SEACE

THE SOUTHEAST ASIAN CONFERENCE ON EDUCATION
SINGAPORE | FEBRUARY 7–9, 2020

PROGRAMME & ABSTRACT BOOK

IAFOR Global Partners

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

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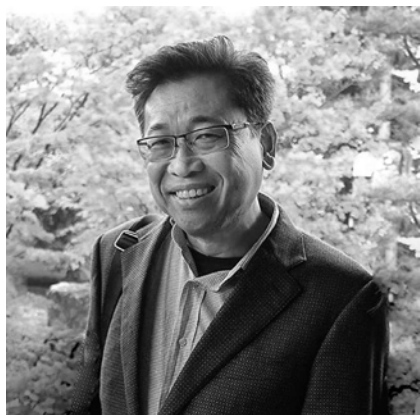
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www.seace.iafor.org

Organising Committee

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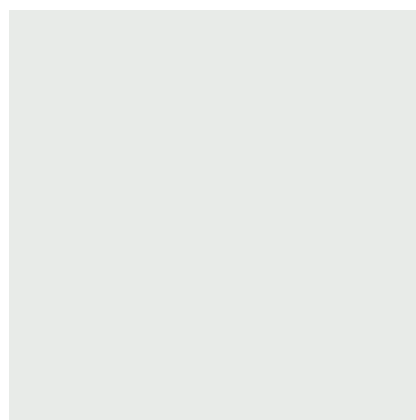
Haruko Satoh
Osaka University, Japan

Wee-Liang Tan
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Zachary Walker
University College London, UK

Letter of Welcome

Dear Colleagues,

I am very excited to welcome delegates to The Southeast Asian Conference on Education (SEACE), IAFOR's first conference in the region, and to be working in partnership with Singapore Management University (SMU) to make this inaugural event a success.

An international conference like this offers an immense opportunity for information and research to be shared, highlighting the local context to an international audience, and inviting discussion from the delegates from many different countries. This gathering and sharing, inviting comparative and contrastive discussion, and informing future research paths is the most important part of a conference, and I encourage your active participation. This wonderful opportunity to learn from the local context as well as inform, it is also a responsibility for us to engage meaningfully given the distance from which many of us have travelled to be here. There is so much for us to learn from each other, and in a world which seems ever more divided and polarised, the coming together of people from across the world to work together is something to be celebrated.

Singapore provides an exceptional venue for this interaction to take place, with many of the region's, and indeed world's leading centres of educational excellence, and great accessibility to other countries, it really is a great place to inspire the global research collaborations at the heart of IAFOR's mission.

I look forward to meeting you all, to forging new partnerships, and to making new friends over what promises to be a great event, and I hope the first of many as IAFOR expands its footprint in the region.

I look forward to a great conference, and to meeting you all.

Dr Joseph Haldane
Chairman & CEO, IAFOR

The Southeast Asian Conference on Education (SEACE)

Welcome to the inaugural Southeast Asian Conference on Education (SEACE2020), held in partnership with Singapore Management University (SMU), and the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University.

The education scene in Southeast Asia is one of the most dynamic, entrepreneurial and competitive in the world, with more than 12 million students enrolled in around 7,000 higher education institutions across the region, reflecting the ASEAN's growth in relevance and weight in the global economy and politics. The fast growing middle-class propels the inherently diverse ASEAN Community to set educational standards for the relatively youthful and growing population that are globally competitive and yet locally grounded, as can be witnessed by the achievements of the universities in Singapore. While Singapore is often spoken as an exception, it nevertheless is an integral part of the ASEAN's goal to establish a "common space for higher education" and efforts to promote trans-national education to enhance human resource development that foster greater economic, social and political integration among the 10 diverse nations. To this end, the case of Singapore is also a reminder that raising the standard and quality of education in poorer members of ASEAN is still a real challenge that must be addressed collectively. The goals and aspirations for education in ASEAN may be clear but the environment is complex, as national institutions must compete with global competitors from outside ASEAN, such as US, UK and Australian universities that have been long been popular destinations for Southeast Asian students to study abroad. The trend of overseas universities establishing campuses in ASEAN countries, and the fast-changing educational requirements, skills and qualifications compound the situation with additional hurdles.

The first IAFOR Southeast Asian Conference on Education seeks to identify the challenges and highlight the strength in the way ASEAN countries address and tackle the region's educational needs, at both the national level and at the region-wide level, such as internationalisation, multiculturalism, connectivity, mobility and accessibility. What are the challenges of reforming national-level primary and secondary education system conducive to enhancing trans-national education within ASEAN and to forging ASEAN identity? What are the benefits of trans-national education models that the rest of the world, particularly ASEAN's neighbour to the north, learn from? As a vibrant hub of eager and motivated youth, the future of education around the world surely cannot ignore what is happening in Southeast Asia.

SEACE2020 encourages academics and scholars to meet and exchange ideas and views in a forum stimulating respectful dialogue. Like our long-running events elsewhere in the world, our first in Southeast Asia will afford an exceptional opportunity for renewing old acquaintances, making new contacts, networking, and facilitating partnerships across national and disciplinary borders.

We look forward to welcoming to Singapore scholars from across Southeast Asia and around the world for what is sure to be a great conference.

Scopus®   *IAFOR Journal of Education*
(Scopus Indexed Journal)

This conference is associated with the Scopus and DOAJ listed *IAFOR Journal of Education*'s "Education in South East Asia" issue. Authors need to submit their manuscripts directly to the *IAFOR Journal of Education* "Education in South East Asia" issue for the normal review peer-review process. Please note that papers already submitted to, or published in IAFOR Conference Proceedings are not accepted for publication in any of IAFOR's journals. **IAFOR's Conference Proceedings are not Scopus listed.**

Conference Guide

MAX Atria at Singapore EXPO
Directions & Access

Singapore EXPO & MAX Atria is located in the eastern part of Singapore. It is only one Mass Rapid Transit (MRT) stop or a 5-minute drive from Changi International Airport, and a 15-minute drive from the Central Business District (CBD).

MAX Atria at Singapore EXPO
1 Expo Drive,
Singapore 486150

By Train

Singapore EXPO & MAX Atria is served by two MRT lines: the East-West Line and Downtown Line. The EXPO MRT station is next to Hall 6.

Trains arrive every 5 minutes from Changi International Airport and Tanah Merah MRT station. Change to the Changi Airport branch line of the East-West Line at Tanah Merah MRT station if you are coming from CBD areas such as Raffles Place and Tanjong Pagar.

On the Downtown Line, it takes only 30 minutes from CBD areas such as Clarke Quay, Marina Bay and River Valley.

By Bus

Six bus services ply the routes around the Singapore EXPO & MAX Atria. These are the bus stop numbers to alight:

- 96229 – Singapore EXPO & MAX Atria: Bus services 35, 47 and 118
- 96029 – Expo Halls 1/2/3: Bus services 12, 24, 38

By Car

Situated at the crossroads of 3 main expressways – East Coast Parkway (ECP), Pan Island Expressway (PIE) and Tampines Expressway (TPE), Singapore EXPO & MAX Atria is a 15-minute drive from the CBD and a 5-minute ride to Changi International Airport.

By Taxi

There are numerous taxis available in Singapore that offer reliable services. The taxi fare from the airport to Singapore EXPO & MAX Atria is about $15 and to the city about $20, subject to surcharges.

There are two taxi stands :
- Foyer 1 Taxi Stand – I42
- Foyer 2 Taxi Stand – I02

By Private-Hire Car

Ride-hailing services are a popular and convenient transport option. Note that fares may fluctuate depending on commuter demand or peak hours. There are two drop-off and pick-up points for private-hire cars:

- MAX Atria
- Foyer 2

MAX Atria at Singapore EXPO
Floor Guide

MAX Atria Level 1

MAX Atria Level 2

Singapore Management University (SMU)
Directions & Access

Access to Singapore Management University (SMU) from MAX Atria at Singapore EXPO:

From Expo MRT (**DT35**) Station take the Downtown Line to Bencoolen MRT Station (**DT21**). This journey takes approximately 30 minutes (**14 stops**).

Bencoolen MRT Station (DT21) is circled on the map above.
The SMU Administration Building is marked 1 on the map, and is also circled.

February 07, 2020 | MAX Atria | Peridot (Level 2)
Friday Morning at a Glance

09:15-10:15   Conference Registration | Peridot Pre Function Area

10:15-10:20   **Announcements**
Brian Aycock, IAFOR, Japan

10:20-10:30   Welcome Address & Recognition of IAFOR Scholarship Winners
Haruko Satoh, Osaka University & Joseph Haldane, IAFOR

10:30-11:10   **Special Address**
The Impact of AI on the Future of Work:
Implications for University Education in ASEAN
Steven Miller, Singapore Management University, Singapore

11:10-11:50   **Featured Presentation**
Education in Southeast Asia
Lim Lai Cheng, Singapore Management University, Singapore

11:50-12:00   Conference Photograph | Peridot Pre Function Area

12:00-13:30   Lunch Break | Peridot Pre Function Area

February 07, 2020 | MAX Atria | Peridot (Level 2)
Friday Afternoon at a Glance

13:30-14:30 **Plenary Panel Presentation**
Education in Southeast Asia:
Crossroads of Geopolitics, Economic Development and Democracy
Farish Noor, Nanyang Technological University, Singapore
Haruko Satoh, Osaka University, Japan
Victor Teo, The University of Hong Kong, Hong Kong

14:30-15:00 **Featured Presentation**
From South East Asian Classrooms to the Middle of the North Pacific!
Lowell Sheppard, HOPE International Development Agency, Japan

15:00-15:30 Coffee Break | Peridot Pre Function Area

15:30-16:30 **Conference Poster Session | Peridot Pre Function Area**

The following conference events are held at Singapore Management University in the SMU Administration Building. Directions to Singapore Management University (SMU) from MAX Atria at Singapore EXPO are provided on page 9.

16:00-18:00 **ASEAN Career Fair with Japan: IAFOR/SMU Special Symposium**
Japan's Role in Nurturing Talents in Southeast Asia
Singapore Management University (SMU Administration Building)

18:00-19:00 **Networking Drinks Reception**
Singapore Management University (SMU Administration Building)

February 08, 2020 | MAX Atria | Opal Rooms (Level 1)
Saturday at a Glance

09:30-10:45   **Parallel Session I**

10:45-11:00   Coffee Break | Opal Pre Function Area

11:00-12:40   **Parallel Session II**

12:40-13:40   Lunch Break | Opal Pre Function Area

13:40-14:55   **Parallel Session III**

14:55-15:10   Coffee Break | Opal Pre Function Area

15:10-16:50   **Parallel Session IV**

19:00-21:00   **Official Conference Dinner (optional extra)**

February 09, 2020 | MAX Atria | Opal Rooms (Level 1)
Sunday at a Glance

09:20-11:00	**Parallel Session I**
11:00-11:20	Coffee Break	Opal Pre Function Area
11:20-13:00	**Parallel Session II**
13:00-14:00	Lunch Break	Opal Pre Function Area
14:00-14:50	**Parallel Session III**
14:50-15:05	Coffee Break	Opal Pre Function Area
15:05-16:20	**Parallel Session IV**
16:25-16:35	**Closing Session	Opal 101 (Level 1)**

Friday Schedule | February 07, 2020

	Peridot Pre Function Area	Peridot
09:15-10:15	Registration	–
10:15-12:00	–	Morning Plenary Session
12:00-13:30	Lunch Break	
13:30-15:00	–	Afternoon Plenary Session
15:00-15:30	Coffee Break	
15:30-16:30	Poster Presentation Session	–
16:00-18:00	ASEAN Career Fair – IAFOR/SMU Special Symposium (held at Singapore Management University)	
18:00-19:00	Networking Drinks Reception (held at Singapore Management University)	

Saturday Schedule | February 08, 2020

	Opal 101	Opal 102	Opal 103	Opal 104	Opal 105	Opal 106	Opal 107
09:30-10:45	Language Learning: Teachers' Perspectives	Intercultural Awareness	Language Learning: Speaking	Curation & Librarianship	Teaching Experiences	–	Registration Desk
10:45-11:00	Coffee Break						
11:00-12:40	Higher Education & Lifelong Learning	Interdisciplinary Education in Southeast Asia	Inclusion & Diversity	Educational Research, Development & Publishing	Design & Technology	Interdisciplinary Education	Registration Desk
12:40-13:40	Lunch Break						
13:40-14:55	Mind & Brain: Teachers	Professional Development	Language Development & Literacy	Assessment Theories & Methodologies	Mind & Brain: Students	–	Registration Desk
14:55-15:10	Coffee Break						
15:10-16:50	STEM Education	Professional Development & Capacity Building	Social Justice	Primary & Secondary Education	Education & Community	Challenging & Preserving Culture	Registration Desk
19:00-21:00	Conference Dinner (optional extra)						

Sunday Schedule | February 09, 2020

	Opal 101	Opal 102	Opal 103	Opal 104	Opal 105	Opal 106	Opal 107
09:20-11:00	Educational Policy Evaluation	Education Leadership	Design & Technology	Student Perspectives	21st Century Education	CLIL & Task-based Learning	Registration Desk
11:00-11:20				Coffee Break			
11:20-13:00	Higher Education	Professional Development	Educational Policy	Technology in Education	Mathematics Education	Performance	Registration Desk
13:00-14:00				Lunch Break			
14:00-14:50	Workshop	Workshop	Educational Policy	International Exchanges	Student Learning	–	Registration Desk
14:50-15:05				Coffee Break			
15:05-16:20	Language Learning	Teaching Empathy & Ethics	Education & Parents	Teaching Writing	Primary & Secondary Education	–	–
16:25-16:35	Closing Session	–	–	–	–	–	–

Lunch & Dinner

Lunch

A buffet lunch on Friday, Saturday and Sunday is included in the conference registration fee. Lunches will be distributed at the times and locations shown below. Please remember to bring your conference name badge as you will need to show this in order to claim your lunch.

Lunch Times (Buffet Lunch)

Friday, February 07	12:00-13:30	Peridot Pre Function Area (MAX Atria)
Saturday, February 08	12:40-13:40	Opal Pre Function Area (MAX Atria)
Sunday, February 09	13:00-14:00	Opal Pre Function Area (MAX Atria)

Official Conference Dinner

Conference Dinner attendees should meet in the lobby of the PARKROYAL on Kitchener Road at 18:45 on Saturday, February 08. Please remember to bring your name tag to the Conference Dinner. Dinner starts from 19:00.

