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THE OSAKA CONFERENCE ON EDUCATION

DECEMBER 15-16, 2020 | ONLINE FROM OSAKA, JAPAN

PROGRAMME & ABSTRACT BOOK

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

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

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

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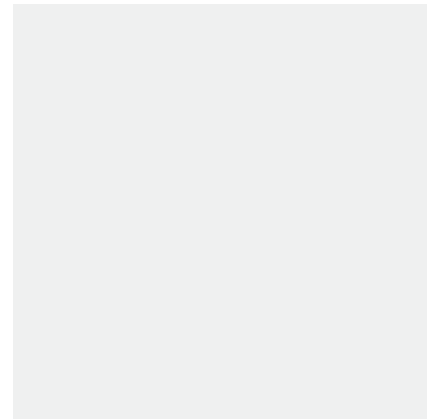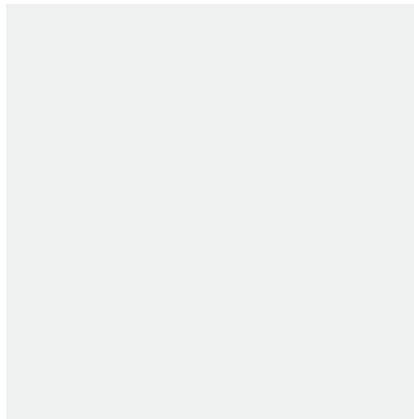

Joseph Haldane
IAFOR

Barbara Lockee
Virginia Tech., USA

Haruko Satoh
Osaka University, Japan

Letter of Welcome

Dear Delegates,

In more normal times I would be writing this letter to welcome people to Japan, however these are very different times, and so I welcome you instead online to The Osaka Conference on Education (OCE2020).

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

Due to travel restrictions relating to the unfolding situation, we have moved the entire conference online and presentations will either be live or pre-recorded and put on IAFOR's Online Video Archive. Links to those videos and an online messaging board where you can directly communicate with these academics are provided in the Virtual Presentations section of the programme. I encourage you to watch their presentations and engage directly with authors.

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

Let us use this time together to meaningfully engage, to combat complacency, and ensure that this conference, even in trying circumstances, is the best that it can be.

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

Take care and stay safe!

Dr Joseph Haldane
Chairman & C.E.O, The International Academic Forum (IAFOR)
Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan
Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia
Member, Expert Network, World Economic Forum

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

Conference Guide

Conference at a Glance

Conference Proceedings

IAFOR Membership

IAFOR Publications

December 15 | All times are Japan Time (UTC+9)
Tuesday at a Glance

10:00-10:15   **Announcements and Welcome Address**
Joseph Haldane, IAFOR, Japan

10:15-11:45   **Special Panel Presentation**
Post-COVID World and Human Security
Toshiya Hoshino, OSIPP, Osaka University, Japan
Lam Peng Er, East Asian Institute,
National University of Singapore, Singapore
Brendan Howe, Ewha Womans University, South Korea
Moderator: Haruko Satoh, OSIPP, Osaka University, Japan
This panel is supported by The IAFOR Research Centre

11:45-11:55   Break

11:55-12:40   **Keynote Presentation**
Global News View (GNV): A Student-run News Analysis Organization
Virgil Hawkins, OSIPP, Osaka University, Japan

12:40-12:50   IAFOR Documentary Photography Award

12:50-13:00   Break

13:00-13:10   **Wadaiko Performance**
Students from AIE International High School, Hyogo, Japan

13:10-13:15   Break

13:15-14:30   **Live-Stream Session 1: Adult, Lifelong & Distance Learning**

14:30-14:40   Break

14:40-15:30   **Live-Stream Session 2: Teaching Experiences, Pedagogy, Practice & Praxis**

Wednesday at a Glance

09:00-09:05	Welcome Address from the Organising Committee
09:05-09:55	**Live-Stream Session 1: Education, Sustainability & Society: Social Justice, Development & Political Movements**
09:55-10:05	Break
10:05-11:45	**Live-Stream Session 2: International Education**
11:45-11:55	Break
11:55-13:35	**Live-Stream Session 3: Learning Experiences and Student Learning**
13:35-13:45	Break
13:45-15:50	**Live-Stream Session 4: Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)**
15:50-16:05	**Conference Closing Address** Joseph Haldane, IAFOR, Japan

Conference Proceedings

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

Full text submission is due by January 18, 2021, through the online system. The proceedings will be published on February 19, 2021.

Conference Catch-up

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

Pre-Recorded Virtual Presentations

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

Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

IAFOR Publications

Introduction

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

Conference Proceedings

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

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

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

THINK

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

For more information on *THINK* please visit www.think.iafor.org

If you would like more information about any of IAFOR's publications, please contact publications@iafor.org
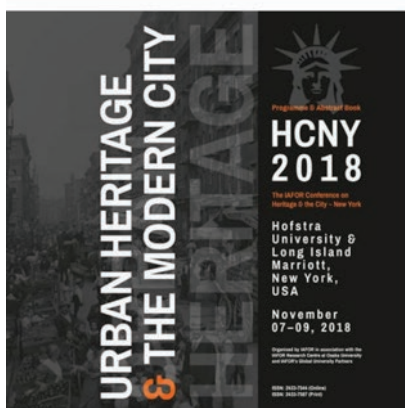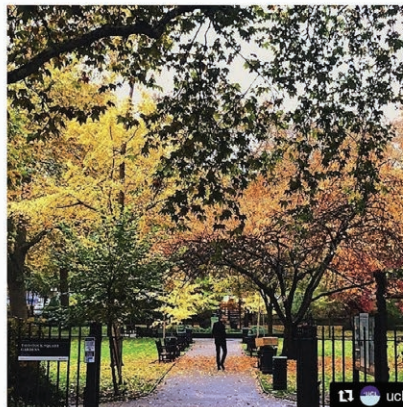
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Tuesday, December 15

Featured Sessions

Special Panel Presentation:
Toshiya Hoshino, Lam Peng Er, & Brendan Howe
Moderator: Haruko Satoh

Post-COVID World and Human Security

Tuesday, December 15 | 10:15-11:45 | Japan Time (UTC+9)

This panel is supported by The IAFOR Research Centre

As the year of the COVID-19 pandemic comes to a close, the global community's strengths and challenges have become apparent. The good news is that vaccines will become available soon, the development of which took place at an unprecedented speed. It was the fruit of a truly global cooperation between scientists all over the world, pharmaceutical companies, and the many funders, from governments to private donors, such as the Bill & Melinda Gates Foundation and Dolly Parton. But as the vaccines get rolled out, there is fear of "vaccine nationalism" hoarding by richer countries and delays due to limited airline transportation capacities. What the COVID-19 pandemic revealed is that the UN system is vulnerable to great power rivalry and state-centric notion of security that can impede international cooperation and coordination, especially in the face of borderless, non-traditional, human security challenges such as this pandemic but also climate change. This panel revisits the notion of human security—formerly recognised in the 1994 UNDP Human Development Report—to discuss its relevance in meeting today's crisis in global governance.

Toshiya Hoshino

His Excellency Professor Toshiya Hoshino is presently Ambassador and Deputy Permanent Representative of Japan to the United Nations in New York.

Previous to his role at the UN, Professor Hoshino was on the faculty at the Osaka School of International Public Policy (Osaka University), serving as Dean from 2011 to 2014, before being appointed Vice-President (International) of the University from 2014 to 2016.

From August 2006 to August 2008, he served as a Minister-Counselor in charge of political affairs at the Permanent Mission of Japan to the United Nations (UN). At the UN, he was a principal advisor to the Chair of the UN Peacebuilding Commission (PBC) when Japan assumed its chairmanship. He graduated from Sophia University, Japan, completed a Master's at the University of Tokyo, and received his Doctorate (PhD) from Osaka University.

His previous positions have included: Senior Research Fellow at the Japan Institute of International Affairs; Guest Scholar at the School of International and Public Affairs, Columbia University; Fellow at Stanford Japan Center, Stanford University; Visiting Fellow, Woodrow Wilson School, Princeton University; and Special Assistant (Political Affairs) at the Embassy of Japan to the United States.

He is a specialist in UN peace and security policies (conflict prevention, peacemaking, peacekeeping and peacebuilding), human security and humanitarian issues, security in the Asia-Pacific region and Japan-US relations.

Lam Peng Er

Dr Lam Peng Er, a political scientist, obtained his PhD from Columbia University. His publications have appeared in international journals such as the *Pacific Affairs, Asian Survey, Asian Affairs, Japan Forum* and *Government and Opposition: An International Journal of Comparative Politics*. Lam's latest single-authored book is *Japan's Peace Building Diplomacy in Asia: Searching for an Active Political Role* (New York and London: Routledge, 2009). Other books include: *Japan's Relations with Southeast Asia: The Fukuda Doctrine and Beyond* (London and New York: Routledge, 2013) edited, *Japan's Relations with China: Facing a Rising Power* (New York and London: Routledge, 2006) edited and *Green Politics in Japan* (London: Routledge, 1999). He is an executive editor of the *International Relations of the Asia-Pacific* (A Journal of the Japan Association of International Relations published by Oxford University Press) and *Asian Journal of Peacebuilding* (Journal of the Institute for Peace and Unification Studies, Seoul National University).

