu & Wright, 2016). To date, a number of students have experienced 'academic shock' (Savic, 2008) as they may initially lack of appropriate academic skills as well as proficiency in the English language to adapt to the new education system in Australia. This study investigates the development of Australian international students' academic skills by employing the Gapminder, an open online database, to achieve two milestones set by the subject of International Perspectives. A total of 100 international students from one Australian university completed an online survey. It is noted that the Gapminder could facilitate the development of international students' research skills, critical thinking skills, English reading and writing skills and cultural awareness that could benefit their future study in the university. Data also indicated that the students showed their interests in the Gapminder, which assisted them completing the assigned assessments and enhancing their academic skills, particularly in collecting and analyzing data as well as researching trends. It is implied that leveraging appropriate online databases could help international students enhance both academic skills and English language competence, better facilitating them to adapt to the teaching and learning in Australian universities.

# Friday Session IV

## 16:30-18:30 | Room 322B (3F)

### Educational Policy, Leadership, Management & Administration

#### Session Chair: Alexander Lino

**39074** 16:30-17:00 | Room 322B (3F)

#### *Exploring Vietnamese EFL Teacher Educators' Professional Development in the Context of the National Foreign Languages Policy*

Thi Thom Thom Nguyen, The University of Newcastle, Australia and The University of Languages and International Studies - Vietnam National University, Vietnam

This presentation outlines a project researching Vietnamese teacher educators' professional development (PD) in a period of ongoing educational transformation, initiated by the national language policy (Project 2020). The empirical research examined current English language policies issued by the Ministry of Education and Training (MOET) and EFL teacher training institutions (N = 50) as well as PD engagement of teacher educators in the eight largest public tertiary teacher education institutions across Vietnam. Analysis of policy alignment at both governmental and institutional levels highlights coherence between institutional and MOET's requirements, and between institutional requirements and teacher educators' PD. Yet there appears to be a less effective connect between MOET's policies and teacher educators' PD practice. Findings from both a survey on 143 teacher educators and follow-up semi-structured individual interviews with both teacher educators (N = 8) and institutional leaders (N = 8) further indicate that current policies have not facilitated teacher educators' PD in terms of systems-level support. Apart from compliance reasons, teacher educators engaged in PD as part of developing professional identity and agency. This calls for strategic plans to promote PD alignment, including innovations in policies at both managerial levels and teacher educators' PD autonomy. Given the centrality of effective EFL instruction to many contexts, and the important role PD plays in teacher development and student outcomes, this research offers significant insights for EFL researchers, policy-makers, EFL teacher education institutions and educators across all levels.

**38375** 17:00-17:30 | Room 322B (3F)

#### *Parent Involvement Programs and Inclusive Partnerships in Fast Paced Changing World: A Case Study of Improved Relationships*

Austeja Landsbergiene, Queen Morta School/Vaikystes Sodas, Lithuania

There is a lot of literature and research on parent involvement. It shows that schools that actively involve parents and the community tend to establish better reputations in the community, experience better community support, and usually do better and have higher quality programs than programs that do not involve parents. On the other hand, nowadays parents are overworked, stressed, and often have low self-esteem when it comes to parenting. A lot of parents do not know how to get involved and how to increase the interaction. Besides, the society is changing faster than expected and parents oftentimes feel that the situation is getting out of control. Therefore, our goal was to educate the parents, to form inclusive partnerships and strong relationships in order to create a sense of community in schools. The pilot program started in 18 preschools, 3 Elementary schools, and one Secondary school. With the teachers, psychologists, and educational advisors involved we have started to develop a program of inclusion and sustainable partnership. The parents that actively participated in the program have reported the increase of quality interactions with their children, increased confidence in their parenting skills, better understanding of teacher's job, improved relationships with the teachers and a sense of community. It has also been observed that the parents want to participate in decision making and they do that willingly when they feel confident and informed. We will share good practices and best strategies that worked as well as challenges.

**38730** 17:30-18:00 | Room 322B (3F)

#### *School Level Governance and the Quality of Primary Education: A Bangladesh Perspective*

Suvendu Biswas, BRAC University Institute of Educational Development (BRACU-IED), BRAC University, Bangladesh

School Management Committee (SMC) plays a substantial role in enhancing the quality of education by not only increasing the community participation and engaging the local people in educational development program but also making strategic planning and measuring Key Performance Indicator (KPI) of the head of the school. That is why effectiveness and efficiency of SMC are significant for strengthening the school governance. However, due to ineffectiveness and inefficiency of the SMC, the quality of primary education in Bangladesh is not being met. This research paper explores why is the SMC failing to strengthen the school governance and what are the strategies required to follow to enhance the effectiveness and efficiency of the SMC for active school governance. The result shows that most of the cases the SMC members do not know their job descriptions and responsibilities. They don't have sufficient training on what to do and how to do as well. The communication gap between head teacher (HT) and SMC members is another reason why the SMCs are failing to strengthen the school governance. Finally, the paper suggests some strategies to strengthen the school governance by enhancing the capacity of the SMCs so that a well-organized, unbiased, as well as high-quality primary education system, can be established in Bangladesh.

**39299** 18:00-18:30 | Room 322B (3F)

#### *Transformational Model of Management for Integrated Schools in the Philippines*

Alexander Lino, Department of Education, City Schools Division of Batac, Ilocos Norte, The Philippines  
Joselito Lolingo, Mariano Marcos State University (Rtd), The Philippines

One of the Department of Education's initiatives to increase the literacy rate in the Philippines has been the conversion of elementary schools into integrated schools, meaning, a high school department is created or added. In the Northern Luzon area particularly in Ilocos Norte and Laoag City, nine elementary schools have been converted into Integrated Schools. This is to make sure that those who graduate from these schools will continue their schooling as these are practically located in isolated places. Unfortunately, the transformation of these elementary schools into integrated schools poses interesting challenges to the present school administrators because from managing just an elementary school, they already need to oversee the operation of an elementary and a high school and now with an added two-year Senior High School in one campus. This means, their responsibilities have become doubled if not multiplied. This phenomenological study, therefore, aimed to develop a model based on the practices of the school administrators of integrated schools in the management of their respective institutions. Results of the interviews and focused group discussions reveal that there are management practices that are common to the integrated schools. However, some practices were also found to be unique to the schools. These practices reflect their coping strategies toward the limitations accompanying the changes in structure, instruction, and system of operation in the school. From these practices in managing change, processes and approaches were identified and a transformational model of management for integrated schools was subsequently designed.

# Friday Session IV

## 16:30-18:00 | Room 326A (3F)

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

Session Chair: Dannielle Joy Davis

**38821** 16:30-17:00 | Room 326A (3F)

*The Effectiveness of Utilizing Drawing in the Development of Creative Thinking Skills Among Primary School Students*

Wafaa El-Banna, Najran University, Saudi Arabia

Developing creative thinking skills among students is a priority in the educational institutions of developed societies. Creativity is an important educational concept that requires providing children with preparation and training. Creative thinkers are not born creative but they received the appropriate preparation and education. Therefore, exploring the educational methods that can be utilized to develop creative thinking skills among students is of significance. The present study aims at investigating the effectiveness of utilizing drawing to stimulate creative thinking skills among primary school students. The descriptive analytical approach adopted to measure the effectiveness of utilizing drawing in the development of creativity among primary school students. The study concludes that the educational institutions should minimize memorization and indoctrination and adopt innovative teaching strategies that help develop creative thinking skills among students. Drawing is an effective mean that stimulates creative thinking skills among students through encouraging them to express themselves, free themselves of fear and limitations, and reduce thinking rigidity. In addition, drawing has a significant impact on the development of creativity, innovation, imagination, and unleashing thinking abilities among children.

**39347** 17:00-17:30 | Room 326A (3F)

*The Presentation of Nutritional Components of the Foods in Television Commercials and Its Likely Effect*

Kanae Suzuki, University of Tsukuba, Japan

Teiichi Nishioka, University of Tsukuba, Japan

Akito Okita, University of Tsukuba, Japan

The purpose of this study is to examine the likely effect of the exposure to specific nutritional information in television food advertising on the children's cognition about food and health. The participants consisted of 177 students in fifth grade and sixth grade. They viewed one television confectionery advertising with textual information of healthful nutrition. After viewing, they were asked to describe what they learned from the commercial. As a result, only about 10 percent of the students described one or more nutritional components shown in the commercial or the healthy image of the product. The result suggested that the presentation of nutritional components of the food in this particular commercial had a small likely effect on the cognition about food and health. The confectionery advertising that appeals to our health can lead the consumers to increase their intake. Therefore, the result also suggested only viewing nutritional components was less likely to link to this risk among elementary school students. In addition to the appeals of its nutrition, multiple advertising techniques were used in which the students might be distracted by the other information in the commercial. It is expected that we will examine the effects of the relationship between the presentation of nutritional components of the foods and the other advertising techniques.

**39433** 17:30-18:00 | Room 326A (3F)

*Celebrating the Greatness Within: The Circle of Excellence Math and Science Academy for Boys*

Dannielle Joy Davis, Saint Louis University, USA

Latoshia Ellis, Circle of Excellence Academy, USA

Kalisha Turner, SIUE, USA

Bryce Davis Bohon, Circle of Excellence Academy, USA

Antonio Ellis, Circle of Excellence Academy, USA

The National Assessment for Educational Progress reports that standardized test show "only 12% of Black eighth-grade boys are proficient in mathematics, compared to 44% of White boys" (Gabriel, 2010, p. 207). The Circle of Excellence Math and Science Academy addresses this concern. The goal of the program is to provide continuous STEM (science, technology, engineering, and mathematics) enrichment and opportunities to prepare future leaders in these fields. The program meets weekly to provide challenging math and science enrichment to African American boys. It features STEM-related field trips, STEM guest speakers, and coaching for academic competitions in math and science. This work features the voices of program participants using an auto-ethnographic approach.

# Friday Session IV

## 16:30-18:30 | Room 326B (3F)

### Higher Education

#### Session Chair: Joanie Crandall

**38808** 16:30-17:00 | Room 326B (3F)

#### *Strategies for Thriving Higher Education at Enrollment Declining Times*

Dian-Fu Chang, Tamkang University, Taiwan

Wen-Ching Chou, Tamkang University, Switzerland

Facing the declining in enrollment, Taiwan's higher education has threatened by the over-supply crisis. There are 203 departments in 23 universities provided 2,953 vacant seats in 2016. First, this study aims to realize how the declining of newborn babies might challenge the over-supply higher education system. Second, to explore what kind of strategies can be used to ameliorate the emerging problem? In this study, time series data (1974-2016) collected from Ministry of Education and Ministry of Interior were used to interpret the unique phenomenon. The study found the correlation between the trends of newborn babies and enrollment is negative ( $r = -.905$ ). The estimated result reveals the enrollment will decrease significantly in next 17 years in the system. Confronted the unbalancing demand and supply, declining demand and oversupply have challenged most of higher education institutions. Trend analysis reveals the year of 2000 is an important point for policy intervention, while the policy makers have ignored the turning point for thriving the higher education institutions. This study suggests cutting the current enrollment is the most wanted strategy, while international student recruitment could be an alternative strategy for relieving the pressure of declining enrollment. Considered the long term strategies, this system needs remodeling to fit the global competition, promoting universities cooperation and merge, deregulating, and building multiple management systems for sustainable development. Implementing these strategies, the related policy makers and participants should consider both local boundary and global context for reframing the higher education system.

**38832** 17:00-17:30 | Room 326B (3F)

#### *Top Global University Project: Promotion of Around-The-Clock Liberal Arts Education and its Educational Outcomes*

Alex Pinar, Akita International University, Japan

This presentation describes the educational outcomes resulted from the implementation of the project "Promotion of around-the-clock liberal arts education." This project was implemented at Akita International University as part of the Top Global University Project sponsored by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) to become 'Japan's world-class liberal arts university.' It aims to promote around-the-clock liberal arts education through the introduction of subject-based house group. This initiative attempts to expand the students' learning place from the university classrooms into the living space in the student dormitory and apartments that are cohabited by the international and Japanese students. In each house, students live together and also work on common subjects as a team so as to promote liberal arts education that will enable them to acquire essential skills and competency to become effective global persons. The presentation is divided into two parts. First, there is a brief presentation of the Top Global University Project and the different subject-based houses established. Second, it describes the educational outcomes resulted of the implementation from this project.

**39528** 17:30-18:00 | Room 326B (3F)

#### *Understanding the Perspectives, Expectations and Experiences of International Students at an English-Taught Program in a Japanese University*

Mika Tamura, Kyushu University, Japan

In today's increasingly global higher education markets, there is increasing competition among universities around the world for recruiting international students. Japanese universities are no exception and are in the midst of a rapid growth in international programs taught in English. The purpose of this study was to understand the perspectives, expectations, and experiences of international students attending an English-taught undergraduate program of Japanese university. Through a questionnaire survey, it will explore some aspects related to the international students' adjustment to the new environment, including previous education background, language proficiency, communication with other students, and socio-cultural adaptations. and/or any other learning difficulties encountered by the students. The study will discuss how best to cater for their needs and the academic challenges, and suggest improvement in teaching within the context of Japanese tertiary education.

**38854** 18:00-18:30 | Room 326B (3F)

#### *Indigenization, Internationalization, and Interdisciplinary Influences in Current Approaches in Canadian Post-Secondary Teacher Education*

Joanie Crandall, University of Saskatchewan, Canada

Yolanda Palmer-Clarke, University of Saskatchewan, Canada

In an environment where dramatic shifts in surface adaptations are occurring, questions remain about the kinds of supports that are and might be provided to both international students and the faculty teaching them. Annually, English as Additional Language speakers are actively sought to attend Canadian universities. Notedly, each year administrations look to curb costs through reducing academic literacy supports and acculturation programs. International instructors, often hired in temporary or 'precarious' positions underpinned by tokenism, are asked to ignite intrinsic motivation in students who are offered few meaningful supports in their program in an increasingly corporatized learning environment. The presentation will use the framework of Freire's critical pedagogy, Schiralli's vision of interdisciplinarity, Tanaka's call to follow Indigenous learning styles, Wason-Ellam's pedagogy of place, and an auto-ethnographic approach. The presentation will argue that good teaching moves everyone ahead, not everyone to the same place. It will also underscore how working together as a collective to acknowledge best practices and support further extended discussion is necessary to establish future frameworks that respond to shifting teaching and learning needs in innovative, creative, and meaningful ways together to move beyond surviving to thriving in post-secondary environments.

# Saturday January 6

09:00-11:00

Parallel Session I

11:00-11:15

Coffee Break | Room 319A (3F)

11:15-12:45

Featured Panel Presentation | Room 319B (3F)  
Xu Di, University of Hawai'i at Mānoa, USA  
David P. Ericson, University of Hawai'i at Mānoa, USA  
See page 80 for details

12:45-13:30

Lunch | Room 319A (3F)

13:30-15:00

Parallel Session II

15:00-15:15

Coffee Break | Room 319A (3F)

15:15-16:45

Parallel Session III

16:45-17:15

Closing Session | Room 319A (3F)  
Joseph Haldane, IAFOR  
Ted O'Neill, IAFOR

# Saturday Session I

## 09:00-11:00 | Room 319B (3F)

### Consumption, Production & Waste

Session Chair: Scott Hardy

**39429 09:00-09:30 | Room 319B**

#### *Fish Processing Waste as a Supplemental Feed for Sustainable Aquaculture Practices*

Warren Dominy, AquaFeed.com, LLC, USA  
Vernon Sato, AquaFeed.com, LLC, USA  
Suzi Dominy, AquaFeed.com, LLC, USA  
Leonard Young, AquaFeed.com, LLC, USA  
Amjad Ahmad, AquaFeed.com, LLC, USA

The State of Hawaii landed 16,285 tons of fish in 2011. Aquafeed.com, LLC (2014) estimated the commercial landings generated 6,500 tons of disposable fish processing wastes (FPW), 40% of the commercial landing. The total catch was 61.4% of tuna species, a high quality ingredient useful for a supplemental feed or liquid fertilizer. These uses would allow for 100% utilization of the commercial fishery. We propose replacing imported commercial feeds with a supplemental fish feed. Current aquaculture practices in Hawaii favor a 40% protein feed over a 35% protein tilapia feed. We made a simplified semi-moist, water stable feed with FPW, water, flour, salt and sugar. We fed *Oreochromis hornorum* with a commercial tilapia feed (35% fish protein) replaced with 25, 50, 75, and 100% supplemental FPW. After 8 weeks, the 25% supplemental FPW's weight gain were statistically better than the other diet treatments. The 50% supplemental FPW's weight gain was comparable to the commercial tilapia diet. A second trial compared a commercial tilapia feed to a commercial trout feed (40% fish protein) against 25% supplemental FPW feed. The trout diet was better than the tilapia diet, but there was no difference between the 25% supplemental FPW and commercial tilapia diets. A third feed trial is nearly complete comparing the commercial tilapia feed to the 25% and 50% replacement supplemental FPW diets.