Restaurant name: Spice Brasserie
Restaurant address: PARKROYAL on Kitchener Road, 181 Kitchener Road, Singapore 208533
Telephone: +65 6428 3000

Access to PARKROYAL on Kitchener Road from MAX Atria at Singapore EXPO:

From Expo MRT (DT35) Station take the Downtown Line to Jalan Besar MRT Station (DT22). This journey takes approximately 28 minutes (13 stops). From the station it is a 10-minute walk.

General Information

Registration Desk

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

Friday, February 07	09:15-15:30	Peridot Pre Function Area (MAX Atria)
Saturday, February 08	09:00-15:30	Opal 107 (MAX Atria)
Sunday, February 09	09:00-15:05	Opal 107 (MAX Atria)

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

Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference.

Internet Access

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

Instructions on how to connect to the Wi-Fi will be available at the registration desk.

General Information

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks. Light snacks will be provided once in the morning and once in the afternoon.

Smoking

Smoking is only permitted in designated areas.

What to Wear & Bring

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

Photo/Recording Waiver

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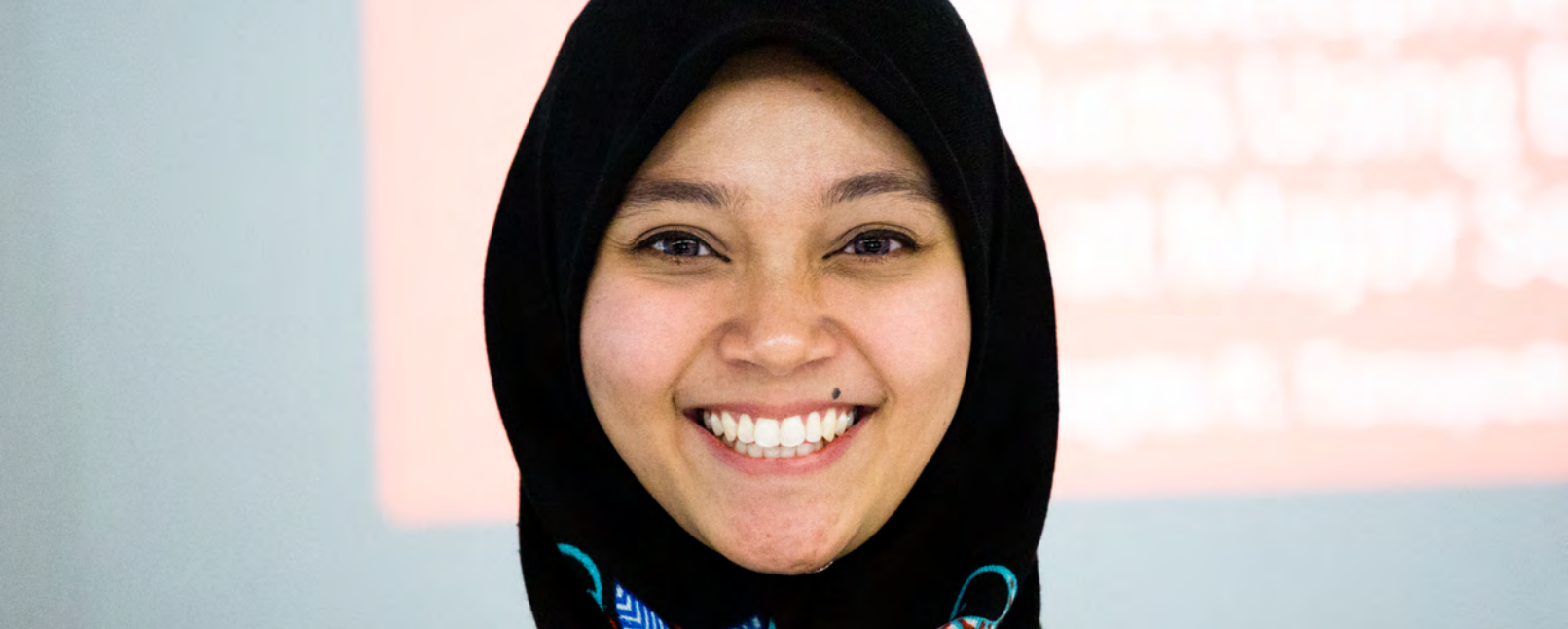
Presentation Guide

Oral & Workshop Presentations

Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 75 minutes in total. In sessions with two Oral Presentations, the session will last 50 minutes, and in the case of four Oral Presentations, an extended session lasting 100 minutes will be scheduled.

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

Equipment

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

Session Chairs

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

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

Presentation Guide

Presentation Certificates

Presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

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

Full text submission is due by March 09, 2020 through the online system. The proceedings will be published on April 09, 2020. Authors will have PDF copies of their offprints emailed to them by May 09, 2020.

A Polite Request to All Participants

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

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

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

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

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

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

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

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

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

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

IAFOR 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 Language Learning
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

IAFOR Academic Grant
& Scholarship Recipients

Our warmest congratulations go to Yuni Yulianti, Ernie Pamor and Andi Susilo, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at SEACE2020.

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

Yuni Yulianti | Stuart D. B. Picken Grant & Scholarship Recipient

The Use of Western Teaching Resources: Javanese Muslim EFL Teachers' Perception and Negotiation of Cross-cultural Values in Inculcating Moral Education
Yuni Yulianti, Mait Darul Fikri Sidoarjo, Indonesia

Mrs Yuni Yulianti is currently an English teacher at MAIT Darul Fikri Sidoarjo, a Muslim Secondary School in East Java, Indonesia. She was previously an awardee of the Indonesia Endowment Fund for Education (LPDP Indonesia) scholarship to pursue her 2-year master's degree at Monash University (Australia) majoring in Teaching English to Speakers of Other Languages (TESOL). She graduated in 2018 and taught part-time as a university English tutor before teaching at her current school. Before commencing Monash University, she earned her bachelor's degree from the State University of Surabaya, Indonesia in 2014 and then taught English in another Indonesian secondary school for a year. She is interested in language and cultural issues, multiculturalism, multi-literacies, EFL curriculum and EFL pedagogy.

Ernie Pamor | IAFOR Scholarship Recipient

Exploring Motivations and Challenges of Ex-convicts, and the Roles of ALS in their Reintegration in the Mainstream Society
Ernie Pamor, Department of Education, Philippines

Mr Ernie M. Pamor is currently an Education Program Specialist for Alternative Learning System of the Department of Education-Division of Pasig, and was a Specialist for Assessment of Bureau of Education Assessment-DepEd, Central Office. Ernie Pamor has a bachelor's degree in Business Teacher Education from the Polytechnic University of the Philippines-Manila and obtained his masters degree in Educational Management at Philippine Normal University-Manila. His research is primarily centred on educational research training, adult learning and education, and scale development.

Andi Susilo | IAFOR Scholarship Recipient

Critical Intercultural Awareness: Developing EFL Teachers' Intercultural Teaching Skills in Indonesian Tertiary Classrooms
Andi Susilo, Western Sydney University, Australia
Ping Yang, Western Sydney University, Australia
Ruying Qi, Western Sydney University, Australia

Andi Susilo is a second-year PhD student supervised by Dr Ping Yang and A/P Ruying Qi in the School of Humanities and Communication Arts at Western Sydney University. His current project is "Developing EFL teachers' and students' critical intercultural awareness". He has been teaching English as a foreign language at an Indonesian university for a decade and has been actively involved in several teacher professional development activities. His research interests include language teaching methodology, language curriculum development, and intercultural communication.

Friday
February 07

Plenary Session

Submit your research to the
IAFOR Journal of Education

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

Editor: Dr Yvonne Masters
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Aims & Scope

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Welcome Address
& Recognition of IAFOR Scholarship Winners

Friday, February 07 | 10:20-10:30 | Peridot (Level 2)

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.

Professor Satoh's full biography is available on page 32.

Joseph Haldane

Joseph Haldane is the Chairman and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's business and academic operations, including research, publications and events.

Dr Haldane holds a PhD from the University of London in 19th-century French Studies, and has had full-time faculty positions at the University of Paris XII Paris-Est Créteil (France), Sciences Po Paris (France), and Nagoya University of Commerce and Business (Japan), as well as visiting positions at the French Press Institute in the University of Paris II Panthéon-Assas (France), The School of Journalism at Sciences Po Paris (France), and the School of Journalism at Moscow State University (Russia).

Dr Haldane's current research concentrates on post-war and contemporary politics and international affairs, and since 2015 he has been a Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within Osaka University.

A Member of the World Economic Forum's Expert Network for Global Governance, Dr Haldane is also a Visiting Professor in the Faculty of Philology at the University of Belgrade (Serbia), a Visiting Professor at the School of Business at Doshisha University (Japan), and a Member of the International Advisory Council of the Department of Educational Foundations at the College of Education of the University of Hawai'i at Mānoa (USA).

From 2012 to 2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu Region) and he is currently a Trustee of the HOPE International Development Agency (Japan). He was elected a Fellow of the Royal Asiatic Society in 2012, and a Fellow of the Royal Society of Arts in 2015.

Special Address: Steven Miller
The Impact of AI on the Future of Work: Implications for University Education in ASEAN
Friday, February 07 | 10:30-11:10 | Peridot (Level 2)

Steven Miller

Professor Steven Miller is Vice Provost (Research) at Singapore Management University (SMU) and Professor of Information Systems (Practice). Steven was the Founding Dean of the SMU School of Information Systems (SIS), a position he held from December 2002 through June 2016. During his time as founding Dean, he concentrated on developing all aspects of the SIS, including undergraduate and postgraduate educational programmes, research strategies and capability development, interactions with external government and industry stakeholders, and the SIS relationship with Carnegie Mellon University. Steve established and developed the technology core of SIS research and project capabilities in Cybersecurity, Data Management & Analytics, Intelligent Systems & Decision Analytics, and Software & Cyber-Physical Systems, as well as the management science-oriented capability in the Information Systems & Management area. Based on these capabilities, SIS was able to secure significant levels of external funding from government and industry, and establish a strong set of labs and centres across these areas.

Prior to joining SMU, Professor Miller held senior positions in technology, management and consulting with Fujitsu Ltd in both Japan and the United States; RWD Technologies in the United States; and IBM Global Services where he was Chief Architect Executive for Business Innovation Services, Asia Pacific. He started his professional career as a faculty member at Carnegie Mellon University, appointed in both the College of Engineering and the Business School.

Steven Miller works closely with several Singapore government ministries and agencies via steering committees, advisory boards, and advisory appointments. In 2014, he was a recipient of Singapore's Public Administration Medal (Silver) for his public service contributions related to establishing SMU's School of Information Systems and strengthening SMU's research administration capabilities. In 2015, he completed the Leaders in Urban Governance Programme, an immersive one month course for senior Singapore civil servants, delivered by the Centre for Liveable Cities, a unit of Singapore's Ministry of National Development.

His educational background includes a PhD in Engineering from Carnegie Mellon University, an MSc in Statistics (Carnegie Mellon University), and a BSc in Systems Science & Engineering (University of Pennsylvania). In 2015, he completed the Leaders in Urban Governance Programme, an immersive one month course for senior Singapore civil servants, delivered by the Centre for Liveable Cities, a unit of Singapore's Ministry of National Development.

Skills and Higher Education: A Case Study of Singapore & Implications for Southeast Asia

Friday, February 07 | 11:10-11:50 | Peridot (Level 2)

Technology is radically transforming every industry sector in Singapore and most parts of the world. The key to growth ultimately depends on how fast a country is able to restructure its industries to remain competitive and how quickly workers can develop new skills to stay relevant. Since 2016, different agencies in Singapore have been working hard on Industry Transformation Maps (ITMs) to drive productivity and innovation. SkillsFuture, a national movement which encourages all Singaporeans to engage in lifelong learning has also gained momentum with substantial government funding and programmes to drive skills upgrading. More significant is the fact there are now schools, academies or centres in our universities that are specially focused on providing professional continuing education for working adults. This session focuses on how this new imperative and surge in professional education programmes are shaping the tertiary landscape. It also discusses the implications of disruptive technologies and new skills demands, and the role of tertiary institutions vis-a-vis industry in Southeast Asia.

Lim Lai Cheng

Lim Lai Cheng is Executive Director of SMU Academy, the professional training arm of Singapore Management University (SMU) and Fellow, School of Social Sciences. She oversees SMU's SkillsFuture agenda, continuing education and technology-related innovation in teaching and learning. She has extensive experience in the Singapore Education System and held key roles in corporate communications, curriculum planning and policy development at the Education Ministry's headquarters. She was principal of three of Singapore's public schools over a period of 15 years, the last of the schools being Raffles Institution, the most prestigious school in the country.

She holds a BA (Hons) and an MA from Cambridge University (UK), a Masters in Education from the Nanyang Technological University (Singapore) in Language Education and a PhD in Education from University College London (Institute of Education). Her key research areas are technology integration in education, blended learning and gamification.

Dr Lim is an advisor to several education foundations in Sweden, Slovakia, South Africa, and Russia. She is also involved in education projects in Singapore, Hong Kong and Malaysia. She was conferred the Ordre des Palmes académiques by the French Education Minister in 2012 for her key role in advancing educational collaboration and initiatives between France and Singapore.

Plenary Panel Presentation: Haruko Satoh, Lam Peng Er, Farish Noor
Education in Southeast Asia: Crossroads of Geopolitics, Economic Development and Democracy

Friday, February 07 | 11:30-12:30 | Peridot (Level 2)

The recent announcement of the Association of Asian Studies' decision to relocate its Asian conference from Hong Kong to Kobe, Japan, due to the political situation in Hong Kong is a poignant reminder that institutions of higher education and research are not immune to geopolitical developments in East Asia. The underpinning institutions and arrangements of the US-led international liberal order are seen to be weakening, if not in retreat, not least because of President Donald Trump's "America First" policy but because the economies of the countries in this order have not fully recovered from the 2008 financial crisis, leaving a void in its wake for China to fill. In Southeast Asia, the effects of China's growing influence are especially difficult to ignore, where most states are still in a developmental phase, both politically and economically. In such a fluid situation, the status of institutions of higher education as a bastion of free-thinking, innovative scholarship, and liberal values will be tested in the coming years and decades while governments in pursuit of nation-state consolidation turn to authoritarian rule and policies driven by tribal nationalism.