Brendan Howe

Brendan Howe is Professor of International Relations and former Associate Dean and Department Chair of the Graduate School of International Studies, Ewha Womans University. South Korea. He is also currently the President of the Asian Political and International Studies Association, and an Honorary Ambassador of Public Diplomacy and advisor for the Korean Ministry of Foreign Affairs. He has held visiting professorships and research fellowships at the Freie Universität Berlin, De La Salle University (Philippines), the University of Sydney, Korea National Defence University, the East-West Center (Honolulu), Georgetown University, Universiti Malaysia Sarawak, and Beijing Foreign Studies University.

Educated at the University of Oxford, the University of Kent at Canterbury, Trinity College Dublin, and Georgetown University, his ongoing research agendas focus on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding and conflict transformation. He has authored, co-authored, or edited more than 90 related publications including *UN Governance: Peace and Human Security in Cambodia and Timor-Leste* (Springer, 2020), *Regional Cooperation for Peace and Development* (Routledge, 2018), *National Security, State Centricity, and Governance in East Asia* (Springer, 2017), *Peacekeeping and the Asia-Pacific* (Brill, 2016), Democratic Governance in East Asia (Springer, 2015), *Post-Conflict Development in East Asia* (Ashgate, 2014), and *The Protection and Promotion of Human Security in East Asia* (Palgrave, 2013).

Haruko Satoh

Haruko Satoh is Specially Appointed Professor at the Osaka School of International Public Policy (OSIPP), where she teaches Japan's relations with Asia and identity in international relations. She is also co-director of the OSIPP-IAFOR Research Centre and she was previously part of the MEXT Reinventing Japan project on "Peace and Human Security in Asia (PAHSA)" with six Southeast Asian and four Japanese universities.

In the past she has worked at the Japan Institute of International Affairs (JIIA), Chatham House, and Gaiko Forum. Her interests are primarily in state theory, Japanese nationalism and identity politics. Recent publications include: "China in Japan's Nation-state Identity" in James DJ Brown & Jeff Kingston (eds) *Japan's Foreign Relations in Asia* (Routledge, 2018); "Japan's 'Postmodern' Possibility with China: A View from Kansai" in Lam Peng Er (ed), *China-Japan Relations in the 21st Century* (Palgrave Macmillan, 2017); "Rethinking Security in Japan: In Search of a Post-'Postwar' Narrative" in Jain & Lam (Eds.), *Japan's Strategic Challenges in a Changing Regional Environment* (World Scientific, 2012); "Through the Looking-glass: China's Rise as Seen from Japan", (co-authored with Toshiya Hoshino), *Journal of Asian Public Policy*, 5(2), 181–198, (July 2012); "Post- 3.11 Japan: A Matter of Restoring Trust?", *ISPI Analysis* No. 83 (December 2011); "Legitimacy Deficit in Japan: The Road to True Popular Sovereignty" in Kane, Loy & Patapan (Eds.), *Political Legitimacy in Asia: New Leadership Challenges* (Palgrave Macmillan, 2011), "Japan: Re-engaging with China Meaningfully" in Tang, Li & Acharya (eds), *Living with China: Regional States and China through Crises and Turning Points*, (Palgrave Macmillan, 2009).

Professor Satoh is a member of IAFOR's Academic Governing Board. She is Chair of the Politics, Law & International Relations section of the International Academic Advisory Board.

Global News View (GNV): A Student-run News Analysis Organization

Tuesday, December 15 | 11:25-12:10 | Japan Time (UTC+9)

The increasing prominence of terms such as post-truth, "fake news" and media literacy in discussions of the critical issues facing society has brought the nexus between education and the news media under the spotlight in recent years. But there are other important links that remain relatively unexplored, not least that pertaining to how we see and understand the world. As the "first rough draft of history" the news media provides cues as to what is important in the world to those who write books about it and to educators. Those same cues about what is important in the world will be internalized by those who become the journalists of tomorrow. Thus, it is no coincidence that information about certain parts of the world tends to be largely absent from both the news media and the classroom. This presentation focuses on a student-run news analysis organization aimed at addressing this issue. Global News View (GNV) was established in 2016 at Osaka University. It seeks both to identify issues with the coverage of the world by the news media in Japan and to do something about those issues. Students gather, measure and analyse news data and produce articles about the news coverage, but also write articles about the state of the world in places that the news media fail to cover. The exercise becomes an opportunity for students to critically view the news media and the world, and also to contribute to alleviating the problems they identify.

Virgil Hawkins

Dr Virgil Hawkins holds a PhD in International Public Policy from the Osaka School of International Public Policy (OSIPP), Osaka University, where he currently serves as associate professor. He is also a research associate with the University of the Free State, South Africa.

Before joining OSIPP, Virgil Hawkins was an assistant professor at the Global Collaboration Center, Osaka University (2007-2010), and has also served with the Association of Medical Doctors of Asia (AMDA) in Cambodia (technical advisor, 2002-2004), and in Zambia (country director, 2004-2007).

Virgil Hawkins is also a co-founder of the Southern African Centre for Collaboration on Peace and Security (SACCPS). His prime research interest is in the media coverage of conflict (and the lack thereof), most notably in Africa. His most recent book is *Stealth Conflicts: How the World's Worst Violence Is Ignored* (Routledge, 2016).

Notes

Tuesday, December 15

Parallel Sessions

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

13:15-14:30 | Japan Standard Time (UTC+9)
Tuesday Live Stream Session 1
Adult, Lifelong & Distance Learning
Session Chair: Monty P. Satiadarma

58549   13:15-13:40
The Experience of College Students and Lecturers Transitioning to Distance Learning During the COVID-19 Pandemic
Ora Peleg, The academic college Emek Yizreel, Israel
Efrat Hadar, The Academic College Emek Yezreel, Israel
Dorit Hadar-Shoval, The Academic College Emek Yezreel, Israel

The sudden transitioning to distance learning in academia during the COVID-19 pandemic has been challenging, and perhaps fruitful, for lecturers and students. This is perhaps a once-in-a-lifetime process shared by many throughout the world, and an important opportunity for research aimed at examining this experience, its benefits and difficulties. In the current qualitative-phenomenological research we aimed to identify, describe, and understand the subjective experiences of lecturers and students during the rapid shift to online learning. The results can aid in identifying lecturers' and students' challenges at this time and formulate ways to assist them in the adjustment to distance learning. Furthermore, we intend to frame research-based recommendations for dealing with such events in the future. Our research question was: What is the experience of students and lecturers in higher education during the transition to distance learning during the COVID-19 pandemic? The sample included 86 participants from a college with a diverse population: 72 students (Jews and Arabs) and 14 instructors. Advertisements with information about the study were disseminated through the college mailing lists. Data were collected through semi-structured interviews and a demographic questionnaire by Hebrew and Arabic speaking research assistants. Interviews were audio recorded and transcribed verbatim. We are in the process of analyzing the data using Colaizzi's phenomenological method. Currently we are presenting the initial results.

58551   13:40-14:05
Students' Perceptions of a Designed Online Asynchronous Learning Activity Regarding the Community of Inquiry (COI) Framework
Prempree Duangpummet, King Mongkut's University of Technology Thonburi, Thailand
Pirom Chenprakhon, Mahidol University, Thailand

The COVID-19 pandemic situation is causing a rapid shift in higher education to be an online instruction or distance learning. This sudden change forces instructors around the globe to transform or re-design an offline course to be online instruction. In order to design an online course effectively, the Community of Inquiry (CoI) framework has become the main paradigm for distance learning in the past two decades. In this study, the online learning modules have been designed in an asynchronous environment for graduate students (N=9) in the second half of the Psychology for Teachers course. The learning activities compose of five modules, in each module students were required to complete learning activities including answering survey question(s), self-studying from posted video clips, group discussion of key questions, and performing an individual writing task. After finished the course, the CoI questionnaire was used to investigate students' perceptions of learning activities in three elements: teaching, social, and cognitive presence regarding the CoI framework. The result shows that the well-organized online learning activities in an asynchronous environment can reflect teaching, social, and cognitive presence according to the CoI framework. The findings can be utilized for the designation of an asynchronous online learning module embedded with learning activities that support the CoI framework more effectively.