**39415 09:30-10:00 | Room 319B**

#### *The Effects of Culture on Consumers' Response to a Carbon Tax and Container Deposit Scheme: A Sustainable Consumption Study*

Anna Evangelista, Western Sydney University, Australia  
Maria Estela Varua, Western Sydney University, Australia

As the temperature of the planet rises, governments are adopting measures to curb human activities that contribute to global warming. Introducing policies that people would adopt and to achieve the desired outcome is, however, a growing challenge. This situation is not quite unexpected particularly in multicultural societies where people have diverse cultural values and attitudes towards environmental issues and policies. Extant literature has cited the importance of cultural influence on the decisions individuals make. Through vertical socialization, individuals learn the values and behaviours that society expects of them. The current study examines the impact of cultural factors on consumers' response to a carbon tax and cash incentives on consumer preference. Data obtained from an online survey involving 294 respondents in a discrete choice experiment was analysed using an ordered logit approach. The focus of the experiment was on the choice of soft drinks in three pack types namely glass, PET and aluminium cans which have different levels of carbon emission. A comparison of the estimated ordered logit models would show that the effects of a carbon tax and cash incentives on pack type choice do tend to vary according to the consumer's cultural heritage and social identity. The implications of the above findings on policy and possibly industry practice are discussed. Future research directions, particularly in the context of container deposit schemes which are growing in popularity are also explored.

**38709 10:00-10:30 | Room 319B**

#### *Household Recycling Behaviour in Alexandra Township, Johannesburg, South Africa*

Dorothea Christina Schoeman, University of Johannesburg, South Africa  
Itumeleng Pearl Morosele, University of Johannesburg, South Africa

Rapidly growing populations, economic growth and improvement in living standards have accelerated the rate of municipal waste generation and the amount of waste generated in the City of Johannesburg (CoJ) is expected to increase annually by 13%. Waste disposal at landfill sites is generally considered as the most practical waste management method in South Africa, and this is also the case in the CoJ. A major challenge the CoJ faces is that landfill airspace left is estimated to be 8.5 years. Furthermore, only 7% of waste generated is diverted through recycling and composting. The CoJ is busy rolling out recycling programs throughout residential areas in the city. Very little is known about the recycling behavior of residents and this study used questionnaires to investigate the recycling behavior of households in Alexandra - a township area, covering 6.91 km<sup>2</sup> in Johannesburg with a population density of 25 979 persons/km<sup>2</sup>. Results indicated that 67% of households did not recycle. Of the recyclers, 57% participate in the recycling program, while 43% make use of buy-back centers. There is also a clear need to make residents aware of the recycling program and the benefits of recycling. 74% indicated that they are not aware of the recycling program and 76% of the non-recyclers indicated that they are not aware of the benefits of recycling. This study also investigated the relationship between gender, age, educational levels and employment status and recycling.

**39187 10:30-11:00 | Room 319B**

#### *Sustainability and the Problem with Plastic: Can Changing Consumer Behavior Help Reduce Plastic Marine Debris?*

Scott Hardy, Ohio Sea Grant and The Ohio State University, USA  
Jill Bartolotta, Ohio Sea Grant and The Ohio State University, USA

Given the growing salience of plastic marine debris, and the impact of plastics on beaches and aquatic environments across the globe, applied research is needed to support municipal and non-governmental campaigns to prevent debris from reaching the water's edge. This study addresses this need by examining the barriers and benefits to positive behavior for two plastic debris items commonly found in the Lake Erie basin in the United States: plastic bags and plastic water bottles. Data for this project was collected through an online survey via the Qualtrics platform that was completed by 1139 respondents, as well as a thorough review of current literature. The survey asked respondents about their use and disposal behavior for both plastic items. The survey also asked how decision makers can support the use of reusable alternatives to single-use plastic bags and plastic water bottles, as well as how to encourage proper disposal of single-use items. Results support a ban on plastic bags and plastic water bottles, with more enthusiasm for a bag ban. Financial incentives are also seen as an effective way to influence behavior change, as are location-specific solutions focused on education and outreach.

# Saturday Session I

## 09:00-11:00 | Room 322A (3F)

### Economic and Social Inequality

#### Session Chair: Rie Makita

**37856 09:00-09:30 | Room 322A (3F)**

#### *The Role of Government Policies in Ensuring Sustainability in Small Scale Mining in the Philippines*

Erickson Llaguno, University of the Philippines-Diliman, The Philippines  
Virginia Soriano, University of the Philippines-Diliman, The Philippines

Government regulations are viewed generally as restrictive and limiting. However, the case is different for the largely unregulated small-scale mining (SSM) industry in the Philippines. Left to its own, the industry creates many economic, environmental and social problems that if left unchecked will worsen and adversely affect its sustainability. Through interviews and survey, this study documented the policies and initiatives implemented by local miners, community, organizations and local government agencies in governing and monitoring SSM operations in several areas in the country. With SSM predominantly illegal and undocumented, the government lose out on revenues generated from these activities. The prolific SSM activities in the country also resulted to degradation of the environment and social problems such as work-related injuries and deaths and use of illegal drugs, among others. The Revised Implementing Rules and Regulations of Republic Act No. 7076, known as the "People's Small-Scale Mining Act of 1991" address these issues on sustainability through a directive that SSM be undertaken only in declared People's Mining areas. These are government-approved areas and facilitate ease in monitoring SSM activities where a) gold production is tracked and sold only to government b) processing is concentrated in designated zones with wastes and tailings contained c) miners are registered and belong to an organization handling their welfare and coordinating with government authorities and d) trainings on responsible mining are provided by relevant government agencies. Implemented properly, the policies outlined in the aforementioned law ensure responsible and sustainable SSM industry in the country.

**39208 09:30-10:00 | Room 322A (3F)**

#### *Survival of the Resilient: An Anthropological Assessment of Economic & Social Inequality in the Galapagos Islands*

Adam Burke, Hawaii Pacific University, USA

The recent ratification of the Paris Climate Agreement loudly trumpeted the international community's resilient commitment to protect diverse ecological heritage globally. Such eco-political momentum further confirms the international project to stabilize and to develop eco-cultural and socio-economic systems sustainably. This is especially the case in the Galapagos Islands (Ecuador) where global and local actors negotiate and contest ways local marine users in the fishing and eco-tourism industries perform their jobs sustainably. This paper spotlights the Galapagos Islands, often regarded as a flagship of sustainability, as a case study that serves to inform academic conversations about issues of economic and social inequality for marine users across the Pacific Rim. In so doing, the paper provides an anthropological framing of the dissonance between local marine users' stories of 'precarious life' and our academic conversations about the utility, scope and impact of 'sustainability science' (i.e. Komiyama & Takeuchi, 2006; Kuhlman & Farrington, 2010). Ethnographic data is presented to call into question how global actors commonly look to the installation and regulation of sustainability policies without critically interrogating ways global consumption patterns cause a tremendous impact on local economies and thus contribute to the acceleration of social inequality and precarity. The paper draws upon de Certau's notion of resistance and Butlerian views of performativity to consider how 'resilience' can be viewed as an agentic act that both challenges and strengthens the integrity and sustainability of ecological systems.

**38912 10:00-10:30 | Room 322A (3F)**

#### *Managing to Reduce the Risk of Mango Harvest and to Make the Value of Integrated Agro-Tourism: A Case Study of Mango Orchard Entrepreneur in Chachoengsao, Thailand*

Suchanat Pattanavongngam, Rajabhat Rajanagarindra University, Thailand

Mango is a kind of fruit which can be planted all over the world including Thailand, and Chachoengsao is one of five provinces where mangoes are planted the most in Thailand as the soil in those areas are suitable for planting mangoes. The objectives of this research were 1) to study the body of knowledge and the model of harvesting mangoes by mango agriculturists in Chachoengsao, and 2) to study guidelines for developing agro-tourism of mango agriculturists in Chachoengsao. Data was collected from mango agriculturists in Chachoengsao, using questionnaires, and interviews of sample group. The research findings were that the current planting of mangoes has been changed from growing by mango seeds to grafted mango trees, and they will grow and produce faster than growing from seeds. In terms of harvesting, the labour force is mainly needed for small orchards as picking mango fruits is done by hands. However, for fruit on higher branches, some harvesting aids such as a basket 'Takraw' is used to assist in picking. Moreover, separating planting zones as well as growing varieties of mangoes are conducted in order to get mango fruits in different time. In terms of guidelines for developing agro-tourism of mango agriculturists in Chachoengsao, there was a co-operation between mango agriculturists and government agencies of Khlong Khuean District to create agro-tourism in the community. The trip included visiting mango orchards and taking a boat trip to enjoy sightseeing along the Bangpakong River.

**38743 10:30-11:00 | Room 322A (3F)**

#### *Can Certification for Wild Plants be a Tool for Poverty Alleviation and Natural Resource Management?*

Rie Makita, Gakushuin University, Japan

In the global South, wild plants collection is a livelihood that small farmers and landless workers have traditionally adopted. Whereas Fair Trade certification has helped disadvantaged farmers in the South gain better trading conditions by selling their cash crops (e.g., coffee) for Northern ethical markets, another form of certification, FairWild, was recently introduced to help wild plant collectors export their harvest as well as protect their natural resources. Paying attention to differences between Fair Trade certification for cultivated crops and FairWild certification for wild plants, this study explores the question: Under FairWild certification that aims at both promoting the sales of a target wild plant and protecting the same species, how do collectors react to the two conflicting demands from the certification? I observed a first FairWild project that had since 2014 been implemented in India. In a village chosen for the project, all the households depend on the collection of wild fruits from their own private natural land as a main income source. After obtaining a new sales opportunity under FairWild certification, the collector households started to increase the amount of collection. Although this fact may suggest the certification's negative impact on the natural resource, the introduction of the project also revealed how collectors see their natural resources as a unique property, which is completely different from agricultural land. To understand collectors' perceptions of income-generating natural resources is essential for the sustainability of both collectors' livelihood and natural resources.

# Saturday Session I

## 09:00-11:00 | Room 321A (3F)

### Assessment Theories & Methodologies

#### Session Chair: James McNally

**38774** 09:00-09:30 | Room 321A (3F)

#### *Assessment of Educational Quality in Everyday Practices in Preschools*

Grethe Kragh-Müller, Aarhus University, Denmark  
Charlotte Ringsmose, Aarhus University, Denmark

In the globalized international society of today there has been an increased focus on the importance of early childhood for children's performance in school and later in society. Research shows that learning and development during early years play an important role for later development. As a consequence of this educational quality in early years is discussed in many countries throughout the world. A new tool for evaluating educational quality in preschools called KIDS (Quality in Preschool) will be presented. The focus in KIDS is on quality in the children's learning environment and the relationships between the teachers and the children. The tool was developed in a Nordic Cultural context with focus on how the teachers can evaluate their own practices as a foundation for developing quality in everyday practices. The theoretical and conceptual framework for KIDS is sociocultural theories of children's development. The KIDS scale will be compared to other scales for evaluating quality in Preschools and during the presentation it will be discussed if tools for evaluating educational quality in preschools can be used across cultures. The necessity to adapt tools to the culture in which it is being used will be discussed and finally how we can be careful not to evaluate a given culture through the eyes of other culture. KIDS as a tool can also be used for research - and an example of a study will be presented.

**39440** 09:30-10:00 | Room 321A (3F)

#### *The Criteria and Standards used to Decide the Codes of Television Advertising Techniques for Foods and Beverages*

Kanae Suzuki, University of Tsukuba, Japan

This study aims to clarify the evaluation criteria and standards of advertising techniques as coding items of television commercials for foods and beverages. Previous studies suggested specific advertising techniques influenced the attitude of foods and beverages. However, there are some difficulties in coding television commercials by using some of these techniques with their unclear criteria and standards. Fifteen studies including the detailed explanations and examples were mainly selected in the analysis. As results, the criteria and standards of visual and sound techniques (e.g., "fast cutting scenes", "intense color", "fast-paced", "loud") and other techniques of foods and beverages television commercials (e.g., "tasty", "convenience", "media characters", "popularity", "positive/negative outcome", "presentation of related products") were elucidated. The usefulness of the findings will be discussed.

**38778** 10:00-10:30 | Room 321A (3F)

#### *A Study Supporting Development of Educational Quality for Children with Disadvantaged Backgrounds Based on Social Pedagogy*

Charlotte Ringsmose, University of Aarhus, Denmark  
Grethe Kragh-Müller, Aarhus University, Denmark

In the globalized international society of today there has been an increased focus on the importance of early childhood for children's performance in school and later in society. Research shows that learning and development during early years play an important role for later development. As a consequence of this educational quality in early years is discussed in many countries throughout the world. Especially children from disadvantaged backgrounds are at risk in low quality environments. A study will be presented where the purpose was to develop educational quality in centers with a majority of children with disadvantaged family backgrounds. 88 preschools participated in the study. They were all evaluated with the scale KIDS (Quality in Preschool). KIDS as a scale was developed on a social pedagogical background for evaluating educational quality in preschools and has a focus on quality in the children's learning environment and the relationships between the teachers and the children. KIDS was also used as a tool for working on improving quality. The presentation will focus on what constitutes good educational practices based on a social pedagogical philosophy in centers with many disadvantaged children.

**39602** 10:30-11:00 | Room 321A (3F)

#### *Evaluating the Model Minority Fallacy: Measuring Heterogeneity Within Asian and Pacific Islander Populations in the United States*

James McNally, University of Michigan, USA  
Sela Panapasa, University of Michigan, USA

The model minority fallacy has traditionally identified broad demographic groups legitimizing perceptions that these populations attain higher degrees of socioeconomic success compared to the population average. Measures of success often include income, education, low criminality and high family/marital stability; population averages commonly representing success benchmarks. The concept, while controversial, has never fallen out of practice and has been used to suggest that certain groups don't need government assistance to address socioeconomic disparities. "Model Minorities" populations vary across the world, but this designation of "other" can have tragic consequences, including genocide. In its most benign form, the perception of one definable group doing better than the general population can result in stereotypes impacting their access to much needed resources and social benefits due to their association to misleading mean outcomes. The current presentation will review the Model Minority fallacy as applied to US API populations. The grouping of the highly diverse ethnic groups within the Asian and Pacific Islander designation can be traced back to historical patterns of racist stereotyping that was subsequently codified in the reporting of US federal statistics. Due to changes in reporting requirements we are now have better data, allowing us to quantify the diversity across API populations and illustrate how different groups face unique challenges and barriers that impact health and socioeconomic outcomes. This work is important, as many politicians, researchers and policy advocates continue to see API people as sharing a special status that minimizes the need for social interventions.

# Saturday Session I

## 09:00-11:00 | Room 322B (3F)

### Teaching Experiences, Pedagogy, Practice & Praxis

#### Session Chair: Elizabeth Song Lockard

**38771 09:00-09:30 | Room 322B (3F)**

#### *Teaching and Learning As Spiritual Endeavors*

Matthew Motyka, University of San Francisco, USA

The paper presents the approach to teaching elaborated by the Jesuits, known as Ignatian pedagogy. It is a method of conveying knowledge by involving the student's intellectual and spiritual self. Since its foundation in the sixteenth century, the Jesuit religious order has applied spirituality to teaching methodology: the approach engages both the cognitive and the affective domain of the self. Students are taught how to read their interior motions and to discern which of these motions lead to fulfillment of their heart-felt inclinations. Once this self-knowledge achieved, students are better equipped to select topics of study that go beyond mere learning obligations. Students become both intellectually and emotionally engaged in the pursuit of learning. The paper provides concrete examples of a practical application of this method in a second-language classroom.

**38894 09:30-10:00 | Room 322B (3F)**

#### *Evaluating Each Other, Evaluating Ourselves: The Multiple Roles of Assessment in Tertiary Learning*

Kim West, University of Saskatchewan, Canada

Joanie Crandall, University of Saskatchewan, Canada

The presentation grounds itself in Freire's teacher-learner/learner-teacher paradigm and Palmer's call for courage in teaching, an advocate for education and social change. The dynamic art of teaching must respond not only to changes in curricula change and technology but also to the shifting needs of learners. The presentation is based on an extended reflection on the qualitative assessment protocol initiated by the author as a teacher candidate in an urban secondary school and continued through working with tertiary students in several disciplines, including commerce and the humanities, with a focus on teacher education. Working with teaching teacher candidates, who are anxious to perform well in the dual roles of student and teacher-to-be, is an experience of facilitating students to experience and embody life-long learning and to be more aware of the complex factors that contribute to a meaningful educational experience and the necessity of ongoing critical reflection. As tertiary education becomes more inclusive on one hand (offering opportunities to a wider range of learners), it also paradoxically becomes more limited, as it continues to cater to particular kinds of learners, leaving struggling learners to either blame themselves and their capacities or to seek an external object of responsibility, often the immediate instructor. The presentation argues for the need to collect and reflect upon meaningful qualitative feedback on not only the instructor and material, but on the learning environment, students' peers, and students' own reflections on their contributions to their own learning experience.