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.

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).

Farish A. Noor

Dr Farish A. Noor is Associate Professor at the S Rajaratnam School of International Studies RSIS and also the School of History SoH, College of the Humanities, Arts and Social Sciences COHASS, Nanyang Technological University NTU. His main area of work has been Southeast Asian history, with a special focus on colonialism in Southeast Asia. His recent works include *Data Collecting in Colonial Southeast Asia: Framing the Other* (Amsterdam University Press, 2020) and *Before the Pivot: America's Encounters with Southeast Asia 1800-1900* (Amsterdam University Press, 2019).

Victor Teo

Victor Teo is an Assistant Professor in the Department of Japanese Studies at the University of Hong Kong and is concurrently Affiliated Faculty with the China Studies Program and Korean Studies Program at the university. He received his B.Soc.Sci. (Hons.) from the National University of Singapore. He subsequently trained as a lawyer and was called to the Bar of England and Wales by Middle Temple, UK. He received his MSc and PhD in International Relations from the London School of Economics and Political Science. His primary research interest lies in the International Relations of the Asia-Pacific, as well as the culture, politics and society of China, Japan and the Koreas.

From South East Asian Classrooms to the Middle of the North Pacific!

Friday, February 07 | 14:30-15:00 | Peridot (Level 2)

Lowell Sheppard has been active in education in a variety of ways over many years. Through the building of elementary and middle schools in Cambodia and enabling Indigenous Young People in the Philippines to receive a college education through the Pamulaan Center, Lowell has enabled thousands of young people to receive an education.

Lowell's latest Project, Pacific Solo, involves him taking the classroom from SE Asia to the North Pacific. In two years time, Lowell plans on sailing solo across the North Pacific through the Great Pacific Garbage Patch to a place he has identified as Nemo North, the place furthest from Land in any direction. Lowell is announcing the Pacific Solo Learning Project, and outlining at the conference ways that students and classrooms can engage by asking him to gather data and conduct collaborative experiments on their behalf while on his voyage.

Lowell has also served on the board Nagoya International School in Japan, and is currently on the IAFOR International Academic Advisory Board.

Lowell Sheppard

Lowell Sheppard is an author, speaker, a social entrepreneur, a fellow of the Royal Geographic Society, husband, father, a long-distance cyclist, and wanna-be Sailor.
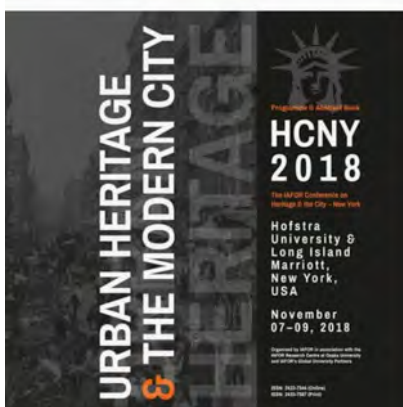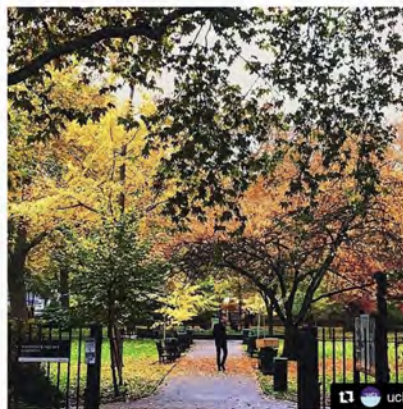
Lowell has spent his entire adult life working with established Non-Government Organizations (also known as non-profit societies) and in several NGO start-ups. As Founder of HOPE International Development Agency Japan and Asia Pacific twenty years ago, Lowell has seen the growth of HOPE to be in the top 2 % of charitable organizations in Japan with the coveted "nentai" certified tax-deductible status.

Lowell has served for the last twenty years as an informal advisor to companies and boards in the area of ethical decision making and thought leadership with a focus on community legacy.

He has dedicated much of his life to social and environmental improvement projects.

Today, Lowell is often asked to speak on Ethics and Philosophy, Social Enterprise, CSR, Sustainability, and subjects related to his various books.

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THE ACADEMIC PLATFORM

THINK.IAFOR.ORG is IAFOR's online magazine, launched in early 2016. *THINK* is an ambitious project conceived by academics, for academics, with the following objectives:

To provide an international, far-reaching platform for the best research presented at IAFOR conferences;

To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;

To facilitate the opportunity for academics 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 academic audience.

Content published on *THINK* spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography, artwork and more. Current contributing authors include leading academics such as Professor Svetlana Ter-Minasova, Professor A. Robert Lee, Professor Bill Ashcroft and Professor J. A. A. Stockwin.

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Friday
February 07

Poster Session

Please note that all abstracts are printed as submitted. Any errors, typographical or otherwise, are the authors'.

15:00-16:30 | Peridot Pre Function Area
Friday Poster Session

55771 | Friday Poster Session: 15:00-16:30
The Influence of Self-determination on Mastery Experience in a Creativity Game-based Learning
Yu-chu Yeh, National Chengchi University, Taiwan
Ngoc Phung Sai Sai, National Chengchi University, Taiwan
Chia Hu Chuang Chuang, National Chengchi University, Taiwan

Creativity refers to the process of generating contextually or culturally original and valuable products. This study aimed to develop a self-determination (SD) focused Digital Game-based Learning System for Creativity (DGLSC-SD-A) for 3rd and 4th graders and, further, to investigate the relationship between self-determination and mastery experience. Eighty-two 3rd and 4th graders participated in this study. The DGLSC-SD-A was composed of a story entitled "Searching for the clown's color balls" that was connected by important festivals in Chinese and American culture; it included nine games, ranging from 10 minutes to 15 minutes for each game. Moreover, the employed inventories were the Inventory of Self-determination in Digital Games (ISD-DG) and the Inventory of Mastery Experience in Creativity Digital Games (IME-CDG). With 9 games in total, the participants completed their learning in five classes within a week. The results showed overall significant SD-experience effect on mastery experience, Wilks' Λ = .545, $p < .001$, $\eta p2$ = .455. The followed ANOVA revealed significant SD-experience effects on "ability to solve problems" and "confidence of solving problems", $F(1, 81)$ = 47.646, $\eta p2$ = .372, and $F(1, 81)$ = 64.934, $\eta p2$ = .448, ps < .001. The results suggest that the real experience of SD after game playing can better predict pupils' achievement of mastery experience of creativity than the needs of SD before the game playing.

56278 | Friday Poster Session: 15:00-16:30
In Search of an Effective Online Campus for Online-only Universities
Hiromi Oda, Tokyo Online University, Japan
Noriyuki Enomoto, Tokyo Online University, Japan
Keisuke Kawashima, Tokyo Online University, Japan
Mizuho Imahashi, Tokyo Online University, Japan
Noritaka Fujita, Tokyo Online University, Japan
Toshimitsu Shigemura, Tokyo Online University, Japan
Hiroshi Nakamura, Tokyo Online University, Japan
Kanae Mori, Tokyo Online University, Japan

This is an interim report on an investigation into the psychological and social problems in online campus life at online-only universities. The immediate goal of this research is to search for an effective communication platform for the online campus at the Tokyo Online University (TOU), which has opened its doors to student in April, 2018. In order to support interactions among students, it opened an intra-SNS system last summer. However, only a fifth of registered students have created accounts so far, and it has already experienced some harassment incidents. It has not met our expectation to connect students comfortably and create a dynamic online campus. In fact, our investigation has found that this is not an isolated problem. Online technologies to connect people, such as SNS, virtual campuses using avatars, and MOOC(Massive Open Online Courses), have been applied to university campuses but they have followed a similar pattern. Each of them was touted as an innovation for distant education by connecting students around the world, and media and research articles reported its effectiveness in its early stage, but the expectations did not materialize eventually. Our hypothesis is that there is a common "humanizing" factor that is lacking in these attempts. In order to reveal the underlying common psychological and human aspect of online campuses, we are currently completing a questionnaire and interview survey at TOU and would like to report our findings at the conference. We believe that our research results will help other online-only universities as well.

56162 | Friday Poster Session: 15:00-16:30
Becoming an Early Childhood Teacher as Viewed From Deleuze's 'Event' Philosophy
Yeon Ju Son, Pusan National University, South Korea
Yoon Kyeong Choi, Pusan National University, South Korea
Boo Yeun Lim, Pusan National University, South Korea

This study examined the process of becoming a teacher of early childhood from the perspective of Deleuze's event philosophy. In general, the process of early childhood teacher development is discussed with the teacher developmental stages of Katz(1972), Burke, Christensen & Fessler(1986). In addition, the early childhood teachers are expected to have the power to continuously change and grow through the teaching period. In the qualitative research of the process of becoming a real early childhood teacher, there are experiences of events and life that can not be read during the linear teacher development stage. Therefore, this study conducted in-depth interviews with 6 young children's teachers who have more than 5 years of experience using drawing. The research problem is the process of becoming an early childhood teacher according to qualitative experience. As a result, first, the early childhood teacher interprets the tendency of events based on her sensory experience. Second, it was said that being a childhood teacher could be formed only in relation with a child, a fellow teacher, and a parent. Third, the experience of becoming a teacher through the closure and condensation of various events was unpredictable. This contingency has been a force that has led to the process of becoming a teacher to affirm her teaching in an artistic and aesthetic perspective. This study is meaningful as it is a vivid event and an artistic process beyond the fixed gaze which is seen as a developmental stage which is a specialized developmental stage.

15:00-16:30 | Peridot Pre Function Area
Friday Poster Session

54120 | Friday Poster Session: 15:00-16:30
Education, State Formation and Nation-building in Post-independence Indonesia 1945-1998
Hisan Anis Matta, University College London, United Kingdom

This paper will look at state formation and nation-building efforts through the national education system in Post-Independence Indonesia. Referring to Andy Green's education and state formation theory and utilizing 'parallel demonstration of theory' of comparative historical analysis methodology, this paper will argue that education and state formation theory is applicable to Indonesia. This paper aims to contribute to the literature on Southeast Asian education and comparative historical analysis of education. After proclaiming its independence in 1945, Indonesia went through a state formation process to mold the new country to reflect its 1945 Constitution and the national motto, ""Unity in Diversity"". During this process, education and the subsequent establishment of the national education system played an important role as an instrumental tool utilized by the new governments to reinforce national identity and the national language. This paper will explore, compare and contrast between how the Soekarno government (1945-1967) and Soeharto government (1967-1998) used the national education system to achieve their goals. This paper will argue that both governments aimed for different goals and due to various internal and external factors utilized education differently.

56369 | Friday Poster Session: 15:00-16:30
A Transforming Dynamic Journey: The Essence of Being a Novice Principal of the Archdiocesan School Towards Leadership Goal
Corazon Flores, St. Isidore Catholic School, Philippines

This research study was an attempt to reveal and describe the lived experiences of novice principals in leadership and management in the Archdiocesan schools of Batangas. The method used for this study was hermeneutic phenomenology as it exposed the essence of the phenomenon through the lived experiences of the novice principals. Six participants were chosen from the Archdiocesan schools of the province who are serving the school as principals from 1 to 3 years of office. In unveiling the world of novice principals of the Archdiocesan schools, the experiences are modeled after shepherd's care for his/her flock in preparing the journey, herding of the flock, walking alongside with the flock, crossing the stream, finding home with the flock, and grazing pasture were identified. The novice principals understood the on-going challenges in leadership and management as a transforming dynamic journey consisting of the following themes: (a) promoting good relationship with partners through mutual relationship with parents and students and professional relationship with teachers, (b) promoting growth in the organization by empowering partners; strengthening personality and spiritual aspects of the community, and enriching personality and professional, (c) facilitating of resources by managing human and financial resources, and (d) developing a transformational attitude of the principal by serving while leading and being dedicated to service in addressing the management and leadership style of the novice principals. The transforming dynamic journey of novice principals and their experience as shepherds of the Archdiocesan schools help in developing the Proposed Leadership Development Program.

56181 | Friday Poster Session: 15:00-16:30
Leadership Challenges in Juvenile Education: A UAE case study
David Litz, Emirates College For Advanced Education, United Arab Emirates
Rida Blaik Hourani, Independent Educational Researcher and Consultant, Cyprus
Shelleyann Scott, University of Calgary, Canada

Effective school leadership is a vital component of successful educational organizations. The increasing complexity of school settings requires leaders to employ contingent skills and contextualized approaches. This exploratory study examined administrative approaches and challenges at an educational center in a juvenile detention facility in Abu Dhabi, United Arab Emirates (UAE). To explore different perspectives, qualitative data were gathered through individual and focus-group semi-structured interviews from administrators, social workers, and teachers. The findings illustrated the significance of juvenile education through leaders' roles. In addition, the research also explored the challenges encountered by the educational managers at the juvenile center. These challenges featured the following: difficulties in communicating with parents; discontinuity in education that caused educational, organizational, and structural problems; managerial and educational pitfalls due to the release of offenders before completing their rehabilitation, instructional issues caused by the unsuitability of curriculum and relevant delivery issues; managerial problems related to the follow-up and progress of the juveniles and; difficulties regarding the general motivation and rehabilitation of incarcerated juvenile students.