58981   14:05-14:30
Designing 'Course Learning-Narratives'© for Transformative Higher Education
Mikhail Islam, BRAC University, Bangladesh

Students overwhelmingly find university classes uninspiring because courses do not cater to their particular learning needs, emotional engagement or social contexts as first-time learners. Instead, courses didactically deliver overly specialized, excessively theoretical academic knowledge for rote exam-based learning. Students are essentially alienated from their innate academic capabilities because universities are simply not designed around learning outcomes. To foster more authentic learning experiences and outcomes that catalyze students' intellectual, emotional and creative potentialities, courses can be re-designed as Learning-Narratives in curricular structure and form. Just as storytelling universally shapes and teaches human beings, Learning-Narratives inculcate its emotional primacy of deep learning within students. Thereby recognizing that every course contains an extraordinary story to teach students about a vital aspect of sustainable human development. Learning-Narratives unconventionally tailor the academic subject-matter around the community related to the course's academic study; whereby the subject-matter's characteristic beginnings, protagonists, detractors, evolution, conflicts and triumphs articulate that community's living story. The critical human needs shaped by particular cultural identities within indigenous social contexts therefore invigorate the subject-matter to prioritize, investigate and improve the community's sustainable wellbeing. Such community-centric curriculum-design humanizes the course's value and purpose, enabling students to empathetically comprehend and meaningfully relate to the community; while also aligning with their professional development goals. This session presents the Learning-Narrative praxis experientially through the successful step-by-step re-design of an MPH-level Anthropology course. It will therefore demonstrate how contextualizing and connecting a community-centered curriculum to students' own imaginative hearts, minds and professional aspirations, helps achieve transformative learning impact.

14:40-15:30 | Japan Standard Time (UTC+9)
Tuesday Live Stream Session 2
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Monty P. Satiadarma

57758   14:40-15:05
Classroom Diversity and Thoughtful Engagement
Cecilia Ikeguchi, Tsukuba Gakuin University, Japan

This presentation will discuss the Theory of Japanese Uniqueness Nihonjinron which explores peculiarities of Japanese culture, psyche and behavior in the context of current trend in diversity in education. It assumes that regardless of Japan's image as a "homogeneous" country, there is diversity represented by various ethno-social factors such as experiences abroad, family structure, and gender identity. The author will show recent data to support this claim. The author argues that with Japan becoming increasingly more ethnically diverse, it has become more crucial for Japanese society to develop the capability to accommodate differences. Education is a strong force to accomplish this goal. The author will introduce the 1996 "Education for International Understanding" (EID) emphasizing diversity education. Unfortunately, Otani (2017) reports that, without adequate guidelines, schools are left on their own on how to implement this policy. There are many children who still don't get a chance to form their own positive spin on their ethnic identity. This paper will demonstrate "inclusive pedagogies" to address issues on diversity experience in the Japanese classroom, where learners will find themselves in relation to others and their place within the world.

58220   15:05-15:30
Assessment of Innovative Technologies in India's Education Sector: Scope and Challenges
Shailla Draboo, Jamia Millia Islamia University, India

Traditionally, education has been imparted through classroom teaching methods. This classical approach is slowly changing with the application of Information Technology in education, making it accessible and cost-effective. India has steadily adopted the concept of e-Learning, which means using innovative technologies to bring education in the online domain. e-Learning provides a solution, which offers flexibility in learning and diversity in pedagogy for students and teachers. This paper brings out the role of e-Learning in changing the landscape of education system in India. The main aim of this paper is to present a qualitative study of the current innovative technologies being used in education sector in India along with an assessment of the polices related to it. While there is little doubt that the use of digital technologies has improved access to education, enhanced educational attainment levels and enriched the teaching and knowledge gaining experience. However, there exists a research gap regarding the magnitude of these improvements and the current bottlenecks in this area. This paper attempts to bridge this gap by making an assessment of the Government initiatives and their impact using data from both official reports and non-government studies. Some suggestions have also been proposed to address the challenges being faced at ground level. e-Learning has tremendous potential to make education accessible in India, however, it needs more financial resources and better coordination between bureaucratic agencies in order to become successful.

57178   15:30-15:55
Do Teachers' Foreign Experience Enhance the Schools' Internationalization?
Michal Pachocki, Polish Academy of Sciences, Poland

In recent years, the EU strategy to enhance teaching quality resulted in employing the range of new measures aiming to support the school staff mobility abroad. Since this kind of professional training gains more popularity across Europe, it is of paramount importance to assess its long-term impact not only on career paths of individual teachers, but also on their schools' institutional growth. The social sciences bring many theories and models of organizational development through international cooperation and schools do not seem any exception to the rules. Stating that institutional growth stems from human capital, and that institution gains from mutual learning, the teachers with foreign experience should be the driving force of positive changes in their schools. Therefore, the core objective of given research was to explore how teachers with foreign experience contribute to their schools' internationalization? The research was carried out simultaneously in Lithuania, Estonia, Finland and Poland between 2015-2019 with the use of mixed methods (websurvey, interviews and observation). The target group included school staff with mobility experience, other teachers, learners and their parents. The data revealed that individual international experience often has a significant impact on the school when teachers share new knowledge with other members of the school staff and make them involved in further international cooperation. The research results showed, however, that the sustainability of such impact depends on many other factors such as teacher leadership, personal engagement, but most of all on the willingness to cooperate and to draw from others' experiences.

Notes

Wednesday, December 16

Parallel Sessions

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

09:05-09:55 | Japan Standard Time (UTC+9)
Wednesday Live Stream Session 1
Education, Sustainability & Society: Social Justice, Development & Political Movements
Session Chair: Carmina Untalan

58135   09:05-09:30
Social Justice for Deaf Students in Indonesia: Implementing the Right to Education by Learning Sign Language for All
Rima Yuwana Yustikaningrum, Constitutional Court of the Republic of Indonesia, Indonesia

As the government of the Republic of Indonesia initiates a 12-years compulsory study program for all students, both system and study approach are different in each level of education. The higher level of education is, the more specific major the pupils learn in school. Moreover, the education system in Indonesia has a uniformity aiming to reach a good quality standard for the student's future. However, the standard has been designed not for all of the students, but the students with good-hearing. Many cases show that the academic resources for deaf students are less abundant than the students with good-hearing, such as video with no display text or sign language interpreter. The article provides a proposal for all governments worldwide, especially to the government of the Republic of Indonesia, to take the necessary step in recognizing the right to education for deaf students by introducing and asserting sign language into the curriculum study. The aim of bringing this such proposal as a policy is that embodying social justice for everyone without any discrimination. Moreover, it is likely to increase social awareness about the importance of education and remind the society that education can be a powerful weapon to change people's future life once the system of education is designed for all people.

58238   09:30-09:55
A Tough Path to Social Mobilization The Economic, Social and Cultural Capital of Rural Students in China
Yihong Shi, University of Pennsylvania, United States

The topic of educational inequality between the rural Chinese students and urban Chinese students is important that while the college entrance examination is designed to provide a transparent and fair opportunity to all students regardless their family income or social status, studies have shown that fewer rural students made it to elite universities than their urban counterparts. I argue that although the viability of this determinate examination is fair to everyone, the college entrance examination is not a way to realize class mobilization and actually amplifies the existing gap between rural and urban students. Because 1) since pre-college life, rural students lack certain social, economic and cultural capital to equip themselves with required knowledge to perform well in college entrance examination; 2) even if some exceptional rural students overcame the disfavored conditions and enter elite Chinese universities, they are still experiencing inequalities due to the lack of social and cultural capital; 3) rural Chinese students after graduating from elite universities can realize mobilization financially but due to Chinese household registration system and traditional Chinese piety, it's hard for them to realize mobility socially and culturally.

10:05-11:45 | Japan Standard Time (UTC+9)
Wednesday Live Stream Session 2
International Education
Session Chair: David Gore

58492   10:05-10:30
Parental Involvements in Children's Heritage Language Acquisition of Kazakh American Families in the United States
Munila Hailati, University of Illinois, United States

This paper examines how parents involve in children's heritage language acquisition of Kazakh American immigrant families in the United States. Situated at the interactions of heritage language studies, Kazakh diaspora studies and family studies, the paper uses semi-structure interviews to study parental involvement patterns of current Kazakh American immigrants in California States of the United States. The research indicates Kazakh American parents often use home instruction, ethnic-based language programs and transnational media to teach children heritage languages. Additionally, based on the lack of Kazakh language programs in the United States, Kazakh parents teach children the third language that has the affiliation to Kazakh to supplement children's Kazakh language lost. Focusing on a transnational ethnic group- Kazakh, a more nuanced understanding on roles of individual, international marriage, community factors in the maintenance of heritage language are discussed in the research.