**38728 10:00-10:30 | Room 322B (3F)**

#### *The Overlooked Value of Failure: Why We Should Teach Students to Make Mistakes*

Elizabeth Song Lockard, Chaminade University, USA

Jace Hargis, University of San Diego, USA

Our institutions of education are based on standards of performance, where academic achievement is measured by student learning outcomes. An outcome-driven system however, is limited to focusing only on results, and does not recognize—much less place value on—failure as an essential component of the learning experience. If we want our students to learn rather than mimic, to be critical thinkers instead of rote performers, and to be fearless instead of anxious in their endeavors, then educators must not only create safe spaces for mistakes to occur, but actively encourage failed attempts and missteps on the academic journey. The process of authentic learning is often expendable in service to maintaining expectations of the instructor and producing tangible deliverables for the course. If the aim of education is ultimately to teach students to be resilient, independent thinkers, then our pedagogical ethos must shift towards recognizing, rewarding, and even promoting failures as positive experiences. This paper will first present different interpretations of what it means to fail, and argue why failed attempts—not just successes—should be provided and embraced in the classroom. This will be followed by a discussion on how to operationalize the practice of failure in an educational setting to make for a richer, more enduring learning experience.

**38948 10:30-11:00 | Room 322B (3F)**

#### *Dialogic Feedback to Promote a Curriculum of Growth: Challenging the Status Quo in Student Teaching*

Greg Ogilvie, University of Lethbridge, Canada

Dawn Burleigh, University of Lethbridge, Canada

Coursework and practical field experiences are complementary elements of teacher education programs used to induct students into the profession. While coursework provides a conceptual and theoretical foundation for novice educators' pedagogical approaches, field experiences offer opportunities for translating declarative knowledge into procedural knowledge. University supervisors are the conduits through which course work on campus is connected to classroom practice. As such, practicum supervision plays an important role in fostering connections between theory and practice and mitigating the normative influence of field experiences (Britzman, 2003). This research explored the supervision dynamic between university supervisors and student teachers during an introductory practicum. A case study approach (Stake, 1995) was utilized in this research with data collected during one practicum semester in 2016. 24 student teachers and 17 university supervisors completed weekly written reflections and participated in a final interview. The data demonstrated the importance of the approach adopted in providing feedback, specifically the focus and manner in which feedback was provided. A central finding was the importance of a dialogic approach to feedback, as it promoted a critical disposition among student teachers and acted as an integral element to foster a curriculum of growth. Not only can a dialogic approach facilitate a more engaged and critical disposition among students but dialogic practices work toward challenging the status quo by dismantling the 'survival mentality' where students 'tow the line' and maintain the status quo rather than become empowered, responsible teachers who understand the deeper implications of their pedagogical decisions.

# Saturday Session I

## 09:00-11:00 | Room 326A (3F)

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

Session Chair: Catherine Dhavernas

**39356** 09:00-09:30 | Room 326A (3F)

#### *The Effect of Socio-Economic Status on Informal Mobile-Assisted Language Learning*

Megumi Kohyama, University of Shiga Prefecture, Japan

Japan is known as a highly technological proficient country with a wealthy population. However, since the 1990s, the country has been in economic recession. Currently, one in six Japanese children lives under the poverty line. This growing socio-economic gap reduces the chances these children have to gain access to quality education and the technical skills necessary to thrive in the modern world. In particular, English language skills are important for success in a wide range of careers. For this reason, it is important to examine how socio-economic status affects language learning with technology. In this study, the researcher investigated the role of socio-economic status on acceptance and usage of mobile devices for the purpose of informal language learning. Data were collected at a private and public university through a paper-based survey instrument and semi-structured interviews. The questionnaire included the following sections: (1) acceptance of mobile devices for informal English learning, (2) usage of mobile devices for informal English learning, (3) demographics, and, (4) open-ended questions. The results of the survey were analyzed quantitatively using descriptive and inferential statistics and open-ended questions were analyzed through open coding. After collecting these data, several students were asked to participate in semi-structured interviews to delve deeper into the answers they provided on the questionnaire. The results of this study showed that there was a significant difference in usage of informal mobile-assisted language learning between students who were economically advantaged and those who were not.

**39229** 09:30-10:00 | Room 326A (3F)

#### *International Posture and Ideal L2 Self as Determinants of Informal Mobile-Assisted Language Learning*

Daniel James Mills, Ritsumeikan University, Japan

In recent years, mobile devices have become popular tools used to facilitate language learning due to their unique characteristics such as portability and flexibility. While these devices can be used in a variety of contexts, they are especially useful for informal learning because they have become normalized in the lives of users. However, engagement in the practice of informal learning is largely determined by the motivation of the learner. Therefore, it is important to understand how factors that influence language learning motivation affect the practice. In this presentation, the researcher will describe an investigation regarding international posture and ideal L2 self and university students' usage of mobile devices for the purpose of informal English-language learning. The study was conducted at a private university in Japan. A paper-based instrument was distributed to undergraduate students enrolled in English as a Foreign Language (EFL) courses. The survey included 5 sections (1) international posture, (2) ideal L2 self, (3) usage of mobile devices for informal English-language learning, (4) demographics, and, (5) open-ended questions. Quantitative analysis was used to determine and how responses to the international posture and ideal L2 self scales influenced participants' engagement in informal mobile-assisted language learning. Open coding was used in the analysis of open-ended responses in order to triangulate the quantitative data and provide a more complete picture of participants' perceptions and usage. The researcher will conclude with a discussion of how to apply the research findings in one's practice.

**38793** 10:00-10:30 | Room 326A (3F)

#### *Surviving and Thriving in Times of Change: Arts and Humanities Education and the Role of Online Innovation and Technology*

Catherine Dhavernas, Queen's University, Canada

Anna Sabramowicz, Queen's University, Canada

As the theme of this conference suggests, we live in a time of change whose impact on the education sector has been particularly pronounced in recent years. As technology, communication and the complexity of our global economy continue to evolve at break-neck speed, so too do the demands of the professional world and, with these, the need to provide students with applied practical skills. Under the pressure to change, Arts and Humanities departments who do not traditionally offer such skills struggle to find ways to respond that won't compromise who they are and what they do. This paper will focus on a recent collaboration between the Departments of French and Continuing and Distance Studies at Queen's University (Canada) as an example of how this can be done effectively. Two lead members of the partnership will detail their collaboration in the development of an online French for Professionals Certificate Program which 1) prepares students for the demands of today's global workplace by engaging students in interactive online 'real life', 'real world', industry-based and sanctioned situations and, through the revenue it generates, 2) enables the departments to maintain the quality of their core lecture-size in-class undergraduate programming. The paper will provide rationale for the program, how it was funded, the revenue it will generate. Its primary focus however will be on the challenges and consultation involved in designing appropriate interactive platforms, resources and activities to effectively meet the program's objectives and simultaneously facilitate the acquisition/practice of the skills targeted.

**39344** 10:30-11:00 | Room 326A (3F)

#### *The Role of Technology in Education*

Badraddin Alawad Babikir Balal, King Khalid University, Saudi Arabia

The main purpose of this research is to point out the role of technology in Education. Objectives, definition and methods of technology are discussed. The researchers explain the development in technology all over the world and its effects on students' performance. The researchers come to conclusion that Technology has positive effects on student learning and it also changes how teachers conceptualize teaching. Technology has an essential role in education and it becomes a part of the education system. Technology also increases student motivation for learning when using computers, the Web and other digital tools. Students usually appreciate having more active roles in what they learn. Technology can enhance the educational environment in many ways. Integrating Technology in the classroom can also support classroom instruction by giving students chances to complete assignments by using computer and phones rather than the normal pens and papers. Technology can make a lot of new tools available to students and their teachers. On the other hand, Technology can have negative effects if it used in a wrong way.

# Saturday Workshop Session I

## 09:00-10:00 | Room 326B (3F)

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

39392 09:00-10:00 | Room 326B (3F)

*Applying Health Equity to the Classroom: Using the IOM Report on Social Determinants of Health to Teach Professionals*  
Victoria Baker, Frontier Nursing University, USA

The US Institute of Medicine (IOM) 2016 report urges educators to incorporate the social determinants of health into training the US health workforce at every level: clinicians, administrators, educators, researchers, and policy makers. The IOM study on a framework to support teaching health professionals about social determinants of health was commissioned because “[e]ducating health professionals about the social determinants of health generates awareness of the potential root causes of ill health and the importance of addressing them in and with communities. ... [leading] to more effective strategies for improving health and health care for underserved populations.” (pp. 1-2) Taking into account the social determinants of health improves our service and helps us achieve equity at a population level. This session we help educators in nursing and other professions answer that call. We will: Review the evidence for the influence of the social determinants on health equity. Present IOM frameworks for understanding and addressing the social determinants of health in educational settings. Apply educational tools, frameworks, and resources for teaching clinical care using the social determinants of health. Level approaches to undergraduate, graduate, and continuing education curricula.



## Featured Panel Presentation: David P. Ericson & Xu Di

Saturday, January 6 | 11:15-12:00 | Room 319B (3F)

### Educational Policy: Does the Democratisation of Education in Educational Systems Fuel Economic and Social Inequality?

'In nearly all the western world and, now, most of Asia, the high hopes that led to the expansion of educational systems have yielded to some second thoughts about the efficacy of educational systems in attaining economic growth, social reform, and a more equitable division of social and economic benefits. Indeed, in some countries the democratisation of education has been accompanied by increasing inequalities. The intent of educational planning has been frustrated to the point that it casts wholesale doubt on the future capability of educational policy making itself.'

Is the substance of such claims true, partially true, or simply exaggerated? Have the promise of and democratisation of educational expansion throughout the world helped to fuel rising social inequality? What lessons can we draw for what we may reasonably expect from educational planning and policy?

### Biographies

**Professor David P. Ericson** is a Professor of Philosophy of Education and Educational Policy Studies in the Department of Educational Foundations, College of Education, University of Hawai'i at Mānoa. Prior to joining the Faculty of the University of Hawai'i at Mānoa in 1992, he was a professor at the University of California, Los Angeles (1979–1992) and a professor at Virginia Tech (1977–1979). In the College of Education at the University of Hawai'i at Mānoa, he has served as chairperson in two departments (Department of Educational Foundations and the Department of Curriculum & Instruction), as Associate Dean for Research and Graduate Studies, and as director of the Office of International Education. He also served as Editor-in-Chief of Studies in Philosophy and Education for five years. With research and scholarly interests in philosophy of education, educational policy analysis, and comparative and international education, he has published widely on education issues, the logic of social science research methodology, and educational policy and reform issues in the U.S. and Asia. He is particularly noted for his work on the structure and behaviour of national educational systems in the U.S. and Asia. He has been a Fulbright Senior Specialist Award holder (2007–2012), an award that has enabled his research efforts on educational reform issues in lower and higher education in Denmark and China. Most recently, he has been researching policy issues concerning the expansion and quality of higher education in Vietnam.

**Dr Xu Di** is a professor in the department of Education Foundations, College of Education, University of Hawai'i at Mānoa. She is a member of the board of examiners for the National Council for Accreditation of Teacher Education (NCATE, now Council for Accreditation of Educator Preparation [CAEP]), which has provided national accreditation for teacher education programs in the United States since 2007. Her recent publications focus on bridging Eastern and Western philosophy for educational practices and include *Chinese Philosophy on Teaching & Learning: Xueji《学记》 in the Twenty-First Century* (2016), *The Wisdom from the East: A Holistic Theory and Practice of Health and Wellness* (2013), *Spiritual Heritage and Education Today* (2013), *Taoism: Origin, Essence, and Practice* (2013), and *A Reading of Lao Zi for Educational Philosophers Today* (2012). In addition, she published *A Comparison of the Educational Ideas and Practices of John Dewey and Mao Zedong in China* (1992) and various chapters and articles on teacher education, educational foundations, multicultural education, international education, and ESL education. She worked as an international consultant in teacher education and educational reforms in Central Asia and Africa for the World Bank in 2002 and 2001. She served on the Hawai'i Teacher Standard Board (2005–2008) and as the president of the American Association of Colleges of Teacher Education (AACTE) Hawai'i Chapter as well as Hawai'i state representative (2006–2008). She was a visiting scholar and research associate at the Philosophy of Educational Research Center at Harvard University (1999–2000), a visiting professor in Peking University (2015, 2011, 2009, and 1997) and in Renmin University (2012, 2014, and 2016), and an exchange professor at National Kaohsiung University in Taiwan (1998). She served as manuscript editor as well as editorial board member for Harvard Educational Review during 1988–1990. She was honored in *Who's Who among American Teachers* in 1996, 1998, 2000, 2001, and 2008.

# Saturday Session II

## 13:30-15:00 | Room 319B (3F)

### Natural Resource Management

#### Session Chair: Sam Li

**39019** 13:30-14:00 | Room 319B (3F)

#### *Kenya-Tanzania Conservation Synergy for Migratory Lesser Flamingoes*

Joseph Muiruri Karanja, University of Tsukuba, Japan  
Kenichi Matsui, University of Tsukuba, Japan

Every year, about 805,000 flamingoes migrate between Lake Nakuru, Kenya's primary flamingo feeding site, and Lake Natron, another important breeding site in Tanzania. In 2008, the *Kenya National Single Species Action Plan for the Conservation of the Lesser Flamingo* set the stage for concerted and harmonized conservation initiatives. For effectively monitoring the conservation of lesser flamingoes in Kenya, however, good cooperation and institutional synergy between Kenya and Tanzania is essential. Who would take this task, however, is not yet clear. For example, the Kenya Wildlife Service, which mainly undertakes wildlife conservation activities, is not prepared for establishing transboundary conservation actions for migratory birds. The East Africa Regional Lesser Flamingo Network paved way for transboundary collaboration by making it possible to share action plans and information about conservation status. We argue, however, there is much room for improvement. Given worsening water quality conditions in Lake Nakuru, this paper explores some possible areas in legal and administrative frameworks to be improved so that Kenya and Tanzania conservation can mutually benefit in the future.

**38888** 14:00-14:30 | Room 319B (3F)

#### *Rejuvenating Urban Water Bodies with Wastewater: Wildlife Preserves in Urban Pockets*

Chanakya Hoysall, Indian Institute of Science, Bangalore, India  
KS Sangunni, Yelahanka Residents Association, India  
K Subramanya, GKVK, UAS Bangalore, India

As urban growth girdles waterbodies in urban areas, wildlife especially water birds quickly lose habitat, migrate to distant waterbodies. These waterbodies (c.200) hosted several migratory water birds, kept the city cool and this ecological /environmental function is being lost. Bangalore has attempted to fill these with partially treated sewage. Next generation restoration efforts complement the environmental understanding with ecological restoration approaches. Water bodies are now being designed to accept incoming sewage as the only water source. At the deep end this sewage undergoes a 2d anaerobic sludge-bed treatment to remove organics, 1d mixotrophic algal (Euglenoids) to remove residual organic matter and bacteria and finally a third a high rate algal pond treatment to rid the water of mineral nutrients (N&P) before letting it into the main water body with algae. These now form a food chain that supports over 4-5 times the bird population and variety. These entire 15-50ha water bodies are now declared "Protected by Law and are called "Bird Preserves" enjoying same rights as "National Parks". As we urbanize across the world, losing a whole lot of water bodies, these examples enable us to create new models wherein wildlife can be protected even within urban spaces and these show a model as to how to go about it. Sustainability of the urban dwelling spaces as well as protecting wildlife can be sustainably dovetailed (schools /colleges) even in a gradually urbanizing world and is the key theme of this paper.

**39380** 14:30-15:00 | Room 319B (3F)

#### *Endotoxins in the Environment: Characteristics, Detection, and Health Impact*

Sam Li, National University of Singapore, Singapore

Endotoxins, also known as lipopolysaccharides (LPS), typically form the outer membrane of Gram-negative bacteria. When Gram-negative bacteria undergo cell death or cell division, the rupturing of membranes releases endotoxins which are usually buried inside the bacteria. The lipid A components of the LPS structure can trigger the release of inflammatory cytokines, causing the host body to over-react. A mild reaction to LPS can induce fever and allergy, whereas a severe response can result in multiple organ failure, shock, and death. Humans, in particular, are more sensitive to endotoxins than other animals such as mice, in which 1 µg/kg is sufficient to cause septic shock. As bacteria, and thus endotoxins, are unavoidable in daily lives, it is of great concern to detect and to improve the understanding of these constant threats in our food, water, or environment. However, standard traditional techniques for endotoxin detection and analysis are slow and cumbersome, there is a growing need for more accurate and rapid endotoxin detection and characterization techniques. These techniques will be of great importance in health care, pharmacological and biomedical sectors. In this presentation, an interdisciplinary approach is presented to provide better understanding of microbial origins of endotoxins, to demonstrate chemical detection strategies for these compounds, to assess their environmental exposure levels, and to discern their health impacts.

# Saturday Session II

## 13:30-15:00 | Room 322A (3F)

### Education, Sustainability & Society

Session Chair: James McNally

**38993** 13:30-14:00 | Room 322A (3F)

#### *Assessment of Disaster Safety of Matara District General Hospital in Sri Lanka*

Nimali Lakmini Munasinghe, University of Tsukuba, Japan  
Matsui Kenichi, University of Tsukuba, Japan

According to 2015 WHO study, natural and anthropogenic disasters are increasing globally and affecting many people. As hospitals are essential infrastructures in responding to disasters, they are expected to remain functioning during and in the immediate aftermath of disasters. Sri Lanka, a small island nation, has experienced a number of natural disasters such as tsunamis of 2004, exposing inadequate disaster preparedness in many local hospitals. However, very limited research has been conducted in Sri Lanka about safe hospital. This study examines the disaster preparedness at Matara District General Hospital. When tsunami affected Sri Lanka, this was one of the devastated areas of the country. This study particularly examines how doctors and nurses perceive preparedness of their workplace through a questionnaire survey. The result shows challenging areas in responding to a large number of disaster victims. It further shows that most doctors and nurses are unaware of disaster response plan at the hospital. Also, they have not participated in disaster drills. Moreover, almost all doctors and nurses had interest in improving their knowledge on disaster management and are willing to serve during a disaster situation.