56235 | Friday Poster Session: 15:00-16:30
Emotional Intelligence of School Leaders in Abu Dhabi: A Mixed Methods Investigation
Scott Parkman, Emirates College for Advanced Education, United Arab Emirates
David Litz, Emirates College for Advanced Education, United Arab Emirates
Rida Blaik-Hourani, Emirates College for Advanced Education, United Arab Emirates

This mixed-methods study explored the emotional intelligence of 124 public school leaders in the emirate of Abu Dhabi, in the United Arab Emirates. Emotional intelligence was investigated based on five different elements using a standardized, well known, published tool. These elements are Self-Awareness, Management of Emotions, Motivating Oneself, Empathy, and Social Skills. Quantitative analysis of the emotional intelligence survey data revealed high overall self-ratings for most aspects of emotional intelligence within the study's population, with little differences based on demographic factors such as nationality, experience or gender. Additionally, while differences in self-ratings for four of the dimensions were found to be insignificant, the trait of Managing One's Emotions was significantly lower across all demographic groups. The survey also identified that the quality of Empathy was highly correlated to both Self-Awareness and Social Skills. The semi-structured interviews corroborated these results and identified significant challenges that school leaders face when applying their emotional intelligence traits in their professional roles. As a result of the analysis, several key strategic areas related to emotional intelligence are identified and suggestions offered for further developing school leaders' emotional intelligence to facilitate school changes.

15:00-16:30 | Peridot Pre Function Area
Friday Poster Session

54746 | Friday Poster Session: 15:00-16:30
Importance Analysis of Mathematics and ICT Curriculum in High-school for Coding Education
Heeseon Jang, Pyeongtaek University, South Korea

The newly revised mathematics and ICT (Information and Communications Technology) curriculum have been operating in high school since 2015 in Korea. The mathematics curriculum includes equations, sets, function, sequences, calculus, statistics, and linear algebra, and the main contents of ICT course are coding basics, flow control, modularization, data structure, sorting & search, algorithm, simulation, and physical computing. In this study, the importance analysis of each course to improve computational thinking in coding education is performed. The suitable coding educational tool (programming language) in high school is also proposed. The survey results of 645 questionnaire for teachers, programmers, and students show that the statistics course is the most important (69%), and function and sequences are next important. It is also shown that the coding basics, flow control, algorithm are the more crucial for efficient coding education rather than the physical computing, modularization and data structure. Through the significance analysis for respondent's major, coding career, and the awareness between math and coding, it is observed that the more coding career, the more important opinions for statistics and coding basics course. Finally, the proper coding educational tool in high school is evaluated to be the C/C++ (27%), Java (17%), Python (9%) and VisualBasic (9%).

56452 | Friday Poster Session: 15:00-16:30
Renovating Language Labs to Facilitate Classroom Interaction in Language Education
Hiu Hin Tse, The Chinese University of Hong Kong, Hong Kong
Paul Lam, The Chinese University of Hong Kong, Hong Kong
Kevin Wong, The Chinese University of Hong Kong, Hong Kong
Aubrey Chan, The Chinese University of Hong Kong, Hong Kong
Jose Lai, The Chinese University of Hong Kong, Hong Kong
Stephen Leung, The Chinese University of Hong Kong, Hong Kong

Language labs are widely used in language education. The labs enable teachers to listen to individual students through headsets connected to computers. They also enable students to practice listening and speaking using their individual workstation. In recent years, peer interaction has been demonstrated as an effective pedagogy in language education. Yet, since traditional labs were designed primarily for individual work rather than group discussion, existing lab configuration and bulky hardware may pose limitation on peer interaction. As educational technologies evolve, the availability of mobile eLearning technologies has enabled new possibilities for language lab design. In order to create a more interactive learning space optimized for language education, 9 language labs at the Chinese University of Hong Kong (CUHK) have been renovated in 2019. Desktop computers were replaced with new laptops to minimize visual barrier. Some fixed tables were replaced with movable ones, so that users can easily form groups. The space was designed to encourage both peer-to-peer and peer-to-teacher interaction, while maintaining the flexibility to be converted to other usage. Our survey conducted among CUHK teachers who have used these language labs (n=44) showed that they were generally satisfied with the newly renovated labs. Some teachers favored the flexibility of the new lab and found it excellent in facilitating group work. However, some respondents pointed out pending technical issues that needed to be resolved. The survey feedback provided insight into the advantages of the new design as well as potential areas for improvement in similar technology-facilitated interactive learning spaces.

56312 | Friday Poster Session: 15:00-16:30
Influence of Artistic Intervention on Design Idea Presentation: A Pilot Study
Jung-mei Tseng, National Kaohsiung Normal University, Taiwan

Over the past decade, a trend of introducing artists to take residence has surged among foreign companies searching for cultural innovation and transformation within their enterprises. This inspired the author to explore what is the impact of artistic intervention upon the design education scene in this research. This study recruited 36 students from a department of industrial design, and they were divided into three groups. Next, this study selected one group to form a cooperation team with another 12 students from a department of fine arts. Another group was given artwork references by six different artists, and the last group was the control group. Their task was to compose product conception drawings upon two different themes. The first drawing experiment was performed for 60 minutes, and the second experiment was set to last 90 minutes. The results indicated that all participating groups recounted that such tasks were more inclined to be rather tough regarding their difficulty; as for the grading of drawing conception, the three groups in the first experiment demonstrated no significant difference in the performance of each score. As for the latter, we observed a significant difference in terms of the technical performance of the cooperation team (skills applied and accessibility). Comparing the scores of the two experiments, the second experiment, which enjoys a longer period of time, fares significantly better in overall performance than the results obtained in the short-term experiment.

56052 | Friday Poster Session: 15:00-16:30
Household Energy Conservation in College Students: Applying the Theory of Planned Behavior
Maria Cristina Bordallo, De La Salle-College of Saint Benilde, Philippines

Climate change brought about by global warming is one of the biggest challenges facing humanity today. Mitigating climate change requires the reduction of greenhouse gas emissions, and this can be achieved by conserving energy. Because households are responsible for a significant proportion of the total greenhouse gas emissions, energy conservation at home should be a fundamental strategy to mitigate global warming and climate change. A survey was conducted among college students in Manila (N = 569) to understand their energy conservation behavior at home by applying the theory of planned behavior (TPB). Aside from the standard TPB variables, the effects of climate change-related experience and risk perception were examined as background factors that influence beliefs. Structural equation modeling revealed that the TPB variables attitude, subjective norm, and perceived behavioral control all had significant effects on intention to conserve energy at home. Subjective norm was the strongest predictor of intention (β = .76, p < .05), followed by perceived behavioral control (β = .43,p < .05) and attitude (β = .21, p < .05). Intention in turn significantly influenced behavior. Behavioral and normative beliefs determined attitude and subjective norm, respectively. Climate change experience influenced risk perception, but not beliefs. Risk perception indirectly influenced intention and energy conservation behavior through its effects on behavioral beliefs, attitude, subjective norm, and perceived behavioral controls. Interventions designed to strengthen normative beliefs and risk perception of students are recommended.

15:00-16:30 | Peridot Pre Function Area
Friday Poster Session

56241 | Friday Poster Session: 15:00-16:30

The Effect of Positive Psychological Program Using Coffee Activities on Happiness and Parenting Efficacy of Mothers of People with Developmental Disabilities

Juyun Kim, Pusan National University, South Korea
Young-Sim Kang, Pusan National University, South Korea
Yu-Jeong Lee, Pusan National University, South Korea

[Purpose] This study aimed to identify the effects of positive psychology programs using coffee activities on the happiness and parenting efficacy of mothers who raise people with developmental disabilities. [Methods] Nine mothers who used N Welfare centers in B city voluntarily participated in program and agreed the purpose of this study. The program was conducted for 1 hour and 30 minutes per session over six weeks with a total of 12 sessions. [Result] Wilcoxon's signed rank tests (SPSS 22.0) verified the differences in happiness and parenting efficacy through the program by conducting a pre-posttest. The results were as follows. First, there were significant differences ($z=-2.67$ and $p<0.1$) in happiness. Happiness is divided into satisfaction, positivity and negativity, with the greatest change in negativity among each sub-area. Second, there was a significant difference ($z=-2.521$, $p<0.05$) in parenting efficacy. [Conclusion] These results showed that the positive psychology program using coffee activities was an effective program that could improve the happiness and parenting efficacy of mothers raising the people with disabilities. It suggests that a variety of positive psychology programs are needed for the psychological and emotional support of mothers raising the children with developmental disabilities for the healthy and effective parenting environment.

56219 | Friday Poster Session: 15:00-16:30

Current State and Awareness for Art Activities among the Artists with Disabilities – Focused on Busan area in South Korea

Minjeong Han, Pusan National University, South Korea
Youngsim Kang, Pusan National University, South Korea
Yujeong Lee, Pusan National University, South Korea

Purpose The purpose of this research is to determine current state and awareness for the artists with disabilities who have lived or have been working in Busan area. Methods 323 artists with disabilities responded to the questionnaire which was composed of 16 items. The collected data were analyzed using SPSS 22.0. Results First, the artists with disabilities were distributed in various ages, which was from 10s to 80s. Young artists with disabilities, 10s and 20s, accounted for the highest percentage. In disability types, developmental disability was 34.1%, and physical disability was 20.9%. Second, music, art craft, and picture constituted more than 60% of 14 kinds of art activities. Third, the artists with disabilities thought they do not have enough chance of performance and they might need more art and culture education programs to improve their art abilities. Forth, they thought that their activities were well worth and they felt happy with their art activities. However, it was recognized that there were limitations to the economic and artistic abilities. It also scored low on Busan city's culture and arts policy for the artists with disabilities. Conclusion This study suggested that Busan metropolitan city should support strategies suit in young artists with disabilities and make them meet in various arts fields. Also, the artists with disabilities might need professional support centers for educations, art creation, and performances. These practical support would give happiness to disabled artists and it could reduce gap between satisfaction and their limited abilities from art activities.

56239 | Friday Poster Session: 15:00-16:30

A Study on the Influence of Current Inclusion Experiences of University Students on the Attitude Toward University Students with Disabilities

Juyun Kim, Pusan National University, South Korea
Young-Sim Kang, Pusan National University, South Korea
Hye-Sook Ok, Pusan National University, South Korea

The purpose of this study is to identify the level of attitude of university students who currently have inclusive education experience with the university students with disabilities and to find the variable that affects the attitude of accepting the university students with disabilities. In this study, 234 second-year university students of B city responded to a questionnaire on their attitude of accepting the university students with disabilities. Among them, there were 67 students who encountered the fellow students with disabilities only in university and 167 students who encountered them only during elementary, middle and high school. The independent sample T-test (Levene's Test for homogeneity of Variances) was conducted to verify the differences. As a result, university students who were currently included in university had the higher acceptance attitude toward the students with disabilities ($t=6.041$, $p < .001$). By sub-region, they were shown in the order of behavioral attitudes ($t=6.540$, $p < .001$), emotional attitudes ($t=4.967$, $p < .001$), and cognitive attitudes ($t=2.849$ and $p < .01$). The results showed that regardless of prior experience in inclusive education, the current inclusion had an even more positive impact on acceptance attitudes toward the university students with disabilities. Therefore, this study shows that the attitude of accepting a disability depends on whether or not students currently have the fellow with disabilities. Also, this study implies the current interaction between students with and without disabilities could play an important role for the social inclusion.

15:00-16:30 | Peridot Pre Function Area
Friday Poster Session

54879 | Friday Poster Session: 15:00-16:30
The Impact of KLESF: The Fair 2017 on the Students' Motivation Towards Science Learning
Kiah Ju Ong, Tunghai University, Taiwan
Ying-Chyi Chou, Tunghai University, Taiwan
Ding-Yah Yang, Tunghai University, Taiwan

Kuala Lumpur Engineering Science Fair (KLESF: The Fair 2017) is a 3-day science fair which provided a platform for the public to expose to science. KLESF: The Fair 2017 was organized on 3 – 5th November 2017 at Malaysia. KLESF: The Fair has been conducted for four consecutive years; however, little is known about the impact of science fair on the high school students. The purpose of this study was to investigate the impact of KLESF: The Fair 2017 on the students' motivation toward science learning and the students' perception towards the event. A total of 360 students from three different independent high schools in Malaysia participated in the survey. The students completed a pre-test on students' motivation toward science learning before the science fair. A post-test, identical to the pretest plus student engagement, capacity, and continuity outcome questionnaire was administered a week after the event. Results indicated that the students' motivation towards science learning has improved significantly after the event. The students were engaged to and gained new knowledge from the science fair. KLESF: The Fair 2017 positively influenced their desire to pursue a science-related career. Science workshops, science-related games, and hands-on activities were the most favourable activities during the event. Many students commented that KLESF: The Fair 2017 was interesting, fun, attractive, enjoyable, and they can learn and remember easily the science knowledge. They had a deeper impression on the knowledge learned as they were learning by doing and experiencing.

56148 | Friday Poster Session: 15:00-16:30
Recognition in Education Using 3D Printing in Anatomy Classes
Munyoung Lee, Honam University, South Korea

Among the new technologies that have in recent years entered the biomedical fields in research, practice, and education are the rapid prototyping techniques, particularly as applied in three-dimensional (3D) printing. Anatomy is one of the fundamental areas of medical education. The aim of this research was to assess whether learning structural anatomy utilizing 3D printing. A total of 42 students attending 'neuroscience' were recruited for this study. I studied the structure of the brain with a 3D printer(3D WOX DP200, Sindoh, 2017) brain model in neuroscience. And the degree of understanding, concentration and interest compared to other learning materials such as textbooks, 3D application and muscle models. The questionnaire consisted of 5 points ranging from 'not very like' to 'very agree'. Experimental results show that 3D printing has a better Understanding effect than other learning materials. Experimental results show that 3D printing has higher satisfaction(understanding, concentration and interest) than other learning materials (textbooks, 3D application). Overall, learning using 3D printing showed higher results than other learning materials such as textbooks and 3D application.

55406 | Friday Poster Session: 15:00-16:30
Primary School English Teachers' Understandings of Diversity in Qatar's Government Schools
Reem Abu-Shawish, Qatar University, Qatar
Michael Romanowski, Qatar University, Qatar
Maha Ellili, Qatar University, Qatar

Globalization has changed the demographics of the Gulf Cooperation Countries (GCC) countries creating vastly diverse resident populations. Notably, Qatar has emerged as a multinational and multicultural nation. Qatar's record economic growth demands high- and low-skilled expatriate workers causing a substantial discrepancy between citizens and expatriates. Nowhere is this more evident than Qatar's government schools, where 27% of teachers are Qatari, 66% are other Arab nationals, and 6% are from non-Arab nations. Diversity is also evident in the student population containing approximately 56.5% Qatari Nationals and 43.5% non-nationals from a variety of Arab and non-Arab countries. Despite the large body of research on diversity, little is written about primary school English teachers' perspectives toward student diversity in the GCC. Semi-structured interviews were used to explore 26 primary school English teachers' perspectives regarding their understandings and experiences with student diversity. Participants' responses are analyzed using a culturally responsive teaching framework. The results offer insights about teachers and diversity and suggestions that will enhance culturally responsive teaching, and several suggestions are offered to assist teachers in developing a culturally responsive approach to teaching.