58557   10:30-10:55
Teaching Arabic in Global Learning Communities With New Technologies and Literacies
Mimi Melkonian, Brunswick School, Greenwich, United States

This presentation illustrates how a content-based instructional (CBI) model engages mid-intermediate level Arabic language students within collaborative learning communities and implements information technology resources to hone linguistic, academic, socio-affective, and metacognitive skills. The presentation describes how students become partners and participants in meaningful interaction with peers and instructors to design learning contexts, examine interdisciplinary issues, and articulate knowledge with new technologies and literacies. Furthermore, participants will learn about how pedagogical activities engaged students in situated practice, overt instruction, critical framing, and transformed practice and promoted multiliteracies, especially with COVID-19 in global learning communities. Today, in order to have the Arabic class students considerate multiliterate, they must acquire a set of skills that will enable them to take charge of the various modes of communication made possible by new technologies and to participate in the global learning communities. They must also become academically literate, able to read and understand interdisciplinary texts, analyze, discuss, and respond to those texts through different modes of communication. Thus, content-based instruction (CBI) is highly effective in helping world language students develop the literacies they need to succeed in academic and in the future in workforce environments. Examples of students' works will be presented in Arabic pre and post COVID-19.

58531   10:55-11:20
Lessons Learned From the Global 30 Project: Are English-taught Programs a Key Internationalization Strategy in Japan?
Yukiko Ishikura, Osaka University, Japan

In recent years, English-taught programs and courses have been part of an internationalization strategy used by universities in non-English speaking countries. In Japan, the government introduced a 5-year internationalization project, the "Project for Establishing University Network for Internationalization" or Global 30 (G30). The project selected 13 universities to lead the project and it aimed to attract more international students through establishing English-medium degree programs while also enhancing the international learning environment for both international and domestic students between 2009 and 2014. This research takes a qualitative research approach to explore how the selected universities have sustained and developed the programs after the project funding cycle began in 2014. It first examines the admission procedures and educational curriculums posted on the respective websites in order to identify the universities that have implemented and developed the programs differently. Then the author interviews the key stakeholders of the programs at 3 of the identified universities. The research identified that an introduction of English-taught programs has resulted in both challenges and opportunities. This was a significant motivation for universities to consider further internationalization strategies. Considering all of the lessons learned from the Global 30 Project, some universities are further developing or launching new English-taught programs.

57421 11:20-11:45
International Comparison of Successful School Leadership across Cultures – With a Special Reference to Taiwan's Case
Ru-Jer Wang, National Taichung University of Education, Taiwan
Yueh-Chun Huang, National Chiayi University, Taiwan

The International Successful School Principalship Project (ISSPP) has been embarked since 2001 and has confirmed successful principal leadership as a driving force for student learning. Taiwan's successful cases of principal leadership can be established by this study and be linked to the ISSPP. The purposes of this study are 1) to understand the concept, relevant theories of principal leadership and its trends, and the state-of-the-art of the research of principal leadership; 2) to explore the research development of principal leadership including research programs, main findings, problems, and trends in theory and practice concerned; 3) to plan and design the research framework of meeting Taiwan's social backgrounds and leadership contexts for this study 4) to compare the similarities and differences of successful principal leadership across countries and to analyze possible reasons behind them; 5) to make conclusions and suggestions for pre-service education and on the job training for school principals based on the findings. Questionnaire survey, documentary analysis, interview, focus group, and comparative analysis are being employed in this study. This paper is to present the first-year results for the period of August 1st, 2018 to May 31th, 2019, and its content are made of research purpose, literature review, methodology, results and discussion, Conclusions and Suggestions.

11:55-13:35 | Japan Standard Time (UTC+9)
Wednesday Live Stream Session 3
Learning Experiences and Student Learning
Session Chair: Cynthia Northington-Purdie

58226   11:55-12:20
Nurturing Creativity: Developing Student's Creative Process Through Means of Art Education Based on the OntoArt Movement
Clarissa Mazon Miranda, Antonio Meneghetti Faculdade, Brazil
Claudiane Weber, Antonio Meneghetti Faculdade, Brazil
Tatiana Vereitinova, Russian State Social University, Russia
Victoria Dmitrieva, Russian State Social University, Russia

This research is about experiences of art education that are being held in Brazil. These experiences are inspired in the artistical movement OntoArt, created by the Italian philosopher, artist (painter, sculptor, musician) and educator, Antonio Meneghetti (1936-2013). This paper has as main objective to collect and analyse interviews with three different Brazilian artists (a photographer, a teacher and painter, and a publicist and painter) who have been teaching children and young people to practice art and to develop creativity based on the principles of OntoArt. These interviews will be analysed having in view the work of scholars of art education, such as Cannon (2005), Rodrigues, Souza, Treviso (2017), Okasaki, Kanamuru (2017), Pereira, Silva, Pimentel (2012), Biesdorf e Wandscheer (2011) and Barbosa (2003). A secondary objective is to reach a summary of what contents should be placed in a lesson book with pedagogical content regarding OntoArt to be offered to teachers of the public schools located nearby the art gallery left by Meneghetti in the South of Brazil. The first part of this research presents principles of OntoArt movement based on Meneghetti (2003, 2014), Carotenuto, Bruognolo (2010), Ruver (1994) and Weber (2018). The second part presents the interviews. The third part brings the analyses of these interviews and the fourth part outlines a possible summary for the pedagogical book. As a conclusion, the research arrives to the perspective that OntoArt movement has been helping to nurture creativity among children and youth in Brazil.

59176   12:20-12:45
Learners' Perceptions about the Learning Environment on their Reflective Thinking
Veena Kulkarni, Symbiosis International, India
Sophia Gaikwad, Symbiosis International, India
Madhavi Tandon, University of Colorado, United States

Reflective thinking helps a learner understand the environment and strategies that support their individual learning. Reflective learning is also deemed to be a necessary skill for deep, lasting and meaningful connections that learners can make with the content that is taught and its real-world applications (Moon, 1999). Research has revealed that several factors can affect reflective thinking of a student. The purpose of this mixed method study is to explore students' perception of a learning environment intentionally created to promote reflective thinking. The sample was 76 students, male and female, enrolled in a private school in western India. All the participants were studying in a Grade 12 (ages 16-18 years) biology laboratory course at the time of data collection. The students participated in a seven-month long intervention program aimed at promoting their reflective thinking. At the end of the intervention, students completed survey questionnaires that captured the effects of the intentionally created learning environment on their reflective thinking. The findings showed that most of the students had a favorable opinion about group learning activities in promoting reflective thinking. Most students stated that the ability to work in small groups allowed them to understand and tolerate different perspectives. Additionally, students also stated that the opportunity to take a pause and reflect on their activities helped them connect the current proceedings to previous knowledge.

59178   12:45-13:10
The Role of Metacognition and its Interaction on Students' Negative Academic Emotions Towards their Academic Buoyancy and Achievement in Mathematics
Eddiebal Layco, Don Honorio Ventura State University, Philippines

This study examines the students' level of metacognition and its interaction on students' negative emotions towards their academic buoyancy and achievement. Furthermore, the data was obtained from a sample of 1100 students from the different Senior High Schools in the Division of Pampanga, Philippines. These students are enrolled from 22 Senior High Schools during the second semester of S.Y. 2018-2019 taking Probability and Statistics. Results revealed that students' negative academic emotions such as anxiety, anger, boredom, hopelessness and shame predicts their capacity to cope up with their difficulties in mathematics as well as their achievement in the subject. Also, the relationship between the student's academic buoyancy and achievement is partially mediated by metacognition. Furthermore, the impact of negative academic feelings on students' academic buoyancy and achievement is being moderated.

59188   13:10-13:35
Is Cognitive Flexibility Relevant to Academic Achievement?
Sofia Magalhães, Faculty of Psychology and Education Science of the University of Porto, Portugal
Teresa Limpo, Faculty of Psychology and Education Science of the University of Porto, Portugal

Cognitive flexibility is the capacity to shift between two or more tasks/goals and allows the adaptation of thoughts and actions. This skill seems crucial to students' learning and academic achievement, even though little is known about the contribution of cognitive flexibility to academic achievement across schooling. This study aims to fill in this gap by testing whether cognitive flexibility would explain a significant amount of variance in academic achievement in Grades 2, 4, and 6, after controlling for a set of known predictors of academic achievement (viz., fluid intelligence, attention, inhibitory control, working memory, and planning). In this study participated 736 students in Grades 2 (n = 243), 4 (n = 284), and 6 (n = 203) from three public clusters of schools in the North of Portugal. All students were evaluated in two 40-min individual testing sessions, where they performed the following tasks: Raven's Colored Progressive Matrices, Backward-digit span task, and Inhibition tasks from NEPSY-II in one session; and Tower and Canceling tasks from BANC in another session. Results showed that, after controlling for several cognitive predictors, cognitive flexibility had a unique contribution to students' literacy and mathematics marks in Grades 4 and 6, but no in Grade 2. These results provide relevant information for clarifying the cognitive components involved in academic success at different time points and also for developing innovative opportunities to boost that success.