**38924** 14:00-14:30 | Room 322A (3F)

#### *Efficiency Analysis of Rice Farmers in the Upper East Region of Ghana*

Kofi Kyei, University of Tsukuba, Japan  
Matsui Kenichi, University of Tsukuba, Japan

This paper examines the efficiency of two rice producer groups in Kassena-Nankana Municipality, the upper east region of Ghana. Comparing the efficiencies of the two rice producer groups will help to recognize the group capable of utilizing their fewer inputs while increasing productivity. The first farmer group practices irrigation and the second group engages in rain fed agriculture. Normally, Ghanaian farmers do not irrigate crops. The first farmer group received NGO support in building water reservoirs for irrigating community's farms. This research applied the Total Factor Productivity methodology to examine the level of efficiency between these two groups in the 2015-2016 cropping season. Regression analysis was used to establish the relationship between farmers' production and their inputs. Other social variables such as age, education, access to extension officers and years of farming experience were also compared with farmers' production to know their level of significance. The multi-stage sampling procedure was used to obtain 150 small-holder farmers. The mean efficiency estimate for farms under irrigation was 63% while that of rain fed was 36%. The results give evidence of inefficiency in rice production existing among rainfed farmers. This implies that on average, irrigation farmers could reduce their farm inputs by 37% and still produce the current level of output. The factors that influenced farmers' efficiency were age, education and years of experience. Rice production could improve if younger farmers learn from the knowledge of experienced farmers.

**39303** 14:30-15:00 | Room 322A (3F)

#### *Economic Evaluation of Pastures in the Kyrgyz Republic*

Baktygul Ysabekova, University of Tsukuba, Japan  
Kenichi Matsui, University of Tsukuba, Japan

This paper estimates the economic valuation of pastures in the Kyrgyz Republic. The agriculture sector of the Kyrgyz Republic faces a challenge of pasture overgrazing by shepherds. One reason for this act is insufficient salaries of shepherds. Most shepherds of these pastures are not aware of the economic value of these natural assets. This calls for the need to estimate the economic value of the natural capital in order to recognize the benefits derived from it. This research will apply the System of Environmental-Economic Accounting (SEEA) methodology to create tables in physical and monetary units of the pasture ecosystem services and assets. The results will provide comparative effective estimations of the environmental stock and flows of the natural capital. It will further assist in analyzing the consequences, benefits and the ecological footprint in economic activities. The outcome of the results will be a platform to integrate all ecological information into a macro-economic indicator system.

# Saturday Session II

## 13:30-15:00 | Room 321A (3F)

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

#### Session Chair: Adam Burke

**39406** 13:30-14:00 | Room 321A (3F)

#### *Exploring the Steward Citizen Mindset From the Emotional Intelligence Perspective*

Lauren E Huntley, Pepperdine University, USA

Lani Fraizer, Pepperdine University, USA

The role of education in communities has shifted from a blend of social and intellectual development to isolated academic skills attainment. Secondary schools have the opportunity and responsibility to equip students with the skills needed to succeed in the 21st century. One of the skills needed to thrive is emotional intelligence (Brackett, 2011). Through stewardship, the practice of caring for one's self and others, students can develop strong EI tendencies. Additionally, these students turned steward citizens have the opportunity and, arguably, the responsibility to care for their communities. Steward Citizens participate willingly in democratic procedures and civil service, contribute to the growth of the local economy, remain knowledgeable of sustainable procedures, lend skills and time including mentorship, continuously improve themselves and everything around them: in short, the good neighbor (Huntley, 2017). This paper explores the opportunity for secondary schools to implement stewardship education, resulting in capable and compassionate graduates.

**38813** 14:00-14:30 | Room 321A (3F)

#### *The Status of Sustainable Education Development and Sustainability Knowledge, Attitudes, And Action of UAE University Students*

Qasim Mohammad Alshannag, United Arab Emirates University, UAE

Ali Al Naqbi, United Arab Emirates University, UAE

Helmut Schreier, Hamburg University, Germany

The study aimed to answer the following research questions: What are UAEU students' understanding of sustainable education development and sustainability? What are UAEU students' attitudes toward and concerns with respect to sustainability-oriented challenges? What actions are students prepared to take towards realizing a more sustainable lifestyle? The methodology used for this study was descriptive in nature since data obtained through a cross-sectional survey. The participants were 823 United Arab Emirates University (UAEU) students from eight colleges and different academic levels. All participants responded to an e-Sustainable Education Development Survey. Several data analysis procedures will be used; among them are descriptive analysis such as means, standard deviations, and percentages. Descriptive analysis may help us to describe the population that units of analysis represent. Analyses of variance and t-test were applied to test for statistical significance in regard to several independent variables which are nationality, gender, college, academic level, and GPA.

**39209** 14:30-15:00 | Room 321A (3F)

#### *Systems Thinking & The Education of Social Inequality and Sustainability*

Adam Burke, Hawaii Pacific University, USA

Systems Thinking' literature commonly looks to 'leverage points' as opportunities to escape the traps of social systems archetypes and to nudge social movements in a desired direction. Educational systems are certainly prone to such systems traps and leverage points. If educational systems are routinely evaluated and reconstructed with the aim of transformation, then limits placed on the development of progressive pedagogy are likely to decrease over time. This iterative process is esteemed to enhance our shared commitment to and understanding of the intersections between the education of sustainability and social justice. In this light, this paper draws upon the author's years of teaching at a progressive, bilingual charter school in the Galapagos Islands (Ecuador) to explore two realities: the school's challenges to 'survive' amid the authoritarian development project of a national curriculum, and the school's mission to insert sustainability curriculum as a 'thriving' component of Galapagos' emerging and endogenous educational experience. Ethnographic data are presented to spotlight the process of institutionalizing a grassroots, sustainability-based educational movement that is sensitive to the eco-political and socio-cultural dynamics of local communities and the attendant shortcomings. The paper reflects upon the precarity of progressive education in a small-island setting and presents suggestions on how the findings may inform similar localities and learning communities worldwide.

# Saturday Session II

## 13:30-15:00 | Room 322B (3F)

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

Session Chair: Jani Wilson

**39036** 13:30-14:00 | Room 322B (3F)

#### *Lending Māori Artistic Practice Structures to Academic Research and Writing: Mahi-Toi*

Jani Wilson, Te Ara Poutama: School of Māori and Indigenous Development, Auckland University of Technology, New Zealand

Māori (Indigenous New Zealand) researchers may have one or many *mahi-toi* (artistic) talents. All *mahi-toi* are ideas brought forth from the conceptual world into the physical realm by *mahi-ā-ringā* (work with hands), and the practitioner is the conduit. When the *mahi-toi* practitioner is also the researcher and vice-versa, the vernaculars in both circles enrich and give structure, depth and stability to each other. Despite divergences in materials and technologies across the disciplines, when traditional processes - such as carving, weaving, through to performing and composing *kapahaka* (Māori performing arts) - are placed side-by-side, the parallels between them are unmistakable. Every practice has a distinctive pre-production, production and post-production phase that have survived long artistic histories. Setting the *mahi-toi* practices beside writing and researching lends an artistic, structural, theoretical and analytical framework that may be useful for both researchers (Māori and non-Māori) and *mahi-toi* practitioners, and particularly for those practitioners who make the transition to academic research and writing. As an emerging academic and traditional arts practitioner, I had an epiphany as to why my writing and researching was not to the standard of my artistic practice: that I was not translating the fastidiousness, self-editing, self-criticism, and caution taken in my arts into my writing and research. This presentation explores *Mahi-toi* as a scaffolding for a theoretical framework and writing structure for Māori scholars - and it is hoped, beyond Māori - in arts disciplines.

**38861** 14:00-14:30 | Room 322B (3F)

#### *Muslim Merchants' Needs for Their Children's Elementary Education: A Case Study of Muslim Community in Yiwu in China*

Kun Yan, Tsinghua University, China

Zhejun Qiu, Tsinghua University, China

Hao Xue, Tsinghua University, China

As the Muslim community in Yiwu grows in the most recent decade, however, challenges arise, among which elementary education for Muslim children is a significant one. For Muslim students, Arabic as their home language is not yet offered in public schools. Meanwhile, enrollment quota of these children is another increasingly challenging issue. Additionally, foreign Muslim traders expect their cultural and conventional needs catered to during the teaching process, which more or less conflicts with the Chinese schools within a compulsory education system; on the other hand, the mobility of the traders' conflicts with the stability needed by school education. Although Yiwu government have kept their doors wide open and encouraged Muslim merchants to come, not all educational policies and schools are prepared to satisfy the special needs of Muslim population. It is the aim of this research to contribute to the process of informing and improving services for Muslim merchants.

**38851** 14:30-15:00 | Room 322B (3F)

#### *Dunhuang as a Model for Ethnoscience Education*

Joseph Peters, Georgia College, USA

Rui Kang, Georgia College, USA

Drawing on Vygotsky's genetic method and sociocultural theory, as well as Geoffrey Saxe's micro-, socio-, and onto-genetic analysis of the interplay between culture and cognitive developmental processes, this presentation will contribute a unique discussion on the link between Dunhuang and science and math. In particular, the discussion situates historical Dunhuang as a microcosm of social, economic, and cultural collective practices that has significance to the development of scientific and mathematical knowledge and thinking. It includes a summary of previous work on ethno-science and ethno-mathematics, and it addresses the misconception that Chinese philosophy and history have little connection to science and technology. Culturally responsive pedagogy and especially culturally sustaining pedagogy by Django Paris are included in the discussions and lead to the importance of preserving culture and indigenous knowledge. Followed by this theoretical work, the presenters will provide concrete examples of how Dunhuang research can be used as a resource to enrich K-12 science or STEM education and curricula. These examples cover areas such as the science involved in astronomy and the preservation of ancient art; the applications of math in Dunhuang's fresco, sculptures, and grotto construction; and the ethno-medical and ethno-mathematical knowledge and practices as revealed in various Dunhuang documents.

# Saturday Session II

## 13:30-15:00 | Room 326A (3F)

### Educational Policy, Leadership, Management & Administration

Session Chair: Miguel Gonzales

**39223** 13:30-14:00 | Room 326A (3F)

*Scouting Method: Innovative Process for Happiness of Life: A Case Study From Scouting in Thailand*

Varit Intrama, National Scout Organization of Thailand, Ministry of Education, Thailand

The 75-year *Harvard Study of Adult Development* on happiness indicates three lessons learned for being a "happy person" including social relationship, the satisfaction of social relation, and health. Therefore, good social relations should be created for every level of social structure, both vertical and horizontal relationship, however, making it real is the hard problem in the current situation. Many studies support that learning will develop individual characteristic, association, adaption and analogy, that can make a person to be a complete man with mental and physical health. Finding out methods to develop learning process will be the key element for this. Scouting method is the worldwide method making a person to be a good man and could be also a good citizen. The basic concept of Scouting Method is "Health, Happy and Helpful Citizens". In Thailand, National Scout Organization of Thailand, NSOT, adopted and applied scouting method to use in the educational system and blend informal educational, the base of scouting method, with a formal educational system. The blending process has created for a period, but NSOT still has an unclear specific method for implementation. Then using theories for the development of scouting method, will contribute to knowledge in the educational system for happiness of life. The main objective of the study is to find out the process for scouting method that will be proposed as a first innovative method for making happiness in the educational system in Thailand. The study results could be implemented in the workplace.

**39616** 14:00-14:30 | Room 326A (3F)

*Managing Religious Diversity on Campus; The Role of Teachers*

Sami Ullah Bajwa, University of Management and Technology, Pakistan

Jan. Arminio, George Mason University, USA

Maryam Iftikhar, University of Management and Technology, Pakistan

For a long time, religious diversity has been overlooked by the researchers and educationists. However due to change in secular stance to pluralism, this particular dimension has witnessed extensive importance and has become center of attention for scholars. In this regard, the current study explores the important yet negligible interaction of faculty-student dimension of religious diversity on campus. By using narrative methodology, experiences of 15 participants have been analyzed to identify implicit and explicit conduct of teachers that students perceive offending on account of their religious identity. Furthermore, the paper furnishes strategies which students opt if they are faced by religious hostility by the teachers. Findings of the study contribute towards literature on managing interfaith harmony on campus and vis-à-vis encourages educational institutions to make policies and sensitize faculty members about their duty to prepare an ecumenical workforce for organizations and peaceful citizens for society.

**38769** 14:30-15:00 | Room 326A (3F)

*The Role of Educational Leadership on Participation in the National Program of Science and Technology Fairs of Costa Rica*

Miguel Gonzales, University of Nevada, Las Vegas, USA

The 21st century has ushered in an era of globalization that has significantly influenced the economy and education in many nations. The effects of globalization have demonstrated the interconnection between education and the economy, which has caused many nations to reexamine their education system. As a result, many nations have deliberately instituted policies and practices to prepare pupils to compete for jobs in a 21st century knowledge-based economy. Such is the case with Costa Rica. This case study explores the Ministry of Education (MEP) and the Ministry of Science, Technology and Telecommunications (MICITT) of Costa Rica and their National Executive Decree No. 31.900, requiring all public schools in the country participate in the National Program of Science and Technology Fairs (Programa Nacional de Ferias de Ciencia y Tecnología [PRONAFECYT]). The objective of the decree is to promote innovation and to prepare students with the skills to compete in a 21st-century knowledge-based economy. This case study examined the roles and leadership practices of school leaders in implementing the PRONAFECYT initiative. Costa Rican school leaders, teachers, government officials, and business partners were interviewed and surveyed for this study. Findings suggest that (a) school directors play a significant role in implementing the PRONAFECYT at the school site level, (b) lack of training and resources made it difficult to successfully execute the PRONAFECYT, and (c) a general ambiguity of innovation productivity resulting from the PRONAFECYT initiative.

# Saturday Workshop Session II

13:30-14:30 | Room 326B (3F)

Clean and Affordable Energy

Workshop Presentation

38875 13:30-14:30 | Room 326B (3F)

*Liquid Fuels From Biomass: An Approach to Produce Methanol and DME for Meeting the Energy Needs*

S Dasappa, Indian Institute of Science, India

Anand Shivapuji, Indian Institute of Science, India

Lakshminarayana Rao, Indian Institute of Science, India

Chanakya Hoysall, Indian Institute of Science, India

Balachandra Patil, Indian Institute of Science, India

Biomass as fuel for energy purpose, from cooking to power plant has been well established. With the development of gasification various by-products contributing to the energy mix has been taking the centre stage. Methanol and di-methyl-ether (DME) are emerging as alternative liquid fuels for transportation with Methanol demand in India growing at robust 6 to 8 % annually. The current production of methanol is largely based on fossil sources with only between 1% and 2% of the total methanol being produced from biomass. Gasification, a process to convert biomass to gaseous fuel has shown promise to generate hydrogen syngas while using oxy-steam as reactants. It has been established at the Indian Institute of Science that using oxy-steam gasifier, hydrogen yield of 104 g/kg of biomass at steam to biomass ratio of 2.7 at a gasification efficiency of over 70%. The present paper address details about process needs, challenges as well as the sustainability of such processes in Indian conditions. Various down-stream processes for syn-gas to methanol and DME will be presented which includes both catalytic and biological process. It is important to note that apart from the surplus biomass to a tune of about 130 Million tons, India generates about 55 million tons of MSW per year which could easily produce more than 1500 MW of power. Scalability of the process to handle the distributed biomass/ MSW will be centric to the paper. Carbon Source + Air/Oxygen -> Syngas (CO+H<sub>2</sub>) -> Methanol -> DME.

# Saturday Session III

## 15:15-16:45 | Room 319B (3F)

### Clean and Affordable Energy

#### Session Chair: Tumai Murombo

**39108** 15:15-15:45 | Room 319B (3F)

#### *Estimating Effectiveness and Efficiency of Solar Energy Policy for Indonesia: A Hybrid Agent-Based Model Analysis*

Muhammad Indra al Irsyad, Ministry of Energy and Mineral Resources, Indonesia  
Anthony Halog, University of Queensland, Australia  
Rabindra Nepal, Charles Darwin University, Australia  
Deddy Koesrindartoto, Institut Teknologi Bandung, Indonesia

We estimate the impacts of four renewable energy policy interventions to photovoltaic (PV) market size, government expenditure, economic growth, and environment. For this reason, we develop an agent-based model dedicated to capturing the specific economic and institutional features of developing economies focusing on Indonesia. We undertake an integrated approach to ABM by combining input-output analysis, life-cycle analysis, socio-economic data, and urban-rural analysis to obtain a comprehensive assessment. The result is that we recommend abolishing PV grant policy in rural electrification programs. As a substitute, the government should encourage PV industry to improve production efficiency and provide after sales service. The government then should arrange financing scheme for the PV investment. Both policies will create PV market in rural area for 57% and 81% respectively of rural households without electricity. Additionally, the government can allocate 30% capital subsidy and 5% interest subsidy to increase the market size to 84%. In contrast, we found policies of feed-in tariff, existing tariff and net-metering cannot create PV market in urban households at least until 2020.