54409 | Friday Poster Session: 15:00-16:30
Coaching of Teams toward Leadership – Building a Cohesive Feedback Culture in Innovative Schools in Mexico and the United States
Bethesda Quintana-Manrique, The Next Step Public Charter School, United States

If diversity and innovation are real, so is coaching as today's approach for creative and transformative change in education, materialized through coaching teams of students and teachers, and eventually other key stakeholders to turn from good to high-performing. The author, serving as coach to teachers and instructional coaches, has compiled qualitative records of student and teacher work, observation-based teacher feedback, and coaching conversations within the curricular work. There is immense power in excellent teaming. Schools can now be viewed as a "huge farming place" with incalculable demand for innovative, self-accountable, self-disciplined workers, to grow their potentials in the service of humanity. Teaching, learning, and leading can no longer be done autonomously but rather through a mirror holder, a coach, who with expertise and empathy guides the growth and equipping process. Nevertheless, this partnering to be effective necessitates open collaboration. COLLABORATION is the embodiment of concepts like We can, Our Way, Inclusion, Partnership, Excellence, Interdependence, Team learning, Boundaries, Agility, Personal Sacrifice, Learner of styles, Negotiation, and Shared goals. Collaboration is a true learning experience that can be acculturated through coaching. Most significantly, students benefit from thoughtful feedback and coaching of teacher teams throughout their process of knowledge and life skills development. Students are inspired by their mentors when they model their own robust learning through coach-supported peer observations, kaizen sessions, and lesson studies, to enrich their repertoire. Real-world learning- using school as cultivating labs with ongoing reflective and improvement conversations- is crucial where students can collectively design and implement possibilities.

Friday Poster Session

56129 | Friday Poster Session: 15:00-16:30
The Perspective of Thai Pre-service Teachers on Creativity: Teaching Creatively and Teaching for Creativity
Chalisa Koysupsin, Phuket Rajabhat University, Thailand

Creativity has been played a crucial role in education in the 21st century. In the Thai Curriculum, creativity is put on the list of learners' key competency skills. Teacher efficiency has a direct impact on student success, thus developing Thai pre-service teachers' awareness of creativity is essential to enhance new teachers' creativity in their teaching. The purpose of this study was to explore Thai pre-service teachers' conception of creativity. Research participants were drawn from the first-year student teachers at Phuket Rajabhat University. Open-end questionnaires were created to collect participants' perspectives on creativity. According to grounded theory, two themes emerged to analyze the student teachers' perspective; teaching creatively and teaching for creativity. The result of the study shows that Thai pre-service teachers' perception of creativity was mainly concerning the creative learning media as its origin. Besides, the awareness of the pre-service teachers was creative teaching methods and media will improve their teaching ability, which also considers as an original aspect. The result means that Thai pre-service teacher's conception of creativity is more about 'teaching creatively' rather than 'teaching for creativity', which impact on their future student in a way of enjoyable and succeed in learning but not fostering creativity competency in the young. In conclusion, the finding reflects that a teacher training course should emphasize and cultivate more on creativity's core feature to widen the perspective of creative teaching in Thai pre-service teachers, and then they will be able to transmit the knowledge and skills to their students.

55267 | Friday Poster Session: 15:00-16:30
Implementing Mindful Learning Intervention to Enhance Creativity
Yu-Chu Yeh, National Chengchi University, Taiwan
Yun-Fan Chen, National Chengchi University, Taiwan
Chih-Yen Chang, National Chengchi University, Taiwan
Yu-Shan Ting, National Chengchi University, Taiwan

This study aimed at employing technology-based interventions in daily life to investigate the relationship between mindful learning and creativity. One hundred and forty-nine college students participated in the experimental instruction and they were randomly assigned to a control group or the experimental groups. All participate took the pretest and the posttest within a week. The control group (G1) did not receive any intervention during the experimental period, whereas the experimental groups were requested to use their smart phones to take 2 photos each day (with 4 days in total) and upload them to a designated website. Experimental group 1 (G2) took photos at their preference without sharing them on a designated website; Experimental group 2 (G3) took photos at their preference and shared them on the website; Experimental group 3 (G4) took photos of different categories and shared them on the website. The instruments included the AMD-CL. The results showed that G3 and G4 outperformed G2 on the improvement of creativity. In addition, those with more positive attitudes toward using mobile devices on creativity learning had better improvement in creativity performance. The findings of this study suggest that technology-oriented mindful learning interventions, which can be practiced in daily life, contribute to the cultivation of creativity.

54992 | Friday Poster Session: 15:00-16:30
In the Trenches: A Teacher-voice Perspective on Data-driven Decision Making
Cynthia Raffe, University of New South Wales, Australia
Tony Loughland, University of New South Wales, Australia

Education systems worldwide have been encouraging data use initiatives with the aim of improving student learning through data-driven decision making (DDDM) (Means, Chen, DeBarger & Padilla, 2011). Despite this, the adoption of DDDM practices by Australian classroom teachers has been slow. To examine the underlying factors attributing to this, the study views the school as an organisation and adopts a change management framework (Lewin, 1947). Here, it is argued that investigating the current status quo is imperative for any change initiative to gain momentum and adoption. Thus, this study looked at the extent to which teachers in Australia are adopting DDDM practices, specifically their processes and opinions on collecting and analysing student assessment data. This was done via thematic analysis of individual semi-structured interviews with eighteen teachers. Findings showed that teachers are adopting the terminology synonymous with DDDM literature to talk about their informal data use practices. However, most participants were not following literature-recommended DDDM processes and instead were collecting student data for reporting purposes, leading to a shared belief that data systems were used for teacher-monitoring rather than enhancing their own capabilities. This was attributed by the participants to several factors, including how data use was introduced and supported within the school, as well as time, culture, leadership, and training. The presentation will detail why change has not yet occurred, what the major influences appear to be, and how incorporating teacher-voice into the research process can foster fit-for-purpose change initiatives that promote data use in the classroom.

56213 | Friday Poster Session: 15:00-16:30
New Acts for Chemical Fiber Teaching in Textile Science and Engineering
Ni Wang, Donghua University, China

Chemical fiber is one of the three polymer materials, and also a very important raw material for textile industry. In 2018, the total output of fiber worldwide is more than 90 million tons, of which chemical fiber accounts for about 65 million tons. However, China is still a major producer of chemical fiber, with a chemical fiber output of more than 50 million tons. The college of textile of Donghua University has been offering the course of chemical fiber and post-processing for many years. It is an elementary course for the students majored in both textile engineering and nonwoven materials and engineering. On the basis of introducing the basic concepts and quality indexes of chemical fibers, it teaches the manufacturing methods, performance and applications of chemical fibers, especially focuses on the content of chemical filaments, including spinning and deformation, etc. This article mainly introduces the importance of the course, the textbook selection, the content adjustment & renewal and the practice session and so on, summarizes some suggestions and the new acts in order to provide the safeguard for the high-level professional talents training under the new situation.

15:00-16:30 | Peridot Pre Function Area
Friday Poster Session

56193 | Friday Poster Session: 15:00-16:30

Strengthening Social Resilience Through Identity Reflection in High-Schools: iBelong's Radical ODT Methodology in Israel

Uri Cohen, iBelong - Israeli MASA, Israel

iBelong is an Israeli NGO missioned to strengthen the sense of identity and belonging of youth by offering experiential journeys for self-discovery and community engagement. In the past 14 years, iBelong is mandated by Israel's Ministry of Education to provide ODT educational activities and intercultural experiences. Arguably, the dislocating effect of globalization, exaggerated by social media, combined with growing inequalities, lead to the erosion of cultural identities. This often provokes an identity crisis among young adults, resulting in apathy and rebellious, disruptive actions in search of meaning and belonging. In our 6-day journey, high school students participate in our unique program, with methodologies that allow them to cope and address their personal, communal, municipal, and national identities. In our session, we will present our work with over 280,000 youngsters, Israeli and foreign-born, and over 400 schools from all ends of the diversified Israeli society. We will present our rational, strategy and mode of operation, drawing from our mission to promote pluralist and resilient communities. Our presentation will incorporate Prof. Gad Yair's research on our program, conducted at the Research Center for Innovation in Education in the Hebrew University of Jerusalem, which assessed the impact of our methodologies on our participants. The primary findings present 93% of our participants claiming iBelong made them become involved and to volunteer in their communities. More so, 94% feel a stronger positive connection to their country. iBelong won the Israeli parliament's prize for the promotion of democratic values and protection of human rights.

56197 | Friday Poster Session: 15:00-16:30

Parents' Recognized Necessity and Barriers to Leisure Activities for Children with Developmental Disabilities

Minjeong Han, Pusan National University, South Korea
Youngsim Kang, Pusan National University, South Korea
Hyesook Ok, Pusan National University, South Korea

Purpose The purpose of this study is to examine the parents' perceived necessity and satisfaction to leisure activities for their children with developmental disabilities. Methods The sample consisted of 88 parents who have middle and high school students attending special schools. Parents were surveyed with 26 questions. All questions were multiple choices types or 5 points Likert scales. Results As a results, first, parents thought the meaning of children's leisure activities are 'playing and enjoying time(70.5%)' and 'developing one's abilities(22.7%)'. As well, they thought children spend their leisure activities meaningfully(46.5%). Second, parents thought that children might need leisure activities for 'psychological stability(4.51)', 'improvement of quality of life(4.40)', 'improvement of social skills(4.25)', 'enhancement the level of culture(4.18)', 'build up their physical strength(4.61)' and 'social integration(4.25)'. Third, environmental factors such as 'negative awareness of neighborhood' and 'lack of professional leisure activity leaders' factors held them back when they tried to participated in leisure activities. Conclusion These environmental factors could more interrupt in leisure participation than personal factors such as 'unavailable independent locomotion', and 'lack of communication skills'. Therefore, this study suggests that removing environmental barriers and supporting practical activities would be necessary for effective leisure participations in children with developmental disabilities.

56268 | Friday Poster Session: 15:00-16:30

Development and Validation of a Screening Tool to Assess Depression, Anxiety and Stress Among Adolescents

Shreemathi S Mayya, Prasanna School of Public Health, MAHE, Manipal, India
Anirudh Ramesh, Prasanna School of Public Health, MAHE, Manipal, India
Deepa Marina Rasquinha, Manipal College of Health Professionals, MAHE, Manipal, India

Background: Globally, depression among teenagers is one of the leading causes of illness and disability. DASS-21 is a well-established instrument in the western world to assess depression, anxiety, and stress. It is not a culture free tool to use among the Asian population. A screening tool for Asian population is the need of the hour to identify the adolescents at risk of developing depression. Methods: We developed the Manipal Inventory of Depression Anxiety and Stress Scale (MIDAS) for screening the mental health status of grade 11 and 12 students. The rating scale was developed as per the symptoms specified in the International Statistical Classification of Diseases (ICD 10). Eleven experts validated the tool. Item and domain characteristics and scale reliability were assessed. The scale was correlated with the Depression Anxiety and Stress Scale (DASS 21) scores obtained with local language translated version to provide evidence towards its concurrent validity. Results: The items and domains of the MIDAS demonstrated acceptable validity and reliability. Conclusions: The results of this investigation indicate that MIDAS can adequately measure the mental health status of grade 11 and 12 students with acceptable reliability and validity.

ASEAN Career Fair with Japan: IAFOR/SMU Special Symposium
"Japan's Role in Nurturing Talents in Southeast Asia"
Friday, February 07 | 16:00-18:00 | SMU Administration Building

This special symposium will be held at the Singapore Management University, as part of the ASEAN Career Fair with Japan 2020, and will be followed by a networking reception for the participants. The ASEAN Career Fair with Japan was launched in 2013 as part of Osaka School of International Public Policy, Osaka University's "Reinventing Japan" project funding from the Ministry of Education. Over the past seven years, more than 5,000 students from universities across ASEAN have participated in this recruiting fair for Japanese companies. It is the only fair of this kind that does not require high-level Japanese language ability as a prerequisite, in recognition of the growing number of Japanese companies and businesses that are breaking away from the "Japanization" model of human resource development for foreign recruits.

The objective of this event is to offer the opportunity for companies and university career offices to share experiences, know-how, challenges and information useful to career development for Southeast Asian students. As such, we will have presentations from companies, experts on human resource issues, and Japanese language training.

Moderated by Professor Haruko Satoh of Osaka University, the event will also welcome His Excellency Mr Jun Yamazaki, Ambassador of Japan to Singapore.

The primary audience is, therefore, Japanese companies participating in the Career Fair that takes place the following day (at the Singapore Expo) and career officers at universities. But it is also open to those interested registered participants for the IAFOR conference.

Friday, February 07 | 18:00-19:00 | SMU Administration Building
Networking Drinks Reception

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

Location: Function Room, Singapore Management University (SMU) Administration Building (Level 6), 81 Victoria Street, Singapore.

Saturday
February 08

Parallel Sessions

Please note that all abstracts are printed as submitted. Any errors, typographical or otherwise, are the authors'.

09:30-10:45 | Opal 101 (1F)
Saturday Session I
Language Learning: Teachers' Perspectives
Session Chair: Mitsuyo Toya

55050   09:30-09:55 | Opal 101 (1F)
The Ecological Influences on Professional Development (PD) Experiences of Early Career Vietnamese EFL Lecturers
Nga Huynh Hong Ngo, Victoria University of Wellington, New Zealand

This study investigates how ecological contexts affect EFL lecturers' PD experiences drawing on Bronfenbrenner's (1979) ecological systems theory. Following a phenomenological approach, semi-structured interviews and document analysis were employed to explore how EFL lecturers experienced the phenomenon of PD. Participants included twelve Vietnamese EFL lecturers and four academic managers. National and institutional documents were analysed to enable a better insight into the lived PD experiences of the participants. This paper presents the findings on how individual, institutional, national, and global factors have influenced the PD experiences of early career EFL lecturers in a Vietnamese university.