Wednesday Live Stream Session 4

Foreign Languages Education & Applied Linguistics

Session Chair: Monty P. Satiadarma (TBC)

58896   13:45-14:10
Master the Way to Learn English for Young Mature Learners
Kok Chuan Ng, TEG International College, Singapore

Traditionally, we define English Language skills as the ability to Read, Listen, Speak and Write. They are still broadly valid today. However, these high-level skills stress on mainly the linguistic ability, which can be rather grammatical and structural in nature. The truth is that the ability to communicate effectively require both linguistic as well as the cognitive ability. This is where the mature learner is able to bring their "superior cognitive ability" to bear. However, from both experience and observations, despite many years of learning English as foreign language, many of these students are still under-performing their real knowhow and potential. The presenter will share a more balanced method and holistic approach to help these mature learners to break out of their bottlenecks and regain the motivation to learn and master English. And coupled with guided practices, they are able to experience new-found ability to perform at the level closer to their real knowhow and ability.

58154   14:10-14:35
Development of Medical English Teaching Materials to Train Global Medical Researchers and Doctors
Eiko Kawagoe, Kobe College, Japan

In this global era we need medical doctors with a high level of medical English and with the ability to exchange information with other medical professionals around the world. However, we don't have enough such medical doctors in Japan. One of the reasons of this status is insufficient medical English education at medical schools. To improve this status I got a grant from Japanese Ministry of Education. The theme of this research supported by the grant was 'E-learning material development for English education to improve speaking abilities for medical students.' I created e-learning materials through international conference videos. The videos are from American Heart Association Scientific Sessions which was held in Los Angeles, International Symposium on Pancreas Cancer which was held in Kyoto, and The International Society for Pediatric Neurosurgery (ISPN) 2016 which was held in Kobe. I showed the materials to medical students at Osaka University and Kobe University. According to the results of the questionnaire, 86.4% of the students think the videos are very educational, and 65.1% of the students think they have been motivated to present papers at international conferences in the future. The presentation videos are rather difficult to understand for junior medical students, but they are very effective to motivate the medical students to learn medical English and present their papers in international conferences in the future. This type of education through the e-learning materials leads to increase the number of students who will be researchers in the medical field.

58542   14:35-15:00
The Effects and Challenges of Adopting the CLIL Approach at a Japanese University: Exploring Ways to Provide Language Support Effectively
Mariko Takahashi, Setsunan University, Japan

This study reports on the results and challenges of implementing the CLIL (Content and Language Integrated Learning) approach in an all-English lecture course for Japanese university students who took a content course in English for the first time. Specifically, this study illustrates the language support as well as language related activities included in the course in order to facilitate students' understanding and learning. This action research was conducted over the course of the semester for 15 weeks, with 19 students as participants (English level: lower intermediate to intermediate). The theme of the course was English as an international language, which aimed to have students study how and why English is used as a means of communication across countries and cultures with the focus on geographical-historical and socio-cultural factors. The instructor was qualified to teach both language classes and content classes. Throughout the semester, five types of language support and language focused activities were integrated into the content course: vocabulary building, reading exercises with comprehension questions, note-taking check, writing check, and communicative activities related to the new concepts introduced in the class. In addition to this, pair or group discussion sessions were held every week, but the focus of discussion activities was on the contents. The biggest challenge was maintaining a balance between content teaching and language support in order to achieve the initial objectives of the course. However, students' performance was more than satisfactory and feedback from students was overall positive, indicating that the CLIL approach was highly effective.

[Continues on the following page.]

Wednesday Live Stream Session 4 (cont'd)

Foreign Languages Education & Applied Linguistics
Session Chair: Monty P. Satiadarma (TBC)

58147   15:00-15:25
The Learning of Cohesive Devices in Writing Academic Essays Among Intermediate ESL University Students Taught in Two Modes of Practice
Fiona Kwai-peng Siu, City University of Hong Kong, Hong Kong

The purposes of this research is to investigate the effects of interleaving practice and blocking practice on teaching cohesive devices, in particular, linking words, to native Cantonese-speaking university students who learn English as a second language. Research in cognitive psychology has found that interleaving, in which learners practice several skills at one time, is more effective than blocking, in which only one skill is practiced at one time. However, it remains unknown which mode of practice is more effective for learners of English at an intermediate level when learning cohesive devices used in argumentative essays. One of the two participating groups were taught cohesive devices using interleaving practice whereas the other block practice. The first and the second drafts of the argumentative essay served as the pre-and post-tests respectively, with the treatment happening between the two drafts. For the measure "the number of cohesive devices used correctly syntactically and semantically", the block group scored significantly higher in the post-test than in the pre-test (Mean: 19.86 vs. 15.36) at $p<0.05$, and so did the interleaving group (Mean: 21.21 vs. 18.71). However, the difference between the two tests for the block group was almost two times that achieved by the interleaving group. The results seem to suggest that both modes of practice were useful in improving the participants' use of linking words, but the block practice appears to be more effective in raising their awareness of using linking words in their writing as well as using them correctly both syntactically and semantically.

59187   15:25-15:50
Student Views of Attendance at Japanese Universities in the Era of COVID-19: A Preliminary Look
Brian Rubrecht, Meiji University, Japan

As with a great many other educational and pedagogical issues, there is little consensus regarding the taking of student attendance at the university level. While many institutions and individual instructors, particularly those in the West, refrain from implementing attendance requirements on various grounds (e.g., attendance is the responsibility of students, tracking student attendance distracts instructors from their lecturing duties), others, such as those in Japan, tend to impose strict attendance policies, many of which get inexorably tied to students' grades and, ultimately, to their eligibility to receive course credit. With the onset of the COVID-19 pandemic, many Japanese universities moved their courses online to begin the slightly belated 2020-2021 academic school year. While this move supported social distancing measures, it nevertheless brought new difficulties and concerns (both pedagogical and technological) that consequently caused both instructors and students alike to question the necessity and feasibility of taking attendance remotely. Instructors' opinions on the matter ran the gamut, with their hastily rewritten syllabi reflecting their chosen approaches to the issue. However, as attendance policies needed to be decided well in advance of student registration and the commencement of classes, students' views on the matter were never considered. The proposed presentation presents early-stage research results from a study involving students at three Japanese universities. Questionnaires investigating students' opinions about university attendance both before and during the 2020 COVID-19 pandemic were administered in September 2020. Data collection and analyses are currently ongoing, but results are expected to better illuminate attendance-taking considerations and best practices.

Virtual Presentations (Pre-Recorded)

Watch pre-recorded Virtual Presentations on the following webpage:

vimeo.com/channels/oce2020

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

OCE2020 Virtual Presentations (Pre-Recorded)

Adult, Lifelong & Distance Learning

59212
Lifelong Learning: Leveraging Open Educational Resources (OER) and Massive Open Online Courses (MOOCs) to Continuously Learn with Minimal Financial Investment
Kristin Palmer, University of Virginia, United States

This presentation will be an overview of resources for how to continuously learn with online resources for minimal cost. Open Educational Resources (OER) such as free online classes, digital textbooks, and YouTube channels will be reviewed. Massive Open Online Courses (MOOCs), Class Central and initiatives around COVID-19 and free classes will be reviewed. Subscription services like LinkedIn Learning, Udacity, Future Learn, and Udemy will be reviewed. Large businesses with free training resources such as Google, IBM, and Salesforce will be reviewed. Career pathways such as IT helpdesk, cloud administrator, and digital marketing manager will be discussed with how to take online courses for minimal cost to get official certificates to prepare you for future job opportunities.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

59182
Language Choice and Language Attitudes of the Urban Gorontalese and Implications for Language Maintenance in the Region
Rahmawaty Kadir, University of Alberta, Canada

In a multilingual society like Indonesia, people often utilize multiple languages, each for different purposes. Their language choice might indicate their attitudes towards each language (Romaine, 1995). This study investigates language choice and language attitudes among the Gorontalese who reside in the Gorontalo province of Indonesia. The urban Gorontalese (n:331) from a variety of age groups, gender, and educational backgrounds participated in an online sociolinguistic survey that explored: demographic background, language use of English, Bahasa Indonesia, and Gorontalo language in different domains, and language attitudes to each. Descriptive statistics analysis shows that Bahasa Indonesia is used predominantly in many different domains by 85.5% of Gorontalese, and only 39.5 % of the participants can produce some words and simple sentences in Gorontalo. The study also reveals that most Gorontalese have positive attitudes toward their mother tongue. More than half of the participants agree about the importance of 1. knowing and using their local language, 2. maintaining and teaching the language to their children, 3. acknowledging the language as a part of their identity, and 4. keeping their language alive. This study also describes the implications of the community language choices and language attitudes towards the maintenance of the Gorontalo language and draws into question Indonesia's language education policy, a law created after signing the United Nations Declaration of the Rights of Indigenous peoples (UNDRIP).