**39403** 15:45-16:15 | Room 319B (3F)

#### *Utilization of Marginal Land for Bioenergy Production in Sumba Island, Indonesia: A System Dynamics Analysis*

Maslan Lamria, Massey University, New Zealand  
Ralph Sims, Massey University, New Zealand  
Tatang Soerawidjaja, Institut Teknologi Bandung, Indonesia  
Phil Murray, Massey University, New Zealand

Bioenergy plays an important role in national energy security and for self-energy sufficiency in small islands. One of the more sustainable ways to produce bioenergy is using feedstock grown in marginal land. Indonesia, an archipelagic country that is highly dependent on oil fuel imports, possesses abundant marginal land that has potential for growing energy crops. The study assessed the future potential for bioenergy feedstock production through growing *Pongamia pinnata* on marginal land as driven by various policy and technical parameters. Interdependence between variables in the assessed system creates complexity. A system dynamics approach was therefore used for the assessment. Such an approach has not been undertaken for this application before as far as could be determined from a literature review. Data and information for building and validating the model were collected through government documents and other literature, interviews with land owners and policy makers, and discussions with local experts. The model simulated the dynamics of marginal land utilization for vegetable oil and woody biomass products by 2045 and projected the land area available as well as the production potential over time. Sumba Island was used as a case study of an energy system that utilised local bioelectricity generation and liquid biofuel production. The CO<sub>2</sub> emissions reduction potential through marginal land use was also assessed. The model outputs confirmed that the level of urgency by policy makers in providing supporting measures, critically affects the rate of progress for supplying bioenergy feedstock from marginal land. The results also validate the approach applied.

**39549** 16:15-16:45 | Room 319B (3F)

#### *Evaluating the Success of Regulatory Tools to Promote Renewable Energy in South Africa's Electricity Sector*

Tumai Murombo, University of the Witwatersrand, South Africa

The transition to renewable energy depends on the creation of an enabling institutional and legal environment that can facilitate rather than hinder initiatives to move towards renewable electricity. Furthermore, analysis indicates that the economic regulatory environment plays a crucial role in either promoting or stifling a smooth transition to renewable energy. Thus economic responses cover a broad range of instruments such as market regulation, subsidisation of energy sources (positive incentives that take different forms from quotas, feed in tariffs, auction based bidding system, renewable portfolio standards), and carbon taxation. This paper discusses a range of indirect regulatory responses that have potential to indirectly influence investment decisions and energy choices although this may not be the primary objective of such laws and policies. In this respect climate change, fuel or carbon levies or taxes and environmental sustainability laws have proven invaluable as indirect influencers of energy law and choices. The South African government fully acknowledged the existence of barriers to renewable energy and has taken measures to address them over the past six years. The paper finds that the South African energy sector legal reforms are aimed at creating an institutional and legal environment that does not hinder the entrance into the electricity sector by IPPs who intend to rely on renewable sources. Whilst, there have been institutional and legal changes, these have not been sufficient to enable a more determined transition to renewable electricity.

# Saturday Session III

## 15:15-16:45 | Room 322A (3F)

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

#### Session Chair: Yasuko Sato

**39302** 15:15-15:45 | Room 322A (3F)

#### *Online Learning Using Authentic Unscripted English*

Alexander Bodnar, University of Nagasaki, Japan

While it is true that beginner language learners need controlled comprehensible input when listening to target language, that dependency on listening to carefully modeled speech cannot be relied on indefinitely. Language learners need native speed and natural authentic dialogue to prepare for interacting in their target language environment. In recent years, learners could draw on various online resources for listening practice. While dialogue in a movie certainly sounds natural, it is nonetheless scripted. Conversely, YouTube videos may be authentic, but provide unreliable subtitling. Especially in Japan, students seem to have an attitude that everything must be executed perfectly. While it is true that formal written communication should be error free and follow certain rules of writing, that is not necessarily the case for spoken interaction. The approach taken here is to flip the traditional script to textbook method. Conversations are recorded by two or more speakers of English and transcribed afterwards for the benefit of learners. The absence of editing for proper speech and grammar exposes learners to how people actually communicate. This resource is posted online for the use of teachers and students. Students can practice the skills of listening, reading, and also speaking by using the shadow talking method.

**38817** 15:45-16:15 | Room 322A (3F)

#### *Concurrent Instruction of Japanese Adult Learners via Independent Call Methods and Classroom Instruction*

Justin Parker Pool, Osaka Kyoiku University, Japan

Haruyo Yoshida, Osaka Kyoiku University, Japan

This presentation focuses on the efficacy of teaching EFL learners through an approach that combines independent computer-based grammar learning with weekly classroom-based lessons focusing on speaking, listening, and writing. The fifteen-week study aims to measure language learning through standardized testing, classroom observation, and online quiz results. Conscious learning was also monitored through periodic surveys. Learners were Japanese businessmen mostly aged 30 to early 40s with CEFR levels ranging from A2 to B1. Modern technology can provide a portable, adaptive, and multimodal experience. According to a Pew Research study, 77% of Americans have a smartphone (2017), similar to numbers in Japan. To take advantage of the portability of the classroom, we must critically look at the effect on language learning that arises from integrating such programs into the curriculum. This study examines how such digital language learning materials can be exploited to create multifaceted language learning experiences. Learners showed a marked improvement in the volume of output, listening comprehension, willingness to engage in discussion, and rising standardized test scores. Our session will feature these results, along with learner feedback from reflective portfolios, discussion points on the integration of online language learning programs and the effect they have on the overarching curriculum, as well as suggestions for future studies. We will frame the discussion using the perspectives of mobile assisted language learning offered by Burston (2014) and Rosell-Aguilar (2017).

**38869** 16:15-16:45 | Room 322A (3F)

#### *The Case Study and Effectiveness of MOOCs in EFL Required Course: A New Challenge for Freshmen at NUIS*

Yasuko Sato, Niigata University of International and Information Studies, Japan

This study explores the effect of MOOCs (Massive Open Online Courses) as a method to enhance a student's motivation and self-directed learning, and to help them acquire the key skills needed in order to succeed at Niigata University of International and Information Studies or overseas universities. The presenter offered two types of MOOCs to freshmen majoring in International Studies at NUIS: "a University Preparation Course" at the University of East Anglia, and "A Beginner's Guide to Writing in English for University Study" at the University of Reading. These courses constitute two of the six MOOCs' platforms (Yamada, 2014) offered by Future Learn (FL). FL is a digital education provider launched in December 2012, owned by the Open University in Milton Keynes, UK. With the establishment of the new faculty at NUIS in 2014, 132 freshmen were required to take two compulsory CEP (Communicative English Program) course and a BE (Basic English) course for one year. In BE, one MOOC, selected especially by the presenter, was assigned to them as a five-week self-study course in 2015 & 2016 and a six-week course in 2017. The aim of this MOOC is to improve fundamental academic skills for ESL/EFL students who are planning to enter or transfer to universities in English speaking countries and for ESL/EFL learners who want to brush up on their writing skills for work. Finally, the presenter is going to show the positive results of a survey and the students' feedback after they completed a MOOC.

# Saturday Session III

## 15:15-16:15 | Room 322B (3F)

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

Session Chair: Biljana Djoric Francuski

**39322** 15:15-15:45 | Room 322B (3F)

#### *Structural and Cultural Analysis of Contemporary Ilokano Short Stories*

Candida Flora Benozza, Abra State Institute of Science and Technology, The Philippines  
Marlina L. Lino, Mariano Marcos State University, The Philippines

One of the richest languages which also records one of the richest cultures and literatures in the Philippines is the Ilokano language. In fact, Ilokano literature is considered as the second richest among the literatures of the Philippines. Hence, a study on the interplay of language, culture and literature in the context of Ilokano literature, particularly on contemporary Ilokano short stories may help describe the Ilokano culture in this contemporary age. This study, therefore, aimed to determine the structural features of selected contemporary Ilokano Short Stories that were identified from the book, *Dagiti Premiado a Sarita 1997-2014*, AMMA Foundation Literary Awards; and analyze the cultural features manifested in the stories which are reflective of the contemporary Ilokano life. Results of analyses show that the stories considered in this study manifest explicit underlying structures in terms of premise, spine, conflict, setting and backstory. These elements, when put together, lead to the themes of the stories in various aspects of the Ilokano life. Likewise, the stories mirror contemporary Ilokano culture - the Ilokanos who: value their families, are aware of statuses in the social structure and take on roles as needed, struggle with poverty, try to find themselves and achieve something for themselves, possess the spirit to give back one's self and services and resources to the community, exercise power over the poor if they were rich, celebrate festivals in honor of the patron saint, and whose youth long for attention and love from parents.

**38707** 15:45-16:15 | Room 322B (3F)

#### *Sociolinguistic Elements in Teaching British, Japanese and Serbian Cultures at University Level*

Ljiljana Markovic, University of Belgrade, Serbia  
Biljana Djoric Francuski, University of Belgrade, Serbia

A globalised world presupposes that L2 learners can communicate correctly and efficiently within and among cultures, which implies a good command of sociolinguistic aspects of communication within L2 cultures. In fact, inclusion of sociolinguistic elements, such as polite language, from the beginning of the teaching process, enables correct understanding of L2 cultures. We have tested this hypothesis on A1 Level classes of Japanese L2, English L2, and Serbian L2 teaching by assessing students' opinion about the overall presence and understanding of sociolinguistic elements within our British, Japanese and Serbian study programs. We conducted a survey of a group of 50 students in each of the 3 academic fields (Japanese, British and Serbian Studies). Questions were devised bearing in mind the CEFR methodology and L2 teaching methodologies centered on Learner Autonomy as developed by David Little. Accordingly, we tested our students' ability for autonomous learning, i.e. whether they are capable of acquiring knowledge on sociolinguistic aspects of communication in L2 outside the classroom. The survey indicated that although a small percentage of respondents have already attained certain level of autonomy when learning about sociolinguistic elements within L2 cultures, the majority still solely relies upon knowledge acquired at the university. This paper aims to emphasize the importance of teaching sociolinguistic aspects of communication within L2 cultures, while focusing on understanding of politeness in particular, but, at the same time, educating a new generation of autonomous learners fully capable of acquiring knowledge on sociolinguistic aspects of L2 cultures outside higher education institutions.

# Saturday Workshop Session III

## 15:15-16:15 | Room 326B (3F)

### Maximizing Student Engagement and Student Choice Within the Workshop Model of Instruction Workshop Presentation

38879 15:15-16:15 | Room 326B (3F)

*Maximizing Student Engagement and Student Choice Within the Workshop Model of Instruction*

Ebony Hutchinson, The Academy for Leadership at Millcreek Elementary School, USA

The Workshop Model of Instruction is a structure, routine, ritual and system, used to cognitively engage students in learning. It places students at the focus of the classroom and allows them to investigate learning at their own pace. Workshop model allows for differentiated instruction to happen at a natural flow. The teacher is the facilitator and activator of student learning, releasing the traditional aspect of the student as an 'empty vessel'. This structure of instruction, allows for students to engage in student discourse, work independently, cooperatively and in partnerships, depending on the standard of content. Workshop model is a cyclical process which allows students to reflect on their learning and apply it to real-life situations. The use of Instructional Rounds allows teachers within the school building, and those in other environments to observe the model in action and apply it to their own classroom immediately, while receiving coaching feedback to improve instruction.

## Conference Closing Session

**Session Chairs: Joseph Haldane & Ted O'Neill**

Join us for closing remarks from members of the conference Organising Committee.

# Virtual Presentations

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# Virtual Presentations

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38830

## *How Do Executives' Values Influence Corporate Responsibility Adoption*

Candice Chee Wing Chow, Henley Business School, UK

Strategic Leadership theory posits that senior executives are responsible for shaping their organizations' strategic direction. Values are central in guiding behaviour. Executives' value systems, acting as their perceptual filter, impact executives' information scanning, diagnostic and decision-making processes. Hence executives' value systems play an important role in influencing organisational approaches to corporate responsibility (CR) adoption. While there is general support that values do influence CR adoption, some only provided partial support while some yielded contradictory results. These conflicting findings along with arguments from institutional theorists, cast scepticism on the importance of Strategic Leadership and the executives' values influence on strategic decisions. Paucity of qualitative research that provide insights into the complexity of value-to-action translation processes highlights a significant research gap in understanding the importance of Strategic Leadership on CR adoption beyond normative theories. Understanding how executives' values influence CR adoption therefore constitutes the research aim of my study with an objective to illuminate reasons behind current CR progress and to enable effort to drive needed social and environmental transformation. This research study, using in-depth semi-structured interview methods with 15 senior executive participants at mid-to-national sized Canadian companies, adopts a constructionist interpretive research paradigm to examine this values-to-action translation process through the executives' lens.

38847

## *Case Study of Administrative Planning in Japan: Initiation Stage of Citizen Participation and Information Sharing in Child-Rearing Support Plan*

Noriko Kurata, Tokyo University of Science, Suwa, Japan

In Tokyo, encouraging the acceptance of childcare centers is an urgent issue as many children still need a nursery. The Japanese government has implemented an institutional reform, and local governments have formulated a new child-rearing support plan along with the reform. However, the reform is focused on extending the duration of child care at nurseries and on increasing the capacity of nurseries. Consequently, kindergartens and small childcare facilities with short childcare durations are concerned about not being able to attract customers or even face closure. This study reports the case of City A in Tokyo, where an innovative approach was adopted in the formulation of an administrative plan, which entailed considering the opinions of various stakeholders and evaluating them at the planning stage. The method involved tracking the progress of the city's child-rearing support plan from the beginning to its completion and interviewing the staff in charge of planning. In City A, while investigating the demand for services expected of the new plan, opinions from small childcare facilities, kindergartens, child-rearing support NPOs, etc. were also gathered. In a departure from the usual conduct of administrative plans, in City A, citizens were included in the process of gathering information, which happens prior to the formulation of the draft. *The Administrative Procedure Law of Japan* does not have provisions for administrative planning, and no measures enable the participation of citizens in this process. The case of City A offers a solution to this problem.

38848

## *Information Sharing and Administrative Planning: From Japan's Local Government Ordinances*

Noriko Kurata, Tokyo University of Science, Suwa, Japan

Yuko Kurata, Kansai Gaidai University, Japan

There is presently no provision for administrative plans under the Administrative Procedure Law of Japan. In administrative planning, utilizing the amendment of the Administrative Procedure Act and the stipulation of the procedure for public comment in 2005 enables control over the level of discretion involved in the planning process to a certain extent. Further, the establishment of a legal system promoting public participation in administrative activities, such as the procedure for formulating plans that the Administrative Procedure Law has made a future subject, is also desired. Notably, in Japan, it was the local governments that introduced the process of sharing information with residents, as in the case of the information disclosure system, before the national government, which did so only after it had already been established in several municipalities. This research is aimed at investigating the ordinances passed by local governments in Japan. This way, the study's aim is to contribute to the national government's efforts to further revise the Administrative Procedure Act. This study examines the ordinances passed by Kanagawa Prefecture and Nagano Prefecture for their respective municipalities. Kanagawa Prefecture was the first local government to ordinate an information disclosure system in Japan; Suwa City in Nagano Prefecture established the administrative plan for the ordinance of the first administrative procedure in Japan. Enabled by this process, several guidelines were formulated that aid in providing information to residents, being helpful in the contexts of prescribing administrative plans and sharing information. This study suggests ways and means of furthering this cause.

38849

## *A Study on Education in Japanese Legal Expression: Through a Survey of Japanese University Students*

Yuko Kurata, Kansai Gaidai University, Japan

Noriko Kurata, Tokyo University of Science, Suwa, Japan

The text on Japanese law is known for being difficult for Japanese people. The law is a part of the liberal arts curriculum at high school and university. The courses are focused on understanding the content of the law; however, the difficulty also lies in law-specific Japanese expression. This research aims to clarify whether the degree of comprehension of legal expression is high even in those who do not receive special education in law if their understanding of different registers of Japanese is high. The methodology included a survey on the degree of comprehension of legal expression that was conducted for students of the Faculty of Letters who were interested in the usage of the words. Honorific expressions known as esoteric Japanese usages were adopted as a comparative subject of legal expression, and the degrees of comprehension of both were investigated simultaneously and then compared. The results demonstrate that very few students exhibited a proper understanding of legal expression. In addition, students with a high degree of understanding of honorific expressions also had a somewhat higher understanding of legal expression; and only very weak correlation was found. It is clear from the foregoing discussion that even people who are good at understanding general Japanese expressions find it difficult to understand legal expression. In the future, in situations where it is necessary to understand legal expression, it seems necessary to nurture a system of education in which people acquire better comprehension of Japanese legal expression.