54862   09:55-10:20 | Opal 101 (1F)
A Content Analysis of Research Articles on English as a Foreign Language Learners' English Pronunciation: 2000-2019
Pimrawee Ruengwatthakee, Sam Houston State University, United States

The purpose of this research study was to determine the countries, topics, samples, methods, and language features in four English as a Foreign Language (EFL) research journals: English Language Teaching, CATESOL Journal, Educational Technology & Society, and World Englishes between 2000 to 2019. The method of content analysis was utilized to investigate the abstracts and full texts from 37 scholarly articles on English pronunciation in the EFL context. Frequency counts of the findings from aforementioned academic journals were identified. The results indicated that over time the frequency of articles published on English pronunciation in the EFL context has been increasing since 2005. The majority of the past two decades were conducted in China. Research reveals that Intelligible pronunciation is the most prominently used topic and that qualitative research is the most predominantly applied method. The highest percentage of recruited participants came from undergraduate students. Additionally, English consonants and word stress were most commonly found in language features. The results illustrated general issues and trends on teaching and learning EFL learners' English pronunciation.

56139   10:20-10:45 | Opal 101 (1F)
Identifying Variables in English as Medium of Instruction: A Trajectory Equifinality Modeling Analysis of Two English Teachers in Japan
Mitsuyo Toya, University of the Ryukyus, Japan

The Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) has long tried to change the medium of instruction (MI) for secondary school English education. Released in March, 2018, a new course of study states that junior high school English should be taught in English. This reinforces an earlier announcement for MI in senior high schools in 2008, and now English teachers in Japanese public schools are under increasing pressure to speak English exclusively during class. However, call for an "All English" classroom has not been necessarily welcomed nor accepted by instructors. Indeed, fewer than 20% of teachers use English more than 75% in class for both junior and senior high schools (MEXT, 2019). Senior high school teachers are undoubtedly able to conduct English-only lessons, so why do they refuse to use more English in class? In order to qualitatively clarify variables that govern teachers' decisions on the use of English, two female English teachers, each with approximately ten years of experience, were interviewed separately for one hour regarding their teaching career. The data was analyzed using Trajectory Equifinality Modeling (Valsiner & Sato, 2006). The results revealed that anticipated learning difficulties among students inhibits the teachers' use of English because they had been assigned to schools with varied proficiency levels. It was also found that a coincidental encounter with a model teacher served as Obligatory Passage Point in achieving the Equifinality Point of English as MI.

09:30-10:45 | Opal 102 (1F)
Saturday Session I
Intercultural Awareness
Session Chair: Tuwanont Phattharathanasut

54910   09:30-09:55 | Opal 102 (1F)
How Do You Draw a Tree? Raising Intercultural Awareness in the Language Class
Julie Marie Ross, Khalifa University, United Arab Emirates

Today's world may be a global village, but not all of the world's universities are. For example, while the UAE is a country that is home to people of almost 200 nationalities, many universities there serve predominantly Emirati students. Even in such a learning environment however, it is imperative that educators equip their students to be global citizens, ready and eager to interact with others outside the university gates. Since the connection between language, culture, and identity has long been known, and since being competent in a language requires understanding the culture that has defined it, the language classroom is an ideal space for fostering intercultural competence. This presentation describes an action research project in an English language class at Khalifa University in Abu Dhabi. The project investigates the effect of specifically-designed classroom activities on students' intercultural awareness. The activities used in the project are based on a humanistic language learning approach, and draw on the principles of Gardner's Multiple Intelligences Theory. The students are in their first year of study at the university, and are all Emirati. The aims are twofold: to raise students' awareness of the beliefs and/or stereotypes they bring to the language class, and to help students develop sensitivities to both similarities and differences in learning another language and culture.

55935   09:55-10:20 | Opal 102 (1F)
TESOL Practicum in a Globalized Context
Chien-han Chen, Tamkang University, Taiwan

This research presents a case study of an international TESOL practicum through the lens of experiential learning. In this unique experience, the pre-service teachers observed English classes, prepared teaching materials with collaborating teachers, and taught English to Vietnamese students in authentic classrooms. After each class they discussed with collaborating teachers to summarize and reflect on their teaching experiences to enhance their teaching expertise. In a short period of time, intensive experiential learning occurred naturally. Research data from qualitative interviews showed intercultural implications in the practicum. Through this study, language teaching is redefined and benefited by intercultural interactions in the process. Preservice teachers are suggested to develop global perspectives and strengthen teaching expertise in international teaching practicum with experiential learning.

55628   10:20-10:45 | Opal 102 (1F)
Educational 'Policy-scapes' in Myanmar: Ethnic Conflict and Global Contestations
Tuwanont Phattharathanasut, Waseda University, Japan

The complexity of education reforms is evident in conflict societies; while the conflicting parties want schools to serve their own interests, the forces of globalization started to influence education policy and practice on a national level. This work explores how do differing goals of educational actors, including the Burma elite (the military and the National League for Democracy – NLD) and international agencies, impact education reform policies in Myanmar, especially in a matter of ethnic conflict and peacebuilding. The understanding of educational ideal and political interest that influence the education reform could identify various perceptions towards ethnic conflict and future direction of the relationship between education, peace, and conflict. Through research, I argue that education reform policies greatly driven by the educational agenda of Burman elite and international agencies. Here, the research draws upon three theories, including critical realism, strategic relation approach, and policyscapes to develop an understanding of education process, discourse, and outcome of education. For data collection, this ongoing research used a qualitative research method, including document analysis, observation, and interview, to answer the research questions.

09:30-10:45 | Opal 103 (1F)
Saturday Session I
Language Learning: Speaking
Session Chair: Rieko Matsuoka

53885   09:30-09:55 | Opal 103 (1F)
Intelligibility of Hong Kong English: Segmental and Suprasegmental Features
Ka Long Roy Chan, The Chinese University of Hong Kong, Hong Kong

Hong Kong English (HKE) has been investigated vastly in the recent years (Sung, 2015), while the phonetic and phonological patterns of HKE have been examined by various scholars in the past decade (Setter et al., 2010; Hansen Edwards, 2019), the intelligibility of HKE has not been researched extensively. Also, Hansen Edwards' (2015, 2016, 2019) series of research on the language attitudes towards HKE found that HKE has been gaining a positive image among Hongkongers and has gradually emerged as a variety of legitimate form of English used by Hongkongers. The current mixed method study employed a self-designed program, which is modified from Van den Doel's (2006) experiment on intelligibility and language attitudes, to examine the intelligibility of HKE. Using the specially designed program, the segmental and suprasegmental features of HKE which are related to the intelligibility are discovered. Eight HKE speakers' sound clips were listened to by sixty participants from different parts of the world. Preliminary results suggest tentatively that HKE is intelligible to people all around the world regardless of their familiarity to HKE. However, the intonation of HKE is likely to bring minor hindrance to understand HKE fully. Moreover, there is a generally positive attitude towards HKE. The study is potentially useful to provide insights for the English pronunciation teaching in Hong Kong, especially on providing a modification to drift the current norm-based pronunciation teaching method to an intelligibility-focused pronunciation teaching.

54426   09:55-10:20 | Opal 103 (1F)
Reflection on Role Playing in English for Tourism and Travelling Classroom
Orasa Roykhaew, King Mongkut's Institute of Technology Ladkrabang, Thailand

The purpose of this research was to study English speaking skills of the students at King Mongkut's Institute of Technology Ladkrabang Bangkok Thailand who took English for Tourism and Travelling course in 2018. The objectives of the research were 1) to study English speaking skills of KMITL students through role-playing activities 2) to study students' satisfaction toward role-playing methodology in English for Tourism and Travelling. The samples were the students of faculties of engineering and agricultural technology at KMITL. They studied English for Tourism and Travelling as an elective course. The research had been done according to their interests because they would like to practice English speaking skills fluently. The materials were adapted from the websites, textbooks, newspapers, magazines and dictionaries. Statistics used in this study were percentages, means and standard deviation. The results of this research showed that students were good at English speaking and were satisfied with role-playing activities. They thought that role-playing activities would be beneficial to their future careers.

54308   10:20-10:45 | Opal 103 (1F)
The Effects of Reading-aloud on Speaking Competence
Rieko Matsuoka, Teikyo University, Japan
Tadashi Nakamura, Nakamura ENT Clinic, Japan

Recently, plenty of reference books on advocating reading-aloud for improving English communication competence have been published in Japan (e.g., Kano, 2013). Pedagogically plausibly, reading-aloud practice in a real site of tertiary education, positive results have been anecdotally revealed. However, it has been challenging to find the study about the rigorous effects of reading-aloud on university students' speaking competence, while reading-aloud study on children gained an attention more than three decades ago (Anderson, et al., 1985) and more recent research on reading aloud has targeted the older population suffering from cognitive problems (e.g., Nouchi, et al., 2016), Thus, this presentation examines the ways in which the students have improved their speaking competence based on the data gained from classwork conducted in one Japanese university. On the first session the students will make one to two minute speech, which will be evaluated by 5 Likert-scale. From the second session to the seventh sessions they are required to read aloud a given passage for ten minutes a day for six weeks. On the eighth sessions, they will do the same thing on the first session. The results of 5 Likert-scale evaluation on the first and the eighth session will be compared and discussed. As one chapter on a reading-aloud practice book (Kano, 2013) states, reading-aloud may provide us with neurological benefits such as training the frontal lobe and developing the English language circuits. Feasible findings of this study may convince us to believe that reading-aloud will enhance the students' speaking competence.

09:30-10:45 | Opal 104 (1F)
Saturday Session I
Curation & Librarianship
Session Chair: Melody Retazo

55951   09:30-09:55 | Opal 104 (1F)
Gamified Information Literacy: Perceptions of School Librarians in Metro Manila, Philippines
Rosendo Rama Jr., De La Salle University, Philippines
Loreen Daphnee Bundang, University of Santo Tomas, Philippines

Information literacy has been defined by the American Library Association to be a "set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." With the wide array of technological advances in today's information society and a new generation of diverse learners that are growing in numbers, traditionally teaching information literacy needs to level up its game to meet the needs of the 21st-century learners. Gamification can be used in recreating one of a kind experience wherein students can freely engage in the library lessons and at the same time collaborate with the use of technology, and making the teaching and learning process an avenue of more fun and engagement. This study employs a descriptive quantitative research design with the use of Google Forms an online survey for the method of gathering the data. The guided questions namely: (1) librarians' familiarity with gamification; (2) do librarians use/tried using gamification in teaching information literacy; (3) librarians' perception in using gamification; (4) factors affecting the use of gamification in information literacy; and (5) librarians' openness towards the new approach in teaching information literacy for the 21st-century learners. This paper addresses the Filipino school librarians' perception of the use of gamification in teaching information literacy and its potential benefits as a new tool in increasing student engagement. The respondents were composed of school librarians from Metro Manila, Philippines.

56055   09:55-10:20 | Opal 104 (1F)
Bridging the Old and the New – The Digitalization of Museums in Indonesia
Salima Hakim, Universitas Multimedia Nusantara, Indonesia
Kemal Hassan, Universitas Multimedia Nusantara, Indonesia

We are currently in the midst of the digital era where mobile screens, technological advancement, virtual realities and boundless exchange of information are at the center of human civilization. These digital transformations influence various shifting forms of human interaction as well as the nature of education. Aside from formal education institutions, museums can be described as sites in which knowledge; along with its underlying ideology, is curated, reproduced and distributed as a mean of constructing our collective perception and narrative of things. In this digital age sphere, in which ways of relating to material things also changes, it is important to observe how these transformations impacted the object and subject relations in and through museums as a knowledge-producing institution. This research seeks to examine how museums in several regions in Indonesia negotiate and strive to keep up with the changing nature of knowledge consumption. Using a qualitative method this research gathers data by (1) observing 10 museums located in different regions to classify the changes in physical aspect of artifact display that utilize various types and forms of digitalization; (2) conducting inductive analysis to examine and compare patterns and themes of digitalization used in creating specific experience and narrative of the museum. Observations of the sites confirm that interactivity; experiential and immersive experience appeared to be a popular chosen method of collection exhibits. It also supports the notion that the focus of knowledge distribution in visitor – museum relations, has shifted from 'object lessons' to 'experience-based' education.

53746   10:20-10:45 | Opal 104 (1F)
Quality of Mentoring and Personal Attributes as Correlates of Professional Competencies Among Librarians of Region 10
Melody Retazo, Lourdes College, Philippines

It is essential for librarians to advance professionally. The professional competencies of librarians that were acquired through education and library practice may no longer be relevant for the jobs that have been changed or redesigned by technology. Thus, this study determined the association between the head librarians' quality of mentoring and personal attributes and the librarians' level of professional competencies. The respondents were the professional librarians in Northern Mindanao. Mixed method and standardized survey instruments were used in the study. Data were analysed using percentage, mean, Pearson's r, t-test and Anova. The findings of the study revealed that the quality of mentoring and personal attributes of head librarians is to a great extent as assessed by the librarians which includes career advancement and psychosocial support. The librarians' assessment of their level of professional competencies showed "high" in both their hard and soft skills. It was further disclosed that there was a significant association between the head librarians' quality of mentoring and personal attributes and the librarians' level of professional competencies. It is then concluded that head librarians are driven, committed, and engaged to enhance the professional competencies of the librarians. It is recommended that library administrators may consider planning, designing and implementing a mentoring program to further enhance and maintain the professional competencies of librarians.