Curriculum Design & Development

58102
Museum Accessible Programming for Elders With Special Needs
Wan-Chen Liu, Tainan National University of the Arts, Taiwan

Global trends in aging are dramatically influencing the world. Taiwan like many countries must address the aging issues. Taiwan is one of the fastest-aging societies in the world. Taiwan's population of 23 million reached the WHO standard for an "aged society" (14% people over 64 years old) in 2018 and the portion of the population age 64 and above will rise to 24% by 2030. Taiwanese museums are attempting to develop senior adult audiences in view of the developing trend of aging societies. This paper shows a purposeful movement of museum creative aging action happening in Taiwan through accessible programming. Museums require initiative and vision to experiment with professional resources for providing activities for elders with special needs because traditional programming is challenged. This paper first explains the creativity identity of museums and elders. Secondly, the author uses four cases to explain the interactions between and among the four commonplaces of curriculum (teacher, learner, subject matter, milieu) and the empowerment of participants through creative facilitation. The first project was for home resident elders with dementia in National History Museum, the second program happened in National Museum of Taiwan History for elders with dementia from a daycare center, the third program was for people elderly living alone happened in National Taiwan Museum of Fine Arts, and the fourth program in National Palace Museum designed for elders living in a nursing home. Finally, the author reflects the challenges of appropriative accessibility and praxis of museum programming for elders with special needs.

OCE2020 Virtual Presentations (Pre-Recorded)

Design, Implementation & Assessment of Innovative Technologies in Education

53796
Enhancing Teaching Through Moodle: A Case Study on e-Learning-supported English Language Teaching
Rolando Jr. Lontok, Nizwa College of Technology, Oman
Alice Lontok, Nizwa College of Technology, Oman
Kendrick Pangilinan, Nizwa College of Technology, Oman

This paper describes the experiences of English Language Center of Nizwa College of Technology regarding the implementation of blended learning approach in teaching English. Starting a policy on the use of e-learning in English Language courses, ELC envisions to supplement lesson delivery with online resources and activities in implementing blended learning using Moodle. As there is currently no hard-and-fast rule carrying out blended learning in ELC, this study followed the activities of selected teachers – the focus group – to identify best practices, challenges and opportunities, which can then be used as guide by others to better implement blended learning. The study monitored and recorded the practices followed by the focus group in using Moodle, the challenges they faced, the changes they made in their method of teaching as a result of integrating Moodle in lesson delivery, and their perceptions on issues relevant to integrating online activities in teaching English. The study used qualitative and quantitative methods in analyzing data. Firstly, a survey was taken from ELC teachers that use Moodle in their classes to determine baseline information. An online discussion forum then followed for the focus group, which is comprised of the most active Moodle users among ELC teachers from three different groups – new, middle and senior staff. This was done to further reinforce the survey results. From this study, best practices were identified and recommended for use as guide by ELC staff to improve the implementation of blended learning in ELC classes.

Educational Policy, Leadership, Management & Administration

58533
Teacher Leadership Relationship With Workload, Time Allocation and Self-esteem
Vilma Zydziunaite, Vytautas Magnus University, Lithuania
Simona Kontrimiene, Vilnius University, Lithuania
Tetiana Ponomarenk , Vytautas Magnus University, Lithuania

Background. In research on teacher leadership the teacher workload, teaching time allocation, and teacher self-esteem at school are not studied as challenges. These factors in educational research mostly are studied in relation to teaching quality. The relationship between teacher workload, time allocation, self-esteem and leadership needs to be defined and managed at the institutional and individual levels to avoid potentially undesirable effects in teaching and learning behaviors. The study was aimed at identifying the relationship between teacher workload, time allocation and self-esteem on their leadership at school. Methodology. Study participants were selected using purposive convenient sampling. The study involved 418 teachers from the 5 biggest regions of the country from various educational institutions. Total estimates, means, standard deviations, Cronbach's α, Kolmogorov-Smirnov test, ANOVA, Spearman and Pearson correlation coefficients were calculated. Results revealed that teachers with less than half-time work are less active at school than full-time teachers; teachers working less than half-time experience less stress than full-time teachers; the more experienced the teacher, the more s/he is capable to take responsibility for more workload; teacher's positive self-esteem in teaching do not depend on demographic variables. Conclusion: The school is responsible to develop institutional potential to support teacher leadership and needs to revise teacher's workload so that teachers experience higher self-esteem.

58508
Free Speech Guidelines and Ethics in American Educational Institutions: Contemporary Educational Policy and the Constitutional Rights of Students
Nathaniel Edwards, Yamaguchi National University, Japan

This paper examines the legal status of free speech in American educational institutions, the need for school leaders to have clear ethical guidelines regarding free speech, the attitude of society toward free speech in schools, and the importance of ethical decision making and personal values in free speech issues. The Constitution of the United States protects the right to free speech in American society, and the Supreme Court has ruled that students in public schools, as members of society, are also entitled to the same right to free speech (Essex, 2005). Teachers and students have a right to free speech according to the law, but some educational institutions may place various restrictions on the free speech of teachers and students. Some school leaders may believe that, in certain cases, reasonable limits should apply to the opinions that students and teachers can express verbally and in writing in an educational environment. School leaders have a duty to avoid harming the rights of students and teachers (Starratt, 2004). The leaders of schools must balance the constitutional rights of students and teachers to free expression and the expectations of a free and democratic society with the need to protect the private lives of individuals in schools from any form of harm. Students must learn that responsible journalism, ethical decision making, and critical thinking skills are essential when exercising the right to free speech in diverse educational environments.

OCE2020 Virtual Presentations (Pre-Recorded)

Educational Research, Development & Publishing

58550

Developing Self-efficacy of Pre-service Science Teachers Through Teacher Professional Development Program
Supranee Pitsamai, Naresuan University, Thailand
Thitiya Bongkotphet, Naresuan University, Thailand
Sirinuch Chindaruksa, Naresuan University, Thailand

This research aimed to develop a self-efficacy of pre-service science teachers. The participants were 17 science pre-service teachers who were in the first year of general science program. The teacher professional development program in this study employed 3 strategies to develop pre-service teacher's self-efficacy including curriculum topic study, content course, and teaching practice. The research instruments comprised of a questionnaire (SOSESC-P) and a semi-structured interview. Before and after participating in the program, all participants completed 33 items of a questionnaire and 6 participants were interviewed. Data were analyzed through mean, standard deviation, and content analysis, which was divided into four aspects including performance accomplishment (PA), vicarious learning (VL), social persuasion (SP), and emotional arousal (EA). The result indicated statistically significant gains in participants' self-efficacy in every aspect at 0.05 level. Data from the interviews show that the main influences in developing self-efficacy included hands on activities, good interaction between teachers and students, supports from classmates, and questioning.

59180

Morality Analysis of Students According to Colhberg and Licona Theory
Lamhot Naibaho, Universitas Kristen Indonesia, Indonesia
Mary Nainggolan, Universitas Kristen Indonesia, Indonesia

The study aims to find out the level of moral development of students according to Kohlberg and Licona theory, and it was done at State Junior High School 29 and State Junior High School 9. The design of the research is descriptive qualitative research design, and the data collection is done through observation and in-depth interviews. Observations were done towards the teacher. In-depth interviews were conducted with students as the informants, teachers, and the Principal. The instruments of this research are interview guidance which was adopted from Kohlberg's theory Lickona's theory. Both research instruments have been validated by an expert in the field of psychological research methods. Data validity is done by triangulation techniques (sources, data collection techniques, and time). The findings of the study are that the moral development of students functions at a conventional level, with a higher score being in State Senior High School 9 students. The level of highest moral development (post-conventional), also appears more in State Senior High School 9 students. In general, the character and moral behaviour of students in both State Senior High School is classified as good with good moral knowledge, moral feeling (attitude) in the process of developing. A conducive school climate is an absolute prerequisite for achieving optimal moral development. The method of teaching moral values and character in the classroom needs to be optimized by carrying out every single stage of the scientific approach in the 2013 Curriculum.

Education, Sustainability & Society

59186

A Student Volunteer Organization's Model to Making the American Medical School Application Process More Accessible and Equitable for Disadvantaged Students
Daniel Pan, University of Pittsburgh School of Medicine, United States

One of the first steps in becoming a physician in the United States of America involves applying to medical school, which unfortunately is an expensive process. However, some wealthy students can pay an additional tens of thousands of US dollars for the services of application consulting companies, which necessitates a disadvantage for students of lower socioeconomic statuses. Furthermore, making medical education equitable to everyone regardless of background is a necessary social goal. Therefore, as a graduate student in medical school, I founded a free, volunteer-based student organization that acts as an application service for applicants of economically disadvantaged backgrounds as well as other underrepresented backgrounds (e.g. first-generation college students and underrepresented minorities) in the surrounding region. More than 100 medical school applicants from schools throughout West Virginia and Pennsylvania have so far been served by our program. Additionally, we have trained 75 medical students from the University of Pittsburgh School of Medicine to provide feedback on applicants' application materials and mock interviews. So that we can understand our program's effectiveness thus far, 72 of the applicants we work with have filled out a survey of our summer's essay feedback program. When rating on a scale of 1-10 of usefulness towards essay writing, applicants rated our first-year program an average score of a 8.7, and our rating was statistically and significantly higher (p << 0.01) than those of other resources: undergraduate student organizations, pre-health advising programs, friends, and faculty. We hope to continue expanding both our program and our efforts.