# Virtual Presentations

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**39085**

*Culture and Identity in Public Green Spaces: The Story of Suropati and Menteng Park in Central Jakarta, Indonesia*  
Najah Md Alwi, University of Nottingham, UK

Changing the role of parks and green spaces to fit into the sustainable city framework are now an ongoing agenda for city planners worldwide. One popular concept is how green spaces promote urban liveability and sociability among city dwellers. While parks provide environmental benefits, parks are also public spaces that come with historical heritage, culture and social identity of the urban residents. This paper explores the subjectivity of urban life collected from the perspectives of different individuals on how they engage with the conception of living in a megacity and park use. Case study sample selected for this research takes place in Menteng sub-district where the first and oldest urban park located in the Special Capital District of Jakarta Central, Indonesia. This study adopts a mixed method to assess the user experience of parks, including questionnaire surveys, focus group discussions and interviews. Fieldwork also includes interview excerpts from NGO representatives working on promoting the use of green spaces and parks in the whole of Jakarta region. The discussion that follows takes three central stories of different themes: 1. the city's relation to memory and perception, 2. Influence of urban life to changing tradition and culture 3. Role of the people in everyday makings of the city. The results presented demonstrates the different styles of meaningful interactions with others within the park, the different "spatial story" to tell within the larger social order of urban life in Jakarta.

**39963**

*Where were you Mutti? Reflections on the Success of Decreasing Gender Bias in Education History Texts for Senior Secondary Schools in New South Wales*  
Robert James Hamilton, Independent Scholar, Australia

One of the transformations of modern history has been the institutional recognition of female agency to historical processes. Given that schools are natural connectors between society on matters of culture and social democracy, this suggests that a study of senior history texts presents an opportunity to critique the progress of educational reform in female inclusion, with the school as mediator of social change and justice. This research project which began in 2010 and ceasing in early 2018 was oriented as a study in policy congruence. The project employed longitudinal content analyses, on-going teacher interview, and discourse analysis utilising the Banks scale of curriculum integration coded across four typologies. Using NVivo and SPSS, the study assessed the efficacy of institutions in decreasing the gender bias of educational teaching in textbooks. To operationalise the study, the focus of investigation was confined to the key texts for the senior high school Modern History unit, Germany 1919-1939, which remains as the uncontested heavyweight dominating Australia's New South Wales' Senior High School Modern History Case Studies, with a constituency of +65% of examination candidates from 1964 to the present.

**38868**

*Cosmetic & Disruptive Technologies Management in Education*  
Anthony Brian Gallagher, Meijo University, Japan

The user experience is well developed in the business world but less so in the world of Education. Hours of testing and development are spent on refining the best process by large companies like SAP and IBM to provide customers with the best experience that inspires confidence and develops the company brand. These processes are used as a standard when dealing with all clients and these lessons can be learned from these by the development of a quality decision matrix to establish real user needs, to avoid wasteful spending on procurement, and educating staff on strong educational course design criteria in order to facilitate the decision-making process before implementations are made in educational contexts. Considering the user experience and future technologies together will help avoid disruptive technologies impeding learning and implementations from being simply cosmetic in nature. This presentation will show a developed decision matrix that can be used in all educational contexts and can guide institutional decision-makers to make the best implementation possible for their learning institution. The matrix helps to minimize disruption for end users (learners) and maximize the potential for quality instruction and engagement by encompassing all current and future technologies based on the categorization of technologies and learner needs.

**38739**

*Learners' Perspective of the Critical Benefits of Digitalisation of Teaching and Learning in Nigerian Higher Education*  
James Omatule Oborah, Federal Polytechnic, Idah, Nigeria

In recent years, Nigerian youths have embraced online interactions through social media, though for social interactions with least applications to teaching and learning. Some examination bodies in Nigeria have adopted digitalisation of examinations to select suitable enrolments to the university, but none of the higher institutions have commenced digitalisation of teaching and learning whereby instructional delivery and assessment would be carried out online and other digital devices. The current exploratory study, was carried out to determine the learners' perspective of the benefits of digitalisation of teaching and learning. Qualitative data was generated from the students that had undergone a semester's teaching where instructions were delivered through Group Facebook platform and the assessment was by Google forms. A total of 30 students participated for three months and at the end of the semester, the learners were given an open-ended survey question on the benefits they derived from the semester's online teaching and learning. The data generated was analysed by Nvivo Qualitative research software. It was found that the learners derived the benefits of depth in knowledge, greater access to learning experience, greater internet skills and immediate assessment feedback. This exploratory study should serve as an eye opener for further studies and adoption of full scale digitalisation of teaching and learning in higher education in Nigeria.

# Virtual Presentations

[www.vimeo.com/iafor](http://www.vimeo.com/iafor)

39405

## *Decolonizing the Contemporary African University: Towards an Inevitable Alternative*

Ashenafi Alemu, University of British Columbia, Canada

Studies show that many universities in developing countries imitate the Western university model (Chan, Li, & Yang, 2017). In the same line of thought, other researchers contend that African universities are also appendages of the Western University model (Mamdani, 2008). This essay proposes the decolonization of the temporary African University. The paper first depicts that African university is the result of colonial contact with the continent. As a result, it is modelled after the Western University. In such a model, African Universities relegate indigenous ways of knowing in multiplicities of perspectives. Recognizing the emergence of indigenous scholarship across the Globe, and the need to recognize indigenous ways of knowing as an inevitable alternative, the current essay advances the argument that there is an urgent need to decolonize the "Western" African University which is only nominally African.

38510

## *Language, Culture, and Identity: Exploring the Acculturation Experiences of Iranian Migrants in Australia Using Interpretative Phenomenological Analysis*

Alireza Fard Kashani, Deakin University, Australia

This study reports on the experiences of six Iranian migrant families, from two groups of asylum seekers and skilled workers, with regard to their language, identity, and acculturation in Australia. The participants included first generation parents and 1.5-generation adolescents, who had lived in Australia for a minimum of three years. For this investigation, Mendoza's (1984, 2016) acculturation model as well as poststructuralist views of identity were employed. The interview results have highlighted that Iranian parents and adolescents face low degrees of intergenerational conflicts in most domains of their acculturation. However, the structural patterns in Australia have caused some internal conflicts for the parents, especially fathers (e.g., their power status within the family or their children's freedom). Furthermore, while most participants reported 'cultural eclecticism' as their preferred acculturation orientation, female participants seemed to be more eclectic than their male counterparts who showed inclination towards keeping more aspects of their home culture. This finding, however, highlights a meaningful effort on the part of husbands that in order to make their married lives continue well in Australia they need to reconsider the traditional male-dominated customs they used to have in Iran. As for identity, not only the parents but also the adolescents proudly identified themselves as Persians. In addition, with respect to linguistic behavior, almost all adolescents showed enthusiasm to retain the Persian language at home to be able maintain contacts with their relatives and friends in Iran and to enjoy many other benefits the language may offer them in the future.

38698

## *Factors Affecting Human Capital Efforts in Developing Economies: A Case Study on Cuba*

Greg Muger, Pepperdine University, USA

Developing economies face considerable domestic and global challenges as they strive to compete in the global marketplace and increase their population's quality of life. Research reveals human capital development efforts (HCDE) is a critical aspect in a holistic nation development strategy though there is a lack of research to understand the major HCDE elements that enhance or detract from a nation development strategy and how elements interrelate. Therefore, the researcher discusses various HCDE from research, codifies these elements, and organizes them into an outcome-based model the researcher created. HCDE elements are grouped into individual, domestic, and global factors the researcher calls The Model for Effective Human Capital Development in Developing Economies. Each factor contains four to five elements that contribute towards factor success. The researcher argues collaborative partnerships and agreement on outcomes are needed between stakeholders within each factor as well as between all three factors to maximize HCDE. The domestic factor and its elements within the Model for Effective Human Capital Development in Developing Economies is applied to Cuba. Specifically, discussing how workforce planning, talent and resource management, governance, and marketplace opportunities have impacted Cuba's development strategy. The researcher argues the Cuban population would greatly benefit if the Cuban state instituted a more true participative governance model, gradually increased marketplace opportunities for small and medium private enterprises, incentivized the educated and talented workforce to stay or return to Cuba, and encouraged private enterprises in domestic production through tax reductions and other forms of incentives.

38889

## *Improving Online Readiness in Higher Education: A Case Study*

Amber Judge, Concordia University (eConcordia), Canada

Jihan Rabah, Concordia University (eConcordia), Canada

eLearning is becoming the sine qua non of higher education due to its increasing popularity and numerous Learning Experience (Lx), sociological and ecological benefits. eLearning can increase self-directed, active, social and personalized learning opportunities and reduce physical limitations, which can lead to higher student enrollment and more diverse, accessible, sustainable and scalable educational opportunities. University students are increasingly into technology but digital literacy, online readiness and completion rates do not follow this upward trend (Bowers & Kumar, 2017; Doe, Castillo & Musyoka, 2017; Kennedy, Judd, Churchward, Gray & Krause, 2008). To truly benefit from eLearning, we must increase students' desire and ability to learn and perform in this environment. This case study discusses the course eConcordia created for enhancing self-regulated learning, self-motivation, virtual interpersonal communication, time management, study skills and technological self-efficacy. Students complete a self-assessment based on the Online Learning Readiness Scale (Hung, Chou, Chen & Own, 2010) and are given best practices, tools and techniques grounded in educational psychology and educational technology. Our analyses revealed that optimizing eLearning design for online readiness while preparing students to be autonomous self-directed learners is central to successful eLearning. This case study will benefit faculty, students, instructional designers and educational technologists in preparing students to succeed and in designing better online courses.



# Conference Highlights: The Past 12 Months

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

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



The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held in Kobe, Japan, with the conference theme of "History, Story and Narrative".

**Above left:** Multi-E Emmy Award winning filmmaker, and former NBC television producer, Gary Swanson, opens the MediAsia 2017 conference with a hard-hitting keynote on "Fake News and the Attack on America's Freedom of the Press", in which he outlined the hostility of Donald Trump and his administration toward the press, arguing that "the press is the enemy; nothing it says should be believed; and there is no role or need for the press in American democracy". **Above right:** Professor Virgil Hawkins of Osaka University's School of International Public Policy (OSIPP) describes the Global News View (GNV) research centre, dedicated to working towards the realisation of an information environment in which people can comprehensively and objectively view the world and the issues it faces, in the context of little or no information about certain issues or geographic areas of the world, leading to a lack of care and attention about events in these places.

**Below left:** Professor Yoneo Ota of Osaka University of Arts, and founding director of Kyoto's Toy Film Museum talks about the project to collect and restore privately held toy films to reconstitute a historical record and archive, and reappraisal of their value in documenting Japanese society. **Below right:** William Lyndesay OBE is a renowned geographer, author and film-maker, celebrate inside and outside China for his long and steady commitment to the study and preservation of the Great Wall(s) of China, despite his earliest efforts falling repeatedly foul of the Chinese authorities. His keynote showed how diverse, personal, unconventional and "foreign" approaches have made significant contributions to the surprisingly narrow, Sino-centric and limited corpus of Great Wall knowledge, as well as popular understanding.





**Above left:** Professor Richard Roth of Northwestern's Medill School of Journalism delivered a very personal keynote address on the year of his retirement, looking at how he has tried throughout his career as a journalist and educator to mentor and nurture young talent in an industry where it is said that there is no apprenticeship. His presentation talked about his own experience as a rookie reporter coming of age in a foreboding American prison called Attica, one part of an American system that holds more than 2 million people captive, more than in any other nation. Roth was one of two newspaper reporters inside the prison yard at Attica during the September 9-13 riots in 1971, serving on the Select Observers Committee, and his subsequent writing about Attica earned him a 1972 nomination for the Pulitzer Prize. **Above right:** Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art (the conference venue), is one of Japan's most sought after museum directors, and among the country's most prominent supporters of the public and educational role of art. In this keynote address he describes how an art museum can strategically write (or paint) itself into the history, story and narrative of a city, or else consign itself to irrelevance.

**Below:** The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held at the Hyogo Prefectural Museum of Art and attracted 125 delegates from 25 countries. Here delegates pose outside the Tadao Ando designed building, and in front of Kenji Yanobe's *Sun Sister*.

For more information about The Asian Conference on Media, Communication and Film (MediAsia) please visit [www.mediasia.iafor.org](http://www.mediasia.iafor.org).

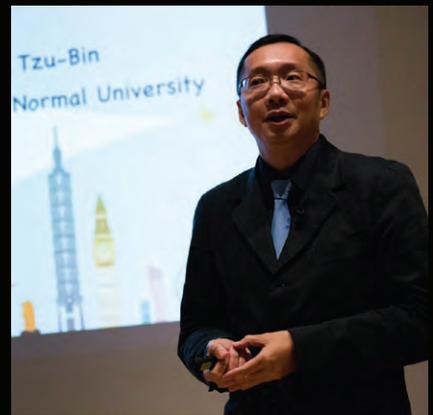




The Asian Conference on Education 2017 (ACE2017) saw more than 250 scholars from 38 countries come together in Kobe, Japan to look at the theme of "Educating for Change" from a variety of interdisciplinary perspectives, cultural backgrounds, and national contexts.

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

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





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

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

**Below:** A group shot of delegates, taken in the Kobe Art Center venue, reflecting the diversity of attendees at The Asian Conference on Education. The next ACE event will be held in Tokyo, Japan, from Saturday, October 13, 2018 to Monday, October 15, 2018. For more information please visit [www.ace.iafor.org](http://www.ace.iafor.org).





**Above left:** Dr Simon Sleight, Senior Lecturer in Australian History at King's College London delivers a Keynote Speech at The IAFOR International Conference on the City 2017 (City2017) in Barcelona, addressing delegates on the topic of memory and the modern city. Dr Sleight's work explores the history of urban place-making, the evolution of youth cultures and the Australian presence in Britain. **Above right:** Internationally renowned constitutional lawyer and jurist Professor Adrien Katherine Wing gives a Keynote Presentation at The IAFOR International Conference on Global Studies 2017 (Global2017) on the legal status of women of colour around the world under national and international law. Professor Wing is the Associate Dean of International & Comparative Law Programs at the University of Iowa College of Law, USA, and was involved in the drafting of the South Africa and Kosovo constitutions.

**Below left:** Multiple Academy Award winning documentary filmmaker, Mark Jonathan Harris, director of *Breaking Point: The War for Democracy in Ukraine*, an Official Selection of the IAFOR Documentary Film Award 2016, responds to questions following his Featured Presentation entitled "Breaking Point – Ukraine in the Era of Trump" at Global2017. Professor Harris is Distinguished Professor in the School of Cinematic Arts at the University of Southern California, USA, where he heads the documentary program. **Below right:** Mark Jonathan Harris's award-winning documentary, *Breaking Point: The War for Democracy in Ukraine*, was screened at City/Global2017 and was followed by a Q&A with the Director.





**Above left:** In a City2017 Featured Presentation, Gloria Montero, celebrated Spanish novelist, playwright and poet, offers her own insights into the city of Barcelona, where she has made her home and where City2017 was held. **Above center:** Professor Georges Depeyrot, monetary historian at the ENS (Paris) and Member of the Board of Trustees of the French National Center for Scientific Research (CNRS), France, introduces the IAFOR Silk Road Initiative in an information session at Global2017. **Above right:** In a Keynote Presentation entitled "Refuge: Refugee: Moonlight and Precarious Love" at Global2017, Professor Baden Offord of the Centre for Human Rights Education, Curtin University, Australia, discusses the human condition in relation to people's suffering around their sexuality with reference to the Academy Award winning film, *Moonlight*.

**Below:** An image from the series *Single Mothers of Afghanistan* by Canadian/Iranian photojournalist Kiana Hayeri, Grand Prize Winner of the 2017 IAFOR Documentary Photography Award. Winners were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter. For more information about the award, please visit: [www.iaforphotoaward.org](http://www.iaforphotoaward.org).





**Above left:** Dr Paul Lowe, Founding Judge of the IAFOR Documentary Photography Award, gives a Keynote Presentation on "Testimonies of light: Photography, Witnessing and History" at The European Conference on Media, Communication & Film 2017 (EuroMedia2017). Dr Lowe is an award-winning photojournalist who has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny. **Above right:** In a Featured Panel Presentation at The European Conference on Arts & Humanities 2017 (ECAH2017) Professor Donald Hall, Dr Linda Schwarz and Professor Amanda Bright discuss the challenges of doing research and creative activity in the arts and humanities today. Donald E. Hall is a Vice-President of IAFOR and Dean of the College of Arts and Sciences at Lehigh University; USA. Linda Schwarz is Dean of the Faculty of Arts & Science and Professor of Interdisciplinary Studies at Ambrose University, Canada, and. Amanda Bright has been Head of the School of Art at the University of Brighton, UK.

**Below left:** At EuroMedia2017, Dr Rodney Hill of the Lawrence Herbert School of Communication at Hofstra University, USA, and Francis Ford Coppola Archivist presents on the topic of "Mythologizing One's Own History Through Narrative" by referencing Coppola's *Tetro*". **Below right:** Dr Alfonso García Osuna, Editor of the *IAFOR Journal of Arts & Humanities*, delivered a Spotlight Presentation entitled "Re-Creating the Past: Fascist Comics and the Rehabilitation of History", at ECAH2017. Dr Osuna has taught at Hofstra University in New York, USA, for over thirty years.