Saturday Session I

Teaching Experiences
Session Chair: Lior Naamati Schneider

56064   09:30-09:55 | Opal 105 (1F)
Measuring the Computational Thinking Ability and Surveying Freshman Students' Opinions on Teaching and Learning Styles

Virawan Amnouychokanant, King Mongkut's University of Technology Thonburi, Thailand
Surapon Boonlue, King Mongkut's University of Technology Thonburi, Thailand
Saranya Chuathong, King Mongkut's University of Technology Thonburi, Thailand
Kuntida Thamwipat, King Mongkut's University of Technology Thonburi, Thailand

Computational Thinking (CT) is a key skill in the 21st century that everyone needs, rather than just being a programming skill used only by programmers. To develop students' systematic thinking and analytical ability, we should add computational thinking to them. A sample group consisted of 89 freshman students attending the Department of Educational Communications and Technology of King Mongkut's University of Technology Thonburi, Thailand. They completed a Computational Thinking Test (CTt) and a students' opinions survey. Reliability as internal consistency of the CTt, measured by Cronbach's Alfa is = 0.79. This test is aimed at measuring the students' CT ability. The CTt had 20 multiple choice items and consisted of four components: Decomposition, Pattern Recognition, Abstraction, and Algorithm Design. The results revealed both males and females have equally average scores; however, their scores were lower than that of the criterion; consequently, they should be cultivated CT. The results from the students' opinions survey indicated that most respondents liked working with friends and learning by doing; in addition, they also admired an instructor who always applied problems in real life to teach them and combined Face-to-Face and Online Learning. These results can be applied in future research related to instructional design to the development of computational thinking ability.

56385   09:55-10:20 | Opal 105 (1F)
Constructing Inclusive Education Among Preschool Children With Special Needs: Implications for Theory, Research, and Practice

Canalyn Davidson, Everlasting School of Calamba, Philippines
Ma. Milagrosa Ocenar, Colegio de San Juan de Letran, Philippines

Specifically, the study aims to find out the following: (1) What are the views of students, teachers, school principals, and parents in inclusive education?, (2) How could inclusive education help the children learn and gain knowledge?, (3) What are the benefits and challenges of inclusive education in the instructional programs for preschool learners with special needs?, and (4) What propositions can be generated for recommendation to theory development? The study indicated three theoretical propositions namely: (1) unified programs "Early Childhood and Special Education Degree Program", a combination of two courses that specialized Early Childhood Education and Special Education; (2) the formation of an "Inclusive Education Association" in Laguna that monitors the status of the operation of inclusive education in all private and public schools in the province; and (3) the "Chain Theory in the Light of Inclusive Education" at the preschool level that explains how some aspects of the social world 'works. Moreover, this study specified recommendations in order to further enhance the practice of inclusive education among preschool children in Laguna: (1) the elevation and development of the specific roles of the schools, the teachers, and the families; (2) to raise sessions in every inclusive school just to exchange experiences and ideas; (3) the instigation of further academic studies on this research area; and (4) investigate the valuable views of those individuals who don't have contemporary interest in inclusive education among preschool children with special needs.

56146   10:20-10:45 | Opal 105 (1F)
Student-guided Learning Methodology: From Teaching to Learning

Lior Naamati Schneider, Hadassah Academic College, Israel
Adaya Meirovich, Hadassah Academic College, Israel

Academic institutions are increasingly viewed as not only knowledge providers but also as cultural change agents. They are therefore expected to cultivate new types of student competencies that can cope with daily challenges in an ever-changing world. Israeli academia has adopted new teaching paradigms but most lecturers still use traditional methods. This study describes how a novel method was used as one means in creating a student-guided course in a management and service organizations faculty and changed the teaching into a learning process. This study describes the student-guided learning (SGL) method used in teaching a course in a management of service organizations faculty modeling how Israeli academic teaching can adapt to a changing world. This student-centered and student-led process is supervised by the lecturer, whose role is to outline the student's path; hence the name, student-guided learning (SGL). The student, who participates significantly in selecting the study materials and content, is responsible for independently studying certain portions and imparting and presenting them to others. The process includes nine stages which will be specified in the presentation The SGL serves as a model that can be adopted to teach courses of all types. The method addresses the need for academic institutions to remain relevant for the training of twenty-first-century graduates in new professions.

11:00-12:40 | Opal 101 (1F)
Saturday Session II
Higher Education & Lifelong Learning
Session Chair: Maria Staton

53776   11:00-11:25 | Opal 101 (1F)
School-to-Work Transitions: Experiences of Career Fit Among College Graduates
Liberty Ochavo, University of Saint La Salle, Philippines
Marijoy Gaduyon, University of Saint La Salle, Philippines
Cinderella Francisco, University of Saint La Salle, Philippines

This descriptive study explored factors that significantly contribute to appropriate career fit among graduates. Using convergent parallel design, data on ability, personality and interest were generated through survey. Focus group discussion was employed to gather information among college department chairpersons and faculty representatives. In-depth interviews were conducted from the graduates and employers on expected fit of graduates in terms of ability, personality and interest. Results revealed that participants belonged to the above average level mental ability. However, personality profile showed that they obtained low scores on the ten traits measured by the temperament survey. Concerning vocational interests, results indicated that participants' inclinations were aligned to their respective academic programs. On mental ability, personality, and interest most likely expected by employers, six themes were derived: Graduates hired for competence with basic skills; There is no one more fit than the one with experience: Importance of job experience prior to employment; Graduates with soft skills bring into the working environment a more positive perspective; Adaptability and trainability provide advantage to fit and Passion for work bring about fit. On experiences of career fit among graduates, five themes were derived: Laying the foundation: School provides the groundwork for one's career; Exposure to the real work prepares one to fit; Fitting the mold: Realizing one's rightful place at work; Positive experiences at work influences the perception of career fit and, Creating future career plans that align to present path is necessary to Career Fit. Recommendations for career planning are proposed based on the findings.

56277   11:25-11:50 | Opal 101 (1F)
Lifelong Learning in Science and Society: Assessing Science Literacy of Students in an Institution of Higher Education in the Philippines
Genejane Adarlo, Ateneo de Manila University, Philippines
Abigail Favis, Ateneo de Manila University, Philippines
Charlotte Kendra Gotangco, Ateneo de Manila University, Philippines
Armando Jr. Guidote, Ateneo de Manila University, Philippines

Science education in the Philippines, as elsewhere, has undergone reforms to render the curriculum more relevant to the demands and challenges of the 21st century. But little is known whether these recent curricular reforms have been effective in instilling lifelong learning in science and society. Hence, this mixed method study aims to assess whether the course, Science, Technology, and Society, as part of the science education reforms in Philippine higher education can bring about lifelong learning in science and society by measuring changes in level of science literacy among students in an institution of Jesuit higher education and evaluating which aspects of the course do these students attribute their sense of science literacy. Paired t-test showed significant difference in the science literacy scores of the 416 student participants at the start (M = 20.830, SD = 5.016) and end (M = 22.330, SD = 6.102) of the first semester of school year 2018 to 2019 (p=0.000). However, the changes in the level of science literacy can be considered trivial as the effect size (d = 0.269) was small. Furthermore, thematic analysis of the transcript from the focus group discussion with five students revealed that they were not confident in considering themselves literate about science after a semester of Science, Technology, and Society because of several concerns in the content and delivery of the course. These findings can provide valuable insights into how efforts in reforming science education towards lifelong learning in science and society can be made better and effective.

54071   11:50-12:15 | Opal 101 (1F)
Exploring Motivations and Challenges of Ex-convicts, and the Roles of ALS in their Reintegration in the Mainstream Society
Ernie Pamor, Department of Education, Philippines

Studies on ex-prisoner's reintegration are mostly seen in the context of psychological, criminological, and sociological perspectives. Limited attention was given in exploring motivations and challenges of ex-convicts in the reintegration process through the lens of education. Hence, ten ex-convicts who graduated from Alternative Learning System were interviewed to examine this phenomenon and how the program supports them in the process. Thematic analysis employed to the responses of this phenomenological study revealed that family and friends, religion, and sound philosophies are four primary motivating factors. Social stigma, unemployment, family-relationship and self-control issues hinder the successful reconnecting to the community. Alternative Learning System (ALS) addresses these challenges by providing the certification of learning needed for employment and skills development, renewing their self-worth and new identities as individuals, and equipping them with values and attitudes necessary in the world of work. Findings of this inquiry were argued in the context of reviewing the current educational programs in prison for a possibility of crafting relevant and inclusive prison education curriculum; designing professional development programs for ALS implementers teaching in prison cells; and laying future directions of adult learning in basic education sector.

55422   12:15-12:40 | Opal 101 (1F)
Increasing Student Engagement in a Hybrid Class
Maria Staton, University of Maryland Global Campus, United States

Hybrid learning occurs when face-to-face instruction and online instruction are combined and about 30% to 79% of teaching takes place outside of the classroom (Allen, Seaman, & Garrett, 2007). Hybrid courses aim to combine the best features of face-to-face and online instruction; while face-to-face instruction provides social interaction and builds trust, on-line instruction offers convenience and teaches time management. The pedagogical challenge is how to increase student engagement and enthusiasm in the on-line section of a hybrid class. One way to address the challenge is by raising the quality of on-line discussions, which can be done through the following measures. First, the discussion prompts should either reflect on students' experiences and expertise, or ignite their intellectual curiosity, or teach them a skill, in any combination. Second, the teacher's participation should make a significant contribution; for example, it may model for students how to organize and lead a meaningful and focused conversation. Third, students may be assigned the role of discussion leaders, being previously coached for the task through modeling, practice, and feedback. In this way, on-line discussions in a hybrid class would integrate three forms of classroom presence - cognitive, social, and teaching (Garrison & Vaughan, 2008) - and become a valuable, well-grounded pedagogical tool in the absence of face-to-face interaction.

11:00-12:40 | Opal 102 (1F)
Saturday Session II
Interdisciplinary Education in Southeast Asia
Session Chair: Leandro Loyola

56169   11:00-11:25 | Opal 102 (1F)
Understanding the Philosophy of Southeast Education in the 21st Century
D'aaron Fallacorina, De La Salle University, Philippines

Education is considered as one of the essential components for social transformation in man's way of life. It influences tangible concepts, designs an optimal vision of and for man, regenerates new practices and recreates an environment for a man to learn what life is. Philosophy allows man to see the different understanding of ultimate causes and principles according to the accidents experienced by man with the world. It suggests different reactions of man in time as a reference point of engagement in the formulation of theories of knowledge. Western and Eastern Philosophies provide different perspectives and matters of consequences for a man to learn. It is believed and tested that each philosophy has its own primary objectives and paradigm in promoting ideologies. In terms of western and eastern education, it promotes different strategies in the perception of man in its learning-process. Southeast Philosophy and Education can be considered as one of the modes of learning and a way of life where it is evidently classified with diverse influences in the existence of man and world. This pedagogy provides a formation of ideas and experiences where it is found and located in the southeast part of the world. As a system of learning, it provides a venue of deliberation that signifies a distinct strand in the world of ideas. This philosophical study unfolded the ideogenesis of southeast education, identified the factors, influences, and analyzed this theory of knowledge as a philosophy of education.

55943   11:25-11:50 | Opal 102 (1F)
Sex Education: Level of Knowledge and Its Effects on the Sexual Behavior and Opinions Among the Government Senior High School Students of Vigan City SY 2018-2019
Michelle Gallao, University of Northern Philippines, Philippines
Pamela Daniel, University of Northern Philippines, Philippines
Dianne Shayne Faylogna, University of Northern Philippines, Philippines
Adelaida Galivo, University of Northern Philippines, Philippines
Nema Jovinni Guerrero, University of Northern Philippines, Philippines
Marife Amor Taqueban, University of Northern Philippines, Philippines

The Philippines, being a Christian country, finds Sex Education a sensitive topic to discuss with. But, with the increasing cases of pregnancies, sexually-transmitted diseases and other forms of sexually-related violence, the Philippine government raised their vote to integrate and teach sex education in the curriculum. After recognizing the vital role of education on the rising incidences of early pregnancy, sexual violence and human immunodeficiency virus (HIV) infection among youth, a DepEd Order was passed to include sexuality education in order to mandate the provision of an age appropriate reproductive health education for adolescents. The main objective is to elicit the baseline information of students on Sex Education and to give a background on their current sexual knowledge, behaviors and opinions. This study used quantitative method specifically, non-experimental descriptive-correlational research design. A questionnaire that underwent validation and reliability testing was utilized as a form of instrumentation. Out of the 846 respondents, 19.15% already tried engaging in sexual intercourse, most of which having 1-2 sexual partners (10.99%), with the usual age of 16 years old (6.74%). Respondents prefer masturbation over vaginal, oral or anal sex and those who had sexual experience are embarrassed buying contraceptives. The extent of Cumulative Sexual Education information gained by the students is generally "low" and their Sexual Knowledge and Sexual Opinion are at "average" level. The extent of Sexual Behaviors of those who don't have sexual experience is "low" but "average" among those who already had experience. However, gender orientation shows significant difference in their sexual behavior.

55709   11:50-12:15 | Opal 102 (1F)
Adversity Quotient Profile® and Reflective Thinking Skills as Predictor of Science, Technology, and Society Achievement
Jose Noel Fabia, De La Salle - College of St. Benilde, Philippines

This study aims to investigate the predicting aptitude of the Adversity Quotient® and Reflecting Thinking to the achievement of the students in the course of Science, Technology, and Society employing a descriptive-quantitative research design. The researcher used 104 students from a private college in Manila, Philippines. With the use of the Adversity quotient® questionnaire, reflective thinking questionnaire, and the midterm grades, the variables were identified. Accordingly, correlation and multiple linear regression were utilized. The results show that Reflective Thinking and the Adversity Quotient® are both correlated to the midterm grade of the students in Science, Technology and, Society. Additionally, both Adversity Quotient ® and Reflective Thinking have the predicting ability to the achievement of the students in Science, Technology and, Society. Therefore, teachers should train and emphasize the use of problem-based instruction and reflective thinking as a teaching method in the Science, Technology, and Society course.

55114   12:15-12:40 | Opal 102 (1F)
Stories of Diaspora of Overseas Filipino Workers in Singapore: A Management Perspective
Leandro Loyola, De La Salle University, Philippines
Mariano de Los Santos, Colegio de San Juan de Letran Calamba, Philippines

This qualitative study focused on the documentation and analysis of the narratives on the diaspora stories of the overseas Filipino workers in Singapore in the contexts of their fear, opportunities, and management initiatives, viewed through management perspectives. The Filipino diaspora has gone global having overseas Filipino workers (OFWs) present in all parts of the world. Push factors motivated many Filipinos to seek better job opportunities in developed countries such as Singapore since it offers higher salaries. However, the length of stay for work in the said country is limited by the working pass. Using narrative inquiry as a research design, data were collected through face-to-face interview with the OFW storytellers working in Singapore for five years and more under working pass. Results were then inferred with the functions of management to surface the management perspectives. The narratives revealed that the storytellers were motivated by better quality of life and higher salary. They fear the unknown and uncertainties on their return home. For the opportunities, storytellers consider putting businesses. For management initiatives, they revealed that companies provide skills development programs that could help them. The narratives surfaced plausible inferences on the planning, leading, organizing, and controlling functions of management. The findings and discussions highlighted the importance of education as a means to equip the OFWs with the necessary skills and knowledge as they prepare for their return home. It reflected the value of education being integral to their personal and professional growth. They appreciate the initiative of their employers of providing opportunities for learning as they aspire to improve their lives.