OCE2020 Virtual Presentations (Pre-Recorded)

Foreign Languages Education & Applied Linguistics

59191
No Identical Paths to Japanese High School Teachers' Teaching English in English: What the TEM Analyses Tell Us
Mitsuyo Toya, University of the Ryukyus, Japan

The Trajectory Equifinality Modeling (Valsiner & Sato, 2006) is an analytical method to identify the path taken by those who have reached a goal such as teaching English in English (TEE). The current research individually interviewed three female high school teachers in Okinawa, Japan, and investigated what events occurred and influenced them to carry out TEE using this TEM approach. Japan recently undertook a major reform to the course of study by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT). This has brought increased pressure on secondary school English teachers on top of the previous guidelines published in 2008 that stated that high school English classes should be taught in English. Still, a 2019 survey by the MEXT reports the reluctancy among many English teachers to conduct TEE even with their sufficient proficiency. Therefore, the current research aims to discover what are enhancing/discouraging factors towards the English-only classroom in Japan. The participating teachers were alumni of the university where the author teaches. They were classmates and all teaching at public high schools in Okinawa with more than 10 years of teaching experience. TEM analyses on their 60- to 90-minute interviews illustrated their journey towards the Equifinality Point of TEE. Among the various Bifurcation Points such as "studying abroad", "graduation", "teaching workshop", and so on, the inevitable "school transfer" was a key factor in promoting/demoting their TEE. Their Obligatory Passage Points varied; however, the research showed common, strong influence by practitioner teachers including each other.

Higher Education

59208
Challenges on Teaching and Learning Japanese Literature in Brazilian Universities
Michele Eduarda Brasil De Sá, Federal University of Mato Grosso do Sul, Brazil

This paper reflects on five different challenges related to Japanese literature teaching and learning in the context of higher education in Brazil. It shows the result of two years (2016-2018) of activity teaching the disciplines Japanese Literature I to IV at one of the public Brazilian universities that offer undergraduate studies in Japanese Language and Literature. The five challenges identified (language proficiency, literary proficiency, adaptation to new technologies, content and format updating, and professors' level of interaction with students and with colleagues from other institutions) are commented and supported by facts observed during the teaching period. Mulhern's "On Teaching Japanese Literature" (1981) and Collie & Slater's "Literature in the Language Classroom" (1987) served as a theoretical basis for the development of the reflections presented in the paper.

International Education

58337
Interrogating International School Teacher Precarity: The Short-term as Opportunity for Developing Resilience
Adam Poole, Independent Scholar, China

Whilst the popular image of the international school teacher as the globe-trotting explorer is still prevalent in the popular imagination, recent research has started to explore the precarious nature of teaching in international schools. Examples of international school teacher precarity include short-term contracts, which are typically 2-3 years in duration, unfair dismissal, and potential marginalisation of one's professional identity. This research resonates with a more widespread discourse of the precaritisation of life, which presents the short-term in terms of failure or a temporal state of risk. However, findings from this author's doctoral work and subsequent field work, have found that being in a state of precarity can in fact be empowering. This paper explores this finding further by interrogating the notion of international school teacher precarity by utilising the concepts of 'positive psychology' and 'resilience capital' in order to bring into focus the affordances of international school teachers who are employed on short-term contracts. In order to capture the lived experiences of international school teachers in Chinese Internationalised Schools in Shanghai, China, in-depth phenomenological interviewing is employed. Whilst findings highlight the negative aspects of short-term employment, such as a sense of anxiety, loss of self-efficacy and uncertainty about future employment, the findings also identify many positive outcomes. These include opportunities for developing resilience and reinventing oneself.

OCE2020 Virtual Presentations (Pre-Recorded)

Language Development & Literacy

58544

Employing English Literature to Craft Skills: Listening Speaking, Reading, Writing
Rati Oberoi, University of Petroleum and Energy Studies, India

The purpose of the present study is to use English Literature to enhance Listening, Speaking, Reading and Writing by the application of Outcome Based Education. The study addressed the need to develop enhanced objectivity and tame the scientific minds of mixed semester undergraduate, Engineering and Computer Science students with emotive aspects. Students comprehended aspects of theories applicable to certain literary texts, analysed and evaluated text based on the precepts. Thereupon, created short stories based on a particular principle of a theory. Objective understanding, analysis and evaluation led to creation of emotive stories. Course Outcomes (COs) were based on Bloom's Taxonomy of understanding, analysis, evaluation and creation. COs aligned with application-based creative assessments, involved critical thinking. 111 students elected the subject and benefited from Continuous Evaluation. Calculations on a CO Attainment Sheet showed that 60% of the students scored a minimum 50% of the maximum marks. Progressive application of COs improved skills. Relative Grading depicted the percentage of students against the grades as follows: 6.3% (A+), 25.2% (A), 18.9% (B+), 15.3% (B), 9.9% (C+) and 0.9% (C). 23.4% failures appeared for remedial. Since the target of minimum marks was achieved on the CO Attainment Sheet, this will be raised for subsequent batches, to make the course challenging. Emphasis on rubric-based Listening and Speaking individual and collaborative assessment, both peer and formative; will improve learning. Extending this instructional method of English to other fields of study will improve students' communication skills.

Learning Experiences, Student Learning & Learner Diversity

58855

Comparison of the Lecture Method of Teaching and a Culmination of Different Methods of Teaching Biology
Sai Shri Ramamurthy, Sree Venkateshwara Pre University College, India

This paper looks at an alternate method of teaching Biology. The traditional method of teaching was improved upon and a closed group was used to study the output of the students and effectiveness of teaching. The paper drew heavily upon literature of teaching methods and pedagogy. The paper studies a group of students and their attention span and how a trial of different methods of teaching could improve their retention and help them score better. There were 15 students in the group. Lecture method of teaching was used to teach the concepts of Biology, chapter 5 NCERT Biology textbook. The class average produced by using the lecture method was 33%. The attention span of the students was carefully observed. After a deliberately planned semi-formal discussion the interest of the students were assessed. Every student has his/her own interests. It is important to devise lesson plans according to the interests of the students. Every methodology has its own benefits and limitations, so a culmination of different methods and techniques proved to produce a better result. When a variety of methods and techniques like, jig-saw method, inquiry training model of teaching, inverted classroom technique and flow charts and games were used along with the lecture method the class average was 90%. The games used to revise the chapter were dumb charades and quizzes to facilitate collaborative learning. Using different methods helped retain the attention of the students, curiosity was triggered by using different methods for each concept being taught. The students were deliberately divided into hybrid groups consisting of slow learners and students with learning disabilities and fast learners. This paper discusses about the methods used to teach each and every concept in the chapter Principles of Inheritance. Each concept was taught using a teaching methodology found best suitable by the teacher so that all types of learners are benefited.

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

58553

Factor Structure and Psychometric Properties of a Thai Translation of the Body Appreciation Scale-2
Worakarn Saekim, Chulalongkorn University, Thailand

Objective: The purpose of this study was to develop and validate the Thai version of the Body appreciation Scale-2 (BAS-2). Previous empirical research suggested that body appreciation is associated with positive psychological well-being such as life-satisfaction and self-esteem in female sample. Materials and methods: A total sample comprised of 217 Thai females, whose mean age was 47.1 years old (SD=1). They completed the Thai version of the BAS-2 developed through the process of backtranslation. The 10 items are rated on a 5-point Likert-type scale ranging from 1 (never) to 5 (always). Then, they completed the measures of the Physical Body Experiences Questionnaires (PBE) and the Body Surveillance subscale from the Objectified Body Consciousness Scales (BOC-S), whose scores have been shown empirically to be positively and negatively associated with that of BAS-2, respectively. The two measures were completed to ensure convergent validity of the BAS-2. Results: Data analysis demonstrated that the BAS-2 has high internal consistency coefficient (Cronbach'=.90). CITC for the 10 items were significant ranging between .53 and .75. Factor structure analysis revealed that the Thai translation of the BAS-2 is unidimensional. Pearson's product-moment correlation indices provided support for the convergent validity of the measure in relation to the two criterion variables. In line with previous empirical findings, the score from the BAS-2 was positively associated with the PBE (r=.42, p<.001) and negatively associated with the BOC-S (r=.23, p<.001). Conclusion: The Thai version of the BAS-2 was found to be reliable, valid and demonstrated unidimensional factor structure.