**Bottom:** The Conference Welcome Reception provides a great opportunity for delegates to network and get to know each other.





**Above left:** Keynote Speaker at The European Conference on the Social Sciences 2017 (ECSS2017) Dr Anke Schwittay discusses inclusive innovation in international development. Dr Schwittay is Head of International Development at the University of Sussex in the UK, and Senior Lecturer in Anthropology and International Development at the School of Global Studies. **Above right:** Dr Georgios Tsakos, Reader in the Department of Epidemiology and Public Health at University College London, UK, gives a Keynote Presentation on the topic of "Links Between Oral and General Health: Putting the Mouth Back in the Body" at ECSS2017.

**Below:** In a Plenary Panel Presentation on sustaining the city at The European Conference on Sustainability, Energy & the Environment 2017 (ECSEE2017), Professor Anne Boddington, Duncan Baker-Brown and Cat Fletcher examine the rationale behind The Brighton Waste House – Europe's first permanent public building made almost entirely from material thrown away or not wanted (shown bottom left). Anne Boddington is Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, Duncan Baker-Brown is an expert in contemporary methods of ecology-friendly building design, an architect and an academic, and Cat Fletcher is Founding Member, Elected National Representative and Head of Media for Freegle UK.

**Bottom right:** ECSS2017 Featured Speaker Professor Grant Black of the Faculty of Humanities and Social Sciences, University of Tsukuba, Japan, addresses conference delegates on the subject of "East Meets West: Innovation and Discovery in Education Reform at an Elite Japanese University". Professor Black is Vice-President (at large) of IAFOR.





**Above left:** At The European Conference on Psychology & the Behavioral Sciences 2017 (ECP2017), Professor Geoff Beattie of Edge Hill University, UK, delivers a Keynote Presentation entitled "Hidden Thoughts: Do Your Hand Gestures Reveal More About You Than You Think?" Professor Beattie is a world renowned expert on non-verbal communication and a noted author, broadcaster and public intellectual, who was the resident on-screen psychologist for *Big Brother* for eleven series on Channel 4. **Above right:** Dr Katie Woodward discusses public attitudes towards counter-terrorism in a Featured Presentation at ECP2017. Dr Woodward is currently a Principal Psychologist working in the Human and Social Sciences Group at the Defence Science and Technology Laboratory in Hampshire, UK.

**Below left:** Dr Stephen E. Gregg, Senior Lecturer in Religious Studies at the University of Wolverhampton and Keynote Speaker at The European Conference on Ethics, Religion & Philosophy 2017 (ECERP2017), enjoying a lighter moment, after a wide-ranging address examining the topic of complicating religious identity in the twenty-first century. **Below right:** Professor Thomas Brian Mooney gives a Featured Presentation entitled "The Virtue of Politeness As a Part of the Virtue of Justice" at ECERP2017. Thomas Brian Mooney is a philosopher with an international reputation and Head of the School of Creative Arts and Humanities, Charles Darwin University, Australia.

**Bottom left & right:** IAFOR's European Conference Series is held in Brighton, UK, and features an optional tour of Bateman's, the Jacobean home of *The Jungle Book* author Rudyard Kipling, and the spectacular Hever Castle and gardens, once home to Anne Boleyn, Henry VIII's second wife.





**Above left:** At The European Conference on Education 2017 (ECE2017), Professor Kwame Akyeampong of the Centre for International Education (CIE), University of Sussex, UK, gives a Keynote Presentation on transforming the educational experience of African children through emancipatory research. Professor Akyeampong has been a senior policy analyst at UNESCO, and also consulted for the Ghanaian Ministry of Education. **Above right:** ECE2017 Keynote Speaker Matthew Taylor, Chief Executive of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, UK, delivers an address entitled "Think Like a System, Act Like an Entrepreneur" as part of the conference Plenary Panel. Prior to becoming Chief Executive of the RSA, Matthew Taylor was Chief Adviser to Prime Minister Tony Blair, as head of the Number 10 Policy Unit, and is the author of the 2017 Taylor Review of Modern Working Practices, commissioned by the incumbent UK government.

**Below left:** Professor Svetlana Ter-Minasova engages the audience at The European Conference on Language Learning 2017 (ECLL2017) with a Keynote Presentation on how to shatter the linguistic, cultural and psychological barriers to international communication. Professor Ter-Minasova is founding President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia and a public intellectual in Russia. **Below right:** Professor Anne Boddington, Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, moderates the Plenary Panel "Think Like a System, Act Like an Entrepreneur" at ECE2017.

**Bottom left:** ECE2017 Featured Speaker Professor David Hicks of Virginia Tech, USA, addresses delegates on the topic of "Teaching Difficult Histories Through Film: Examples and Perspectives from the Field", highlighting the pedagogical challenges that emerge when film is used to teach about the complex business of the representations of "the other". **Bottom right:** Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, UK, moderates a Plenary Panel entitled "Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4" at ECE2017.





The Asian Conference on Social Sciences 2017 (ACSS2017), The Asian Conference on Sustainability, Energy & the Environment 2017 (ACSEE2017) and The Asian Conference on Aging & Gerontology (AGen2017), were held in Kobe, Japan, June 8–11, 2017. **Above left:** His Excellency Dr Toshiya Hoshino gives an incisive Keynote Presentation as part of an ACSS2017 Plenary Panel entitled “East Meets West”, giving a historical overview of recent trends in International Relations. Dr Hoshino is now Japanese Ambassador to the United Nations in New York, having been seconded from Osaka University, where he is Professor at the Osaka School of International Public Policy (OSIPP). A former Vice-President of the university, he is also a member of IAFOR’s Board of Directors. **Above center:** Professor Haruko Satoh of Osaka School of International Public Policy (OSIPP), Osaka University, Japan, addresses delegates as part of the same ACSS2017 Plenary Panel. Professor Haruko Satoh is a member of IAFOR’s Academic Governing Board. **Above right:** Political Philosopher, Professor Michael Anthony C. Vasco, Dean of the Faculty of Arts and Letters at the University of Santo Tomas in the Philippines, sits on the same Plenary Panel at ACSS2017.

**Below left:** Director of the NACDA Program on Aging and Vice-President of IAFOR Dr James W. McNally gives a Featured Presentation on methodologies for the collection of comparative community-level public health data at AGen2017. **Below right:** Dr Hiroshi Ishida, Professor of Sociology at the Institute of Social Sciences, University of Tokyo, Japan, sits on an AGen2017 Plenary Panel entitled “East Meets West – Healthy, Active and Beautiful Aging in Asia”.

**Bottom left:** ACSS2017 Featured Speaker Dr Philip Sugai of Doshisha Business School, Japan, examines the concept of value in marketing. **Bottom right:** ACSEE2017 Spotlight Speaker Dr Maxime Jaffré, Assistant Professor in Sociology of Culture at the Ecole des Hautes Etudes en Sciences Sociales and a member of IAFOR’s International Academic Advisory Board, questions whether data science can do without the field survey.

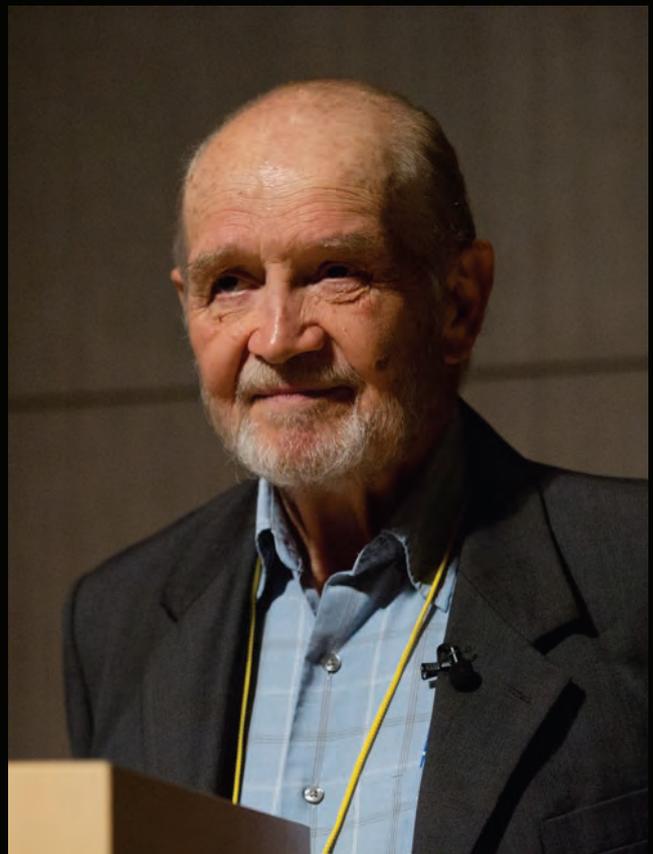




The Asian Conference on Cultural Studies 2017 (ACCS2017), The Asian Conference on Asian Studies 2017 (ACAS2017) and The International Conference on Japan & Japan Studies (IICJ2017), held June 1–4, 2017, brought together delegates from all over the world to explore the theme of "Global Realities: Precarious Survival and Belonging".

**Above left:** Professor Gaurav Desai of the University of Michigan, Ann Arbor, USA, examines the figure of the migrant in recent Anglophone fiction from Africa and South Asia in his ACCS2017 Keynote Presentation entitled "Precarious Futures, Precarious Pasts: Migritude and Planetaryity". **Above right:** In a Featured Panel Presentation at ACCS2017, Professor Donald E. Hall, Professor Emerita Sue Ballyn and Professor Emeritus Yasue Arimitsu discuss the challenges of doing Cultural Studies today, exploring the emerging geo-political constraints on their work, as well as their respective national and institutional contexts, and interact with the audience on the topic of strategies for individual and collective response to the challenges that we face.

**Below left:** The University of Barcelona's Professor Emerita Sue Ballyn gives a Spotlight Presentation at ACCS2017 on the subject of surgeons on eighteenth-and-nineteenth-century female convict transports, often the unsung heroes of hazardous passages to the Antipodes, discussing the importance of their power at sea and on land, their care of their charges and how medical improvisation very often saved a patient's life. **Below right:** In his ACAS2017 Featured Presentation entitled "Buddhist Terrorism?", Dr Brian Victoria of the Oxford Center for Buddhist Studies examines the long history of those calling themselves Buddhists who engaged in warfare, despite Buddhism's long-standing reputation in the West as a religion of peace.





**Above:** To ensure that delegates have an especially memorable experience, IAFOR conferences include tours to places of historic and cultural interest, led by experienced tour guides.

Fushimi Inari Grand Shrine in Kyoto, Japan, features an iconic pathway lined with orange torii, each donated by a Japanese business, that creates a 4 km tunnel leading up a mountain behind the shrine.

**Below left:** Professor Ted O'Neill of Gakushuin University, Tokyo, Vice-President (at large) of IAFOR, gives a Keynote Presentation entitled "Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan" at The Asian Conference on Language Learning 2017 (ACLL2017). **Below center:** Featured Speaker Professor Mark Pegrum presents on moving beyond web 2.0 when designing authentic mobile learning for everyday contexts in Asia at The Asian Conference on Technology in the Classroom 2017 (ACTC2017). Mark Pegrum is an associate professor in the Graduate School of Education at The University of Western Australia, where he specialises in mobile learning and, more broadly, e-learning. **Below right:** Professor Barbara Lockee, Associate Director of the School of Education and Associate Director of Educational Research and Outreach at Virginia Tech, USA, explores the changing landscape for instructional design professionals in educational contexts and their potential to serve as change agents in the adoption of learning innovations at ACTC2017. Dr Lockee is Vice-President of IAFOR's Education Division.





**Above left:** During the annual haiku workshop at The Asian Conference on Literature 2017 (LibrAsia2017), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. **Above right:** Also at the LibrAsia2017 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, and a board member of the JAL Foundation, reads world-famous haiku before inviting audience members to compose haiku of their own. In addition to the yearly haiku workshop, LibrAsia2017 features the IAFOR Vladimir Devidé Haiku Award Ceremony, at which all award-winning entries are read out. The IAFOR Vladimir Devidé Haiku Award is an open competition for previously unpublished haiku written in the English language. The award is for haiku regardless of whether in the traditional or modern style; it transcends haiku divisions and is based only on literary merit.

**Below left:** Celebrated international pianist and former Fulbright scholar Marusya Nainggolan of the University of Indonesia, Indonesia, gives a resounding performance at The Asian Conference on Arts & Humanities 2017 (ACAH2017). Marusya Nainggolan performs music nationally and internationally, as well as teaching European Studies at the University of Indonesia and serving as a music counsellor for studies on music and health in the Indonesian National Health Department. **Below right:** At The Asian Conference on Arts & Humanities 2017 (ACAH2017) Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art and the Yokoo Tadanori Museum of Contemporary Art, and Honorary Director of the Abeno Harukas Museum of Art, Japan, speaks on "Art and Narrative in the Public Sphere", examining art as a medium for telling stories and creating narrative, and how curation can be used to contextualise and situate works of art.

**Bottom left:** Professor Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) in Paris. As part of a Featured Panel Presentation on "Constructing History" at The Asian Conference on Literature 2017 (LibrAsia2017), he discusses the importance of the construction of national history in the creation of personal and national identity. **Bottom right:** In the same Featured Panel Presentation at The Asian Conference on Literature 2017 (LibrAsia2017), Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University, explores how history shapes our political decisions today, and how we go about building, revising and deconstructing history.





**Above left:** In a Featured Panel Presentation on the right to education at The Asian Conference on Education & International Development (ACEID2017), Osaka University's Professor Haruko Satoh, Chair of the Politics, Law & International Relations section of IAFOR's International Academic Advisory Board, examines the conference theme, "Educating for Change", in the context of the conference screening of *Among the Believers*, and the friction between preserving culture and challenging culture in areas of the world where education is highly politicised. **Above right:** At the same conference, Professor Adrian Ziderman, Sir Isaac Wolfson Professor in Economics and Business Administration at Bar-Ilan University, Israel, gives an interactive Spotlight Workshop on publication ethics as part of his role as Research Chair and Trustee at the Committee on Publication Ethics (COPE).

**Below left:** Also at ACEID2017 Featured Speaker Jessica Loh gives an engaging presentation entitled "Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context". Jessica Loh is Director of Outreach at the Institute of International Education, Thailand. **Below center:** In a Featured Presentation at ACEID2017, Dr Rachel Lam of the Department of Learning Sciences and Higher Education at ETH Zurich in Switzerland, discusses the importance of environmental education in primary school. **Below right:** Professor Hiroshi Nittono, Full Professor of Experimental Psychology at the Graduate School of Human Sciences, Osaka University, Japan, gives a Keynote Presentation on the psychology of Japanese "kawaii" culture at The Asian Conference on Psychology & the Behavioral Sciences 2017 (ACP2017).

**Bottom left:** ACP2017 Featured Speaker Professor Ronald Mellado Miller of Brigham Young University – Hawaii, USA, presents on "A Poverty of Hope: Towards a Psychology of Humanitarian Success", discussing how programmes and implementations can meet both physical and psychological needs and how taking into account psychology can enhance humanitarian success and achieve far more than simply extending life. **Bottom center:** In a Featured Panel Presentation at The Asian Conference on Ethics, Religion & Philosophy 2017 (ACERP2017), Professor Koji Higashikawa of Kanazawa University, Japan, engages the audience on the subject of free speech and hate speech in the context of the conference theme, "History, Story, Narrative". **Bottom right:** In the same ACERP2017 Featured Panel Presentation, Shiki Tomimasu discusses the important ethical issues surrounding Japan's recent Hate Speech legislation, drawing on his experience as lead counsel for the Hate Speech Legislation Japanese Supreme Court test case.





The IAFOR Dubai Conference Series was held in February 2017 at the The InterContinental Festival City Event Centre in Dubai, UAE. This interdisciplinary event considered the joint themes of “Educating for Change” and “East Meets West: Innovation and Discovery”.

**Top left:** Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA, gives a compelling Keynote Presentation at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017) on “Interdisciplinary Education for Innovation and Change”. Professor Hall is Vice-President of IAFOR. **Top right:** IICEDubai2017 Keynote Speaker Professor Christina Gitsaki of Zayed University, UAE, addresses delegates on the topic of “Education: A Supertanker in an Ocean of Change and Innovation”, discussing change in education from a number of different perspectives, at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017).

**Below left:** In a Featured Presentation at The IAFOR International Conference on Education – Dubai 2017, Dr Fadi Aloul speaks on bringing education to schools and universities to help create future innovators. Dr Fadi Aloul is Professor and Department Head of Computer Science and Engineering and the Director of the HP Institute at the American University of Sharjah (AUS), UAE. **Below right:** As a Featured Speaker at the same conference, Dr Sufian Abu-Rmaileh of UAE University, UAE, presents on “Leadership Skills & Styles for Successful Administrators”. Dr Abu-Rmaileh is President of TA Toastmasters and former President of TESOL Arabia.

**Bottom left:** In a lively Featured Presentation at The IAFOR International Conference on the Social Sciences – Dubai 2017, Dr Virginia Bodolica, American University of Sharjah, UAE, discusses “Managing for Innovation and Sustainability: Lessons from the Gulf Region”, illustrating the recent accomplishments of several Gulf-based nations in espousing the principles of the knowledge-based economy and delineating strategic priorities for attaining sustainable development goals. **Bottom right:** Dr Christine Coombe of Dubai Men’s College, UAE, gives a Featured Presentation as part of The IAFOR International Conference on Education – Dubai 2017 on educators’ productivity, sharing the results of a research project investigating how the most productive TESOLers “fit it all in” and attain the ever-elusive work-life balance. Dr Coombe is a past president of both TESOL Arabia and TESOL International.





## Introducing IAFOR's Academic Grants & Scholarships

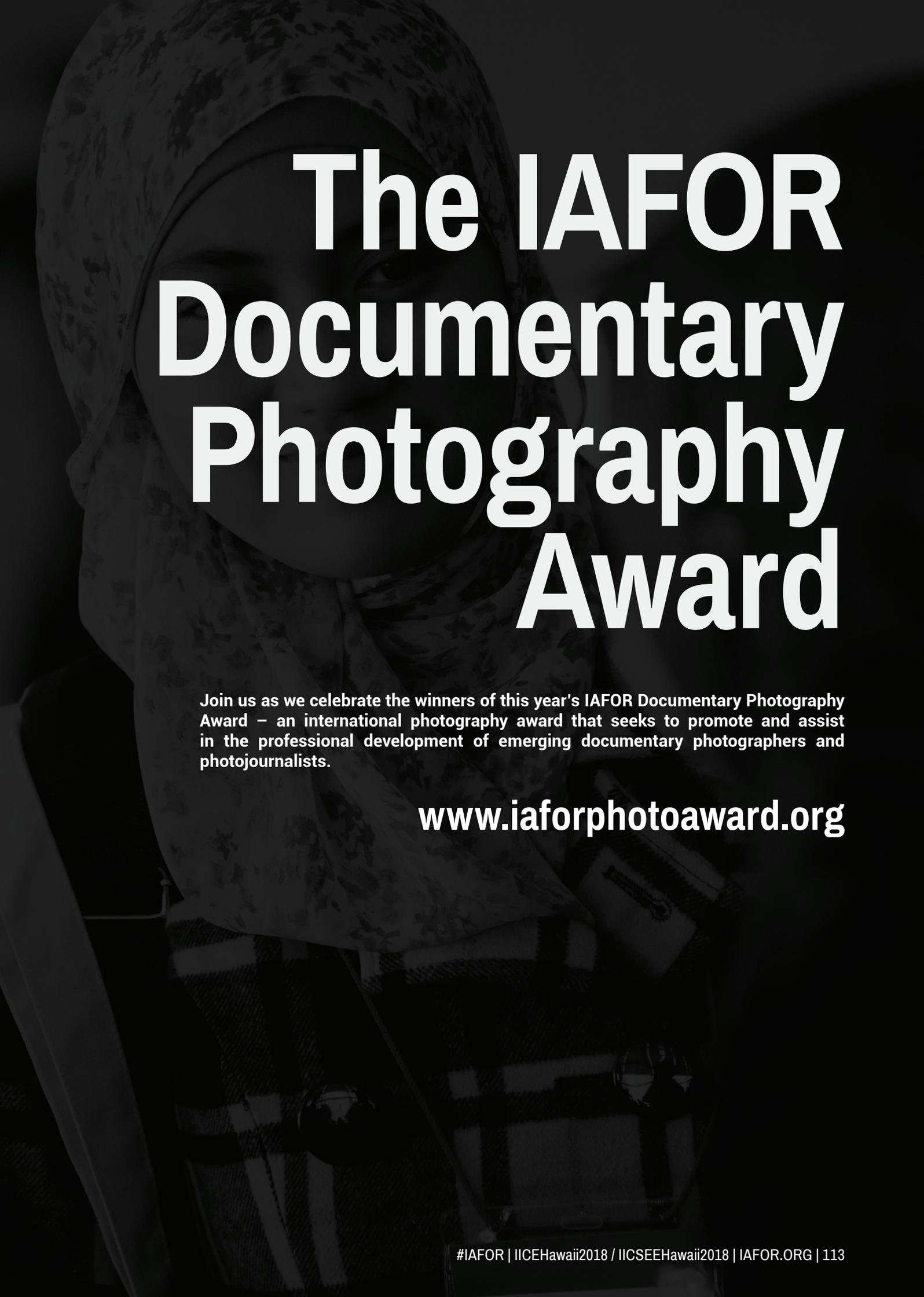
IAFOR is dedicated to helping young scholars achieve their research and academic goals, while also encouraging them to apply the principles of interdisciplinary study to their work. IAFOR offers travel and accommodation grants and full or partial scholarships covering conference registration fees to PhD students and early career academics who might not otherwise have the financial resources to be able to attend our academic conferences.

**Who can receive an IAFOR grant or scholarship?** 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 will be awarded based on availability of funds from IAFOR and will vary with each conference.

**How are recipients of an IAFOR grant or scholarship selected?** The Organising Committee of the relevant IAFOR conference will award scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at one of our conferences.

**How can I apply for an IAFOR grant or scholarship?** If you are eligible for an IAFOR grant or scholarship and would like to be considered, please submit your abstract to the conference you would like to attend and select the checkbox for the relevant award during the submission process. Abstracts must be submitted by the initial submission deadline of the relevant conference in order to be considered for funding. Applicants will be notified of results within three to four weeks of the initial submission deadline.

For more information please visit [www.iafor.org/financial-support](http://www.iafor.org/financial-support)



# The IAFOR Documentary Photography Award

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

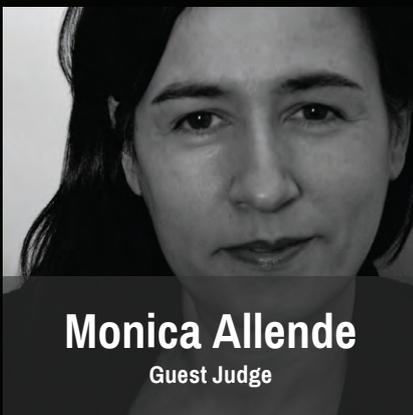
[www.iaforphotoaward.org](http://www.iaforphotoaward.org)

# Award Judges



**Dr Paul Lowe** is the Course Director of the Masters Programme in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London. He was responsible for the development and launch of a new part-time version of the course delivered entirely online using web conferencing, blogs and the VLE, launched in 2008. He is an award-winning photographer whose work is represented by Panos Pictures, and who has been published in *Time*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer* and *The Independent*, among others. He has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny.

He is a consultant to the World Press Photo Foundation in Amsterdam, an independent, non-profit organisation that is a major force in developing and promoting visual journalism worldwide. His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi Books. He regularly contributes to international and national conferences in photography, media and education, and has published chapters in edited books on these themes as well.



**Monica Allende** is a photo editor, curator, cultural producer and educator. She is GetxoPhoto Festival Artistic Director from 2017 to 2019, and is the Director of FORMAT17 International Photography. She is currently producing several multidisciplinary projects with artists worldwide, has collaborated with screen projects, and is co-founder of Offspring Photo Meet, London. Previously she was Photo Editor at *The Sunday Times Magazine*, where she launched the award-winning photography section "Spectrum". She is a visiting lecturer at the London College of Communication and lectures and teaches workshops in photography at, among others, ScreenLab, London; EFTI, Madrid; Tashkeil, Saudi Arabia; Mentorship Business Programme DEVELOP at the University of Sunderland; Festival di Internazionale a Ferrara; WPP workshop Angola; Magnum Professional Practice Workshops.

She nominates photographers for Deutsche Börse Photography Prize, Prix Pictet and The Joop Swart Masterclass/World Press Photo, and has served on juries worldwide including World Press Photo, Visa Pour L'image and the National Portrait Gallery's Taylor Wessing photographic Portrait Prize. She produced and curated *Darfur: Images Against Impunity*, an exhibition and a book by Stanley Greene, Lynsey Addario and Alvaro Ybarra Zavala. She is the recipient of the Amnesty International Media Photojournalism Award, the Picture Editor's Award, the Online Press Award and Magazine Design Award for Best Use of Photography. She also writes and consults on photography.



**Jocelyn Bain Hogg** began his career as a unit photographer on movie sets after studying Documentary Photography at Newport Art College. He shot publicity for the BBC, photographed fashion and now works on documentary projects and commercial and editorial assignments. His editorial work features in *Vanity Fair*, *The Sunday Times*, *The New Yorker*, *Style.com*, *Vogue*, *Elle*, *Harper's Bazaar*, *Lui*, *Marie Claire*, *Stern*, *GQ*, *Esquire*, *Le Monde*, *Cahiers du Cinéma*, *L'Espresso* and *La Repubblica* amongst others. In 2016 he co-instigated Sea Change as photo director, where as well as photographing British youth for the project he commissioned 12 other photographers to document the issues affecting young people in 12 countries across Europe. A continuing initiative, Sea Change has so far realised a book, an ongoing touring exhibition and workshop programme. In addition to this work, he is the author of six photographic books to date and his first, *The Firm*, presented an astonishingly intimate view

of London's organised crime world, and won international acclaim, garnering the prestigious Lead Award for portraiture. His latest project, *Public House*, published in 2016, documented the denizens of a local pub, forced to close due to the lamentable issue of social cleansing in London.

In February 2013, he was invited onto the jury of the World Press and was a juror for the Sony World Photography Awards in 2015. He is currently the head of the BA photojournalism and documentary photography course at the UAL LCC in London and is a member of the VII Photo Agency.



# IAFOR Documentary Photography Award 2017

Thursday, January 4, 2018 | 12:15-12:30 | Room 318 (3F)

## Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Monica Allende, Simon Roberts, Jocelyn Bain Hogg, Simon Norfolk and Emma Bowkett as Guest Judges. Now in its third year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London, RMIT University, *British Journal of Photography*, The Centre for Documentary Practice, and the Medill School of Journalism.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. Winners of the IAFOR Documentary Photography Award 2017 were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. The award follows the theme of the EuroMedia conference, with 2017's theme being "History, Story, Narrative". In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Image | From the project *Single Mothers of Afghanistan* by IAFOR Documentary Photography Award 2017 Grand Prize Winner, Kiana Hayeri.

# Supporters

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

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

The logo for IAFOR, consisting of the lowercase letters 'iafor' in a white, sans-serif font centered on a dark red square background.The logo for World Press Photo, featuring the words 'WORLD PRESS PHOTO' in a white, sans-serif font centered on a red square background.The logo for METRIO IMAGING, with 'METRIO' in black and 'IMAGING' in red, both in a bold, sans-serif font on a white background.The logo for thinkTANK photo, featuring the words 'thinkTANK' in a white, rounded font inside a black box, followed by 'photo' in a smaller font, and the tagline 'Be Ready "Before The Moment"' below it.The logo for MediaStorm, featuring a stylized blue graphic of three overlapping shapes above the word 'MediaStorm' in a bold, black, sans-serif font.The logo for MEDILL NORTHWESTERN UNIVERSITY, with 'MEDILL' in a large, black, sans-serif font and 'NORTHWESTERN UNIVERSITY' in a smaller font below it.The logo for RMIT UNIVERSITY, featuring a red stylized 'R' icon followed by 'RMIT UNIVERSITY' in a bold, black, sans-serif font.The logo for ual: university of the arts london, with 'ual:' in a large, bold, black font and 'university of the arts london' in a smaller font to its right.The logo for CENTRE for DOCUMENTARY PRACTICE, featuring a circular icon with a stylized 'CP' and the text 'CENTRE for DOCUMENTARY PRACTICE' to its right.

## Sponsorship Opportunities

Through social media, product integration, logo placement, potential press coverage, promotion at the Award Ceremony and subsequent exhibitions in Japan, Spain, UAE, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers. For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope (tpope@iafor.org).

# Photojournalism is in our DNA

Think Tank Photo is proud to recognize the winners of the 2017 IAFOR Documentary Photography Award.

Your work delivers awareness of those in need to those who can help, and we truly appreciate your contribution.



Think Tank got its start helping photojournalists be prepared to “capture the moment” though innovative camera carrying solutions. Today, we are the choice of working professionals, offering high-quality products with exemplary customer service.



[www.thinktankphoto.com](http://www.thinktankphoto.com)

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# Call for Papers

# The European Conference on Education 2018

**Conference Theme: "Surviving and Thriving: Education in Times of Change"**

**Venue & Location: The Jurys Inn Brighton Waterfront, Brighton, UK**

**Dates: Friday, June 29, 2018 to Sunday, July 01, 2018**

**Early Bird Abstract Submission Deadline: February 15, 2018**

**Final Abstract Submission Deadline: April 16, 2018**

**Registration Deadline for Presenters: May 16, 2018**

The sister conference of The Asian Conference on Education (ACE), The European Conference on Education (ECE) brings together delegates from many different national, cultural and linguistic backgrounds to Brighton, UK, to present new research and exchange ideas. This exceptional platform welcomes speakers and delegates for challenging debate and stimulating discussions around the latest concepts and newest approaches.

For the fifth consecutive year, ECE will be held alongside The European Conference on Language Learning (ECLL). These two events are scheduled simultaneously to maximise opportunities for interdisciplinary discussion and interaction. Registration for either conference allows participants to attend sessions in the other.

In conjunction with our Global Partners, including the University of Sussex (UK) and Birkbeck, University of London (UK), we look forward to extending you a warm welcome in 2018.

For more information and to submit an abstract to this conference visit:

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

Image | The Royal Pavilion, Brighton, England

# Presenters & Reviewers

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

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

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## Thank You

To show our appreciation for your participation, IAFOR would like to offer you a 10% discount off your next IAFOR conference registration. This offer covers any IAFOR conference that you may choose to attend. For more information, please visit [www.iafor.org/conferences](http://www.iafor.org/conferences).

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The Asian Conference on Education  
& International Development 2018

# ACEID2018 KOBE, JAPAN

[www.aceid.iafor.org/aceid2018](http://www.aceid.iafor.org/aceid2018)

IICEHawaii2018 / IICSEEHawaii2018 conference delegates receive a 10% registration discount

# “Surviving and Thriving: Education in Times of Change”

In 2017, IAFOR education conferences in Asia, Europe, the Middle East and North America brought together delegates from around the world to consider the theme of “Educating for Change” from a variety of different perspectives and approaches, taking full advantage of the international make-up of the attendees and the huge diversity of experiences. A recurring theme throughout the conferences was the reference to the future, be it immediate or longer term, as being uncertain; the natural resilience and optimism was counterbalanced by both apprehension; with hope also came fear.

In this period of great global political and economic instability, rising inequality and social unrest, the role of education within society has never been more important, but never more vulnerable. This brings us to our conference theme for 2018, which references these inherent vulnerabilities in both educational systems and the individual students and teachers, as well as the necessary resilience needed to not only survive, but also thrive.

How do we teachers, administrators and policymakers adopt and adapt to change outside our control? How do we nurture and encourage positive change, through the excitement of the imagination, innovation and creativity? How can technologies be better used to help us teach, and to help students learn? How do we sustain and manage change? How can we react positively to negative change? How can we, our institutions and our students survive and thrive in these times of change?

In conjunction with our Global Partners, including Osaka University, we look forward to extending you a warm welcome in 2018.

For more information please visit [www.aceid.iafor.org/aceid2018](http://www.aceid.iafor.org/aceid2018)

# Upcoming Events

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

## Kobe, Japan, 2018

**March 22–24**

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))

**March 26–28**

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

**March 30 – April 1**

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

**April 27–30**

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

**June 1–3**

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))

**June 8–10**

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

The Asian Conference on  
Sustainability, Energy & the Environment  
([acsee.iafor.org](http://acsee.iafor.org))

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

## Dubai, UAE, 2018

**February 16–18**

The IAFOR International Conference on  
Education – Dubai  
([iicedubai.iafor.org](http://iicedubai.iafor.org))

The IAFOR International Conference on  
Language Learning – Dubai  
([iiclldubai.iafor.org](http://iiclldubai.iafor.org))

## Tokyo, Japan, 2018

**October 5–7**

The IAFOR Conference on Innovation – Tokyo  
([ici-tokyo.iafor.org](http://ici-tokyo.iafor.org))

**October 9–11**

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

**October 13–15**

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

The Asian Undergraduate Research  
Symposium (AURS)  
([aurs.iafor.org](http://aurs.iafor.org))

# Upcoming Events

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

## Brighton, UK, 2018

### June 29 – July 1

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

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

### July 3–4

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

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

### July 6–7

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

The European Conference on  
Sustainability, Energy & the Environment  
([ecsee.iafor.org](http://ecsee.iafor.org))

### July 9–10

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

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

## Barcelona, Spain, 2018

### July 13–15

The IAFOR International Conference on the City  
([city.iafor.org](http://city.iafor.org))

The IAFOR International Conference on  
Global Studies  
([global.iafor.org](http://global.iafor.org))



## Learn more about the IAFOR Research Centre at Osaka University



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THE IAFOR RESEARCH CENTRE  
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The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at 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/)