OCE2020 Virtual Presentations (Pre-Recorded)

Multidisciplinary & Transdisciplinary Education

58562
Physics Instruction Using High-speed Video Analysis Technique
Kotchakorn Mangmee, Rajamangala University of Technology Lanna, Thailand
Jiraporn Poonyawatpornkul, Chiang Mai Rajabhat University, Thailand
Onuma Methakeson, Rajamangala University of Technology Lanna, Thailand

In this study, we report on the use of tracker video analysis and high-speed camera as an interactive approach to study the free fall. The video camera is used to collect position and time data, which can then be used to mathematically and graphically model. Anything related to the position and motion of the object. In the experiment, we compared the objects from free-falling, woodblock and ball in two approach. The camera that recorded the motion of free fall at a frame rate up to 240 frames per second (fps), analysis of the motion is performed at different angles for the woodblock and the ball is released from the high that related in the different angles. The results were measured linear speed, angular speed and acceleration in the motion of them. At the same fulcrum point, it was found that the linear speed was changed in different angle, but it did not affect in the angular speed. The free-falling of the ball in this experiment, the distance or the displacement of a ball was proportional to the time squared and the agreement with the theory. The video analysis served as an effective means to collect, analyze, and report data and also enable the analysis of some situations that would not otherwise be possible. Deep learning adds a lot of support to the rapid development in physics classroom.

Professional Training

58548
Teacher-Parent Collaboration in the Individualized Education Program Planning Process: Parents' Perspective
Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel

This qualitative research was designed to understand Israeli parents' experience of their working process with teachers in the planning and implementing of the Individualized Education Program (IEP) for students with disabilities. The IEP aims to respond accurately to the unique needs of every child with disabilities. IEPs, found to reduce disparities in school outcomes, are based on diagnosis (medical/psychological), the child's familiarity in different learning-related settings, school team work, and collaboration between teachers and parents. The demonstrated benefits of teacher-parent collaboration for improving students' academic achievements and overall functioning are of prominent importance in special education. However, interaction and cooperation between teachers and parents are often quite limited. Method: Twenty parents (18 mothers, 2 fathers) underwent semi-structured open interviews, following the research protocol designed for this study. Thematic qualitative data analysis was used. Findings: Teachers contact parents at the beginning of every year, but parents feel that teachers mostly prefer to update them on the IEP they have already created. Almost half of the participants in the current study (n=8) felt comfortable with this method, as they acknowledged the teachers' professionalism, while the others criticized the teachers for not being genuinely reaching for the parents' voice. When collaboration between teachers and parents was achieved, parents evaluated it as efficient, and pleasant. Conclusions: Parents expect teachers to create more collaboration with them. They expect teachers to consider them more, for the benefit of the IEP planning process and implementation.

Teaching Experiences, Pedagogy, Practice & Praxis

59161
Instructional Strategies of Teachers in Small-sized Schools to Develop Students' Science Competencies through Professional Learning Community
Arthitaya Khaopraay, Phetchabun Rajabhat University, Thailand

The present study aimed to develop a strategy for the instructional of teachers in small-sized schools. The objectives of this study were to enhance learners' scientific competencies through a professional learning community and to synthesize teachers' strategies regarding instructional. The practical action research methodology was implemented as the framework of this study. The scope of this research was within schools under the Bureau of Educational Area for the primary level in Phetchabun Province. The pilot study was conducted at four schools located in the research area. The participants comprised four school directors, eight science teachers, and ten students. In the research operational phrase, two schools in the research area were selected. The participants included two school directors, six science teachers, and thirty students. The research instruments consisted of an in-depth questionnaire, an observation form of teachers' instructional, and an observation form of students' learning performance and content analysis. This research study found that 1) there were improvements of teachers from small-sized schools in their instructional to develop students' scientific competencies in terms of the language aspect, activity engagement, and social participation 2) the instructional strategies to develop students' scientific competencies consisted of three sets, including inquiry method strategy, stimulating thought strategy and situations in daily life strategy.

[Continues on the following page.]

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

59162
The Development of Teacher Trainees' Science Instructional by Active Learning Competencies Through Lesson Study
Arthitaya Khaopraay, Phetchabun Rajabhat University, Thailand

The research objective was to develop science instructional competencies by active learning of teacher trainees through lesson study. The methodology of practical action research was implemented in this study. The research was conducted in two phases in accordance with the four cycles of practical action research framework. The target participants were thirty fifth-year students, during their internship of teaching practicum, in the Department of General Science, the Faculty of Education, Phetchabun Rajabhat University. The research instruments consisted of evaluation forms in regard to science instructional by active learning competencies. The statistic tools employed in this study were the standard deviations, percentage, and content analyses. The research findings revealed that the intern students during their teaching practicum demonstrated the potential in science instructional by active learning competencies in three aspects: the aspect of instructional design; the aspect of activities instructional; and the aspect of assessment and evaluation related to instructional. The positive developments were also observed in all aspects and indicators.

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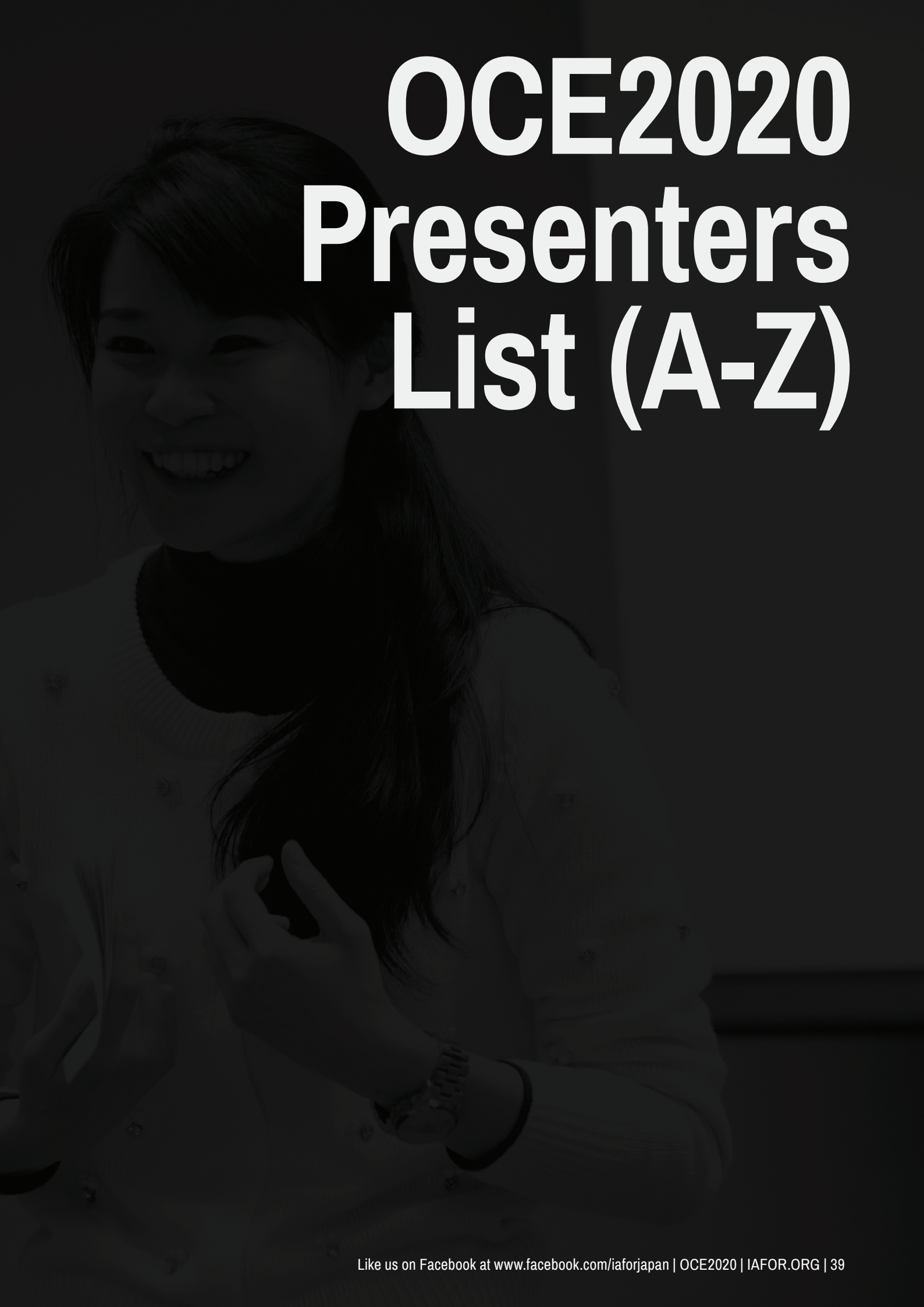
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OCE2020
A-Z Presenters List

A-Z Presenters List

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March 28–31, 2021

The Asian Conference on Psychology & the Behavioral Sciences
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The Asian Conference on Aging & Gerontology
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May 23–26, 2021

The Asian Conference on the Arts & Humanities
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June 02–05, 2021

The Asian Conference on Cultural Studies
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The Asian Conference on Asian Studies
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The European Conference on Education
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