11:00-12:40 | Opal 103 (1F)
Saturday Session II
Inclusion & Diversity
Session Chair: Queen Ogbomo

56210 11:00-11:25 | Opal 103 (1F)
Using Film to Reflect on South African Societal Issues in a Pre-service Teacher Education
Bridget Campbell, University of Kwa-Zulu Natal, South Africa

Twenty-five years after the dawn of democracy in South Africa, the legacy of apartheid continues to have an impact on education. This narrative inquiry self-study seeks to explore how, through my teaching of the South African film Tsotsi in 2019, I started conversations about societal issues faced by South African learners. My research objective was to ascertain how film can be used as a medium through which to highlight societal issues that influence teaching and learning. Self-study is a driver of change and I wanted to use the teaching of film not only to seek ways to improve my practice, but also to encourage my students to notice their learners and to imagine how they can respond to societal issues in their own practice. My post-lecture reflections, conversations with students and their written responses to questions about what the film revealed, displayed that their awareness to some of the social ills that affect so many of our South African children was awakened. It was clear that they had thought about how they, in their practice, can respond to some of the issues highlighted in the film. What was revealed in my conversations with critical friends was that I had assumptions about what the students would notice and that what they identified as social ills faced by South African children was not what I had assumed. I had expected the students to view the film through my white, middle class, middle-aged lens and their responses enhanced my awareness as to the socio-cultural circumstances of many students in the class.

55727   11:25-11:50 | Opal 103 (1F)
Being Different as a Personality and Being Design Unique Requires Respect, Bravery, and Patience
James Julian Rennie, Unitec, New Zealand

With the current plethora of social media and its resulting unfettered commentary on social cliques that can be publicly aired with a savagery more akin to school playground bullyboy tactics. Negotiating different personalities within a group of tertiary level architectural design students requires many humane skills including care, listening, and tolerance. Likewise designing (and constructing) a 1:1 scaled intervention within zero budget constraints requires listening to different (silent) materials, via careful hands-on trial and error iterations to discover which materials 'talk' best to each other in order to resolve issues of structure, poetics, and 'recyclement.' This paper case studies one group from Unitec's second year in 2014, under the umbrella of Festival of Transitional Architecture (FESTA). This voluntary organization came into being after the devastating Christchurch earthquakes between September 2010 and February 2011, (the latter claiming the lives of 185 people). FESTA was set up to specifically explore the voids within the shattered urban fabric before the 'rebuild' of the city could commence. These 16 student personalities grouped themselves together as Group 'ING' which contained Pacific Islanders, Indian, Vietnamese, Chinese, Danish and Kiwis students. The group strove to work with humble materials: plastic bottles, gardening mesh, and light itself to create an original structure suspended from a 10-metre high steel frame for an evening to distract the local inhabitants of an earthquake shattered community for a few hours and the provide student architects evidence that indeed the sum of the human and material parts can indeed create a greater whole.

54977   11:50-12:15 | Opal 103 (1F)
Voicing the Needs of a Growing Diversity: Provision and Practice of Learning Support for Ethnic Minority Children
Michi Saki, Doshisha Women's College of Liberal Arts, Japan

This research project aims to examine the current situation of the provision and practice of additional Japanese learning support for ethnic minority school children aged between 6 to 12 years of age currently enrolled in public elementary schools in a city located in the Kansai region of Japan. The research design for this study follows a qualitative approach being exploratory, descriptive and predictive in nature. The researcher preferred to gather experimental data rather than statistics or measurements, in an attempt to examine phenomena that impact the lives of individuals and groups of a particular cultural and social context. She placed a considerable amount of value on the understanding of the individual voices and experiences of forty-two participants. Individual interviews (40 to 50 minutes in length) were conducted with participants ranging from ethnic minority families, public school educators, Japanese language teachers and support volunteers. In analyzing the content of the interviews, common themes such as `insufficient services for language support`, `school community's lack of awareness`, `lack of experience and expertise and resources to meet the needs of ethnic minority children` were discovered. The findings from the interviews have proved to reaffirm that while there may be ample systems and policies in place at some public elementary schools, it may be argued that there is insufficiency in the current quantity and quality of additional Japanese learning support in schools throughout the city.

55261   12:15-12:40 | Opal 103 (1F)
Underrepresentation of Black Teachers in United States Public School Systems: Black Teachers Serving as Role Models for Black Children
Queen Ogbomo, Tennessee Technological University, United States

Children from ethnic minority homes are projected to be in the majority in the public schools by 2022 (William & Bailey, 2018, NCES). This paper resulted from my lived experience as a black teacher and my observation of the low representation of African American teachers within the public school systems where I taught in two different Midwestern States in the US. The limited presence of minority teachers has continued to be a challenge for most American public schools. The case being made here, is the need to employ more African American teachers who can serve as mentors for African American children. While the need to diversify the teaching, workforce has received some attention from scholars, much consideration has not been paid to the ways in which the presence of black teachers can contribute to the improvement of the educational performance of African American children as well as other minority children whose parents are recent migrants to the United States. To address this gap in the literature, this paper argues for the imperative of black teachers who will serve as role models thereby creating a positive learning environment for black children. This is not to undermine the fact that there are many white teachers who have dedicated their careers to educating children of all races; rather the point being emphasized is how the increase in the number of black teachers can positively affect the performance of African American children many of who normally rank among the lowest performers in the public schools.

11:00-12:40 | Opal 104 (1F)
Saturday Session II
Educational Research, Development & Publishing
Session Chair: Somchai Vallakitkasemsakul

56180   11:00-11:25 | Opal 104 (1F)
Research Structure and Activities to Strengthen Research Capability of Graduate School Students
Esperanza Lusanta, Golden Gate Colleges, Philippines
Lilia Ricero, Golden Gate Colleges, Philippines
Ernesto Mandigma Jr., De La Salle University, Philippines
Leah Anne Misenas, Department of Education, Philippines

The study aimed to assess the research competency level of graduate school students and the implementation of research activities with an end view of institutionalizing research structure and strengthening students 'research capability. The researchers employed descriptive method of research utilizing survey questionnaire to determine the research learning progress after the implementation of different research activities. The respondents were composed of graduate students from different programs using judgmental sampling. Ethical considerations, Cronbach Alpha was used in validating the tool and the statistical tools applied were frequency count, percentage, ranking and weighted mean. Findings revealed that formulating an action research title emerged as their utmost level of competency. Respondents often to select relevant literature connected to their studies and chose updated citations for research literature. Collecting data using appropriate instruments ranked first to the respondents but weak enough in using statistical techniques to analyse data. The data revealed also that writing short description and present best design of the research output served as their weakness. The graduate school students became more competent in doing research endeavors. The institution already created its own action research and thesis format. Moreover, graduate school students actively participate in different research conferences and seminars conducted in the district, division and even regional level.

54867   11:25-11:50 | Opal 104 (1F)
Predicting Social Adjustment During the Transition from Preschool to Primary School – The Role of Children's Media Use
Yanfang Zhou, Hiroshima University, Japan
Atsushi Nanakida, Hiroshima University, Japan

Early transition from preschool to primary school is an important predictor that gives a lot of insight into the later years of formal schooling.Studies have demonstrated the importance of social adjustment for transition,ranging from childhood,adolescence and adulthood.This study aims to to examine factors that predict children's social adjustment based on children's media use during the transition from preschool to primary school in China.Using a nationally representative stratified sample of 195 families with children aged 4-6(4-65,5-65,6-65),children's media use on 3 media devices-television, mobile phones, and computers were examined. Results from correlation analysis,linear regression analyses and "T"test indicate that:(1) The amount of time on media use was strongly associated with social adjustment during the transition;(2).The content of children's media use varies as a function of child age and gender regarding the social adjustment.Further analysis shows that parents' intervention attitudes towards children's media use are also an indispensable factor in predicting social adjustment.Based on findings,implications for further studies and early intervention for young children`s media use strategies during the transition to primary school are discussed.

56267   11:50-12:15 | Opal 104 (1F)
Problems and Needs in Writing Skills of Sales Support
Puttikorn Chitsakul, Silpakorn University, Thailand

In business communication, the English language is globally used for extending more business opportunities nationally and internationally. Sales department is one vital department that is obviously in need of assistants who can employ the English language effectively to increase profits for the company. One of the main tasks of sales support is to perform writing skills in several documents. However, those skills have not been directly examined. Instead, the score from proficiency test is used. This study aims at exploring the problems and needs of writing skills of the newly-employed sales supports who directly report business information especially graph description to their employers. A direct writing test of graph description was designed and given to 30new employees to signify the problems of their writing. The test was designed grounded on the review of the International English Language Testing System (IELTS). Also, questionnaires were distributed to 15 employers to collect needs of the writing skills and problems they learned from the existing employees. The results showed the problems and needs of the employees' writing skills in-depth of grammaticality, content, lexical resources, and coherence and cohesion. Not only in pedagogical implications, this research will be discussed in aspects of advantages to the range of many business organizations to specify the qualification of sales support in term of English writing skills and recruitment.

56001   12:15-12:40 | Opal 104 (1F)
The Research Competency Improvement Model Based on Integrated Method of Teacher Professional Students in Faculty of Education at Udont-Thani Rajabhat University
Somchai Vallakitkasemsakul, Udon-thani Rajabhat University, Thailand

The purposes of this research were: 1) to study and compare students' achievement between pre-training and post-training, 2) to study classroom skills in research abilities, and 3) to study attitude towards doing classroom research. The research sample group consisted of 26 Mathematics student teachers, Faculty of Education Udon Thani Rajabhat University. They were drawn by Cluster Random Sampling. The design of the research was one group pretest-posttest design. The instrument used in this research included: 1) Active Learning Process, 2) an achievement Test, and 3) an attitude questionnaire towards doing classroom research and 4) classroom research skill. The data were analyzed for percentage, mean, standard deviation and testing hypothesis by using t-test for Dependent Samples. The results of this research were as follows: 1)The students' pre-training achievement score was 16.27 or 46.49 % and the post-training achievement score was 28.08 or 80.23% and the post-training achievement score was higher than the pre-training achievement score. 2) The students have classroom research skill at a good level and have research-report 26 titles and 3) The students' attitudes towards classroom research was at good level.

Saturday Session II
Design & Technology
Session Chair: Man Fong Lam

53687   11:00-11:25 | Opal 105 (1F)
Technology in the Language Learning Classroom – Motivation or Hindrance?
Lara Promnitz-Hayashi, Juntendo University, Japan

Students born after 1984 are classified as "digital natives" and it has been argued that education practices should reflect the advances in technology and skill sets that students have as a result of growing up surrounded by such technology. Japanese people love technology, so much so that it was estimated that there were approximately 65 million smartphone users in Japan in 2018. If half of the population owns a smartphone, one could assume that younger generations would be proficient at using them in the classroom and that incorporating Mobile Assisted Language Learning into the curriculum would be seamless. However, things are never as easy as they seem. A study conducted in 2018 and 2019 at a private university in Tokyo (n=192) investigated whether students really are adept at using technology and how it affects their motivation and language learning. This presentation will present the findings of students' background experience with technology and discuss not only the challenges students face when technology is incorporated into the language learning curriculum, but also the activities they have undertaken in class. Is technology use in the classroom a motivation tool or merely a hindrance?

56199   11:25-11:50 | Opal 105 (1F)
Fostering Outgoing Mobility by Implementing an Innovative Online Platform for Partner University Allocation – ITMO University Educational Design Practices
Ekaterina Rassolenko, ITMO University, Russia
Aleksandra Krivonogova, ITMO University, Russia

Within the Russian internationalisation strategy for increasing incoming and outgoing academic mobility indicators, ITMO University utilises a variety of tools to match the objective. Increased number of ITMO students aimed at spending a semester abroad and constantly growing number of 200+ active academic partners worldwide become a challenge which calls an innovative solution. While students are struggling to cope with a large amount of information in order to make the choice of a host university, ITMO International Office staff spends significant time on face-to-face consultations to help students find a matching curriculum at a partner university. The current circumstances generate a need to mechanise processes for outgoing mobility to minimise time devoted to consultations and help students to reduce the list of suggested universities. Therefore, in September 2019 ITMO International Office introduced a demo-version of innovative platform solution that applies several filters diminishing the number of exchange destinations in accordance with the students' study level and major. In order to evaluate the platform's impact upon outbound student mobility, a pilot case study was conducted both with outgoing exchange student and ITMO International Office staff. The data collected have shown the positive dynamics in students' motivation and general awareness regarding exchange studies abroad. Furthermore, the study says that the platform facilitates students' better choice of a host university. However, compared to the previous semester ITMO University staff members declare to have had minor changes in consulting hours spent on assisting student in university allocation.

54973   11:50-12:15 | Opal 105 (1F)
Using Kahoot!: A Case Study on Game-based Learning for Undergraduate Students
Ko Wai Tang, The Open University of Hong Kong, Hong Kong

In traditional mass lecture class, there is limited interaction between students and teachers. To improve the interaction and motivate students to learn, a free game based digital tool – Kahoot! is proposed. It is a game-based student response system, teachers can create, edit or share quizzes on Kahoot! community. With the use of Kahoot! report, it is easy for teachers to keep track of the student performance even for a mass lecture class. Based on the previous studies on game-based learning, this paper aims at exploring the use of Kahoot! game as a learning tool in mass lecture. A questionnaire survey was employed in this study. It was organized in four sections: (1) student interest; (2) Activity and Motivation; (3) Ease of use; and (4) Knowledge transfer. The study included a group of third year undergraduate students majoring in early childhood education. Data were collected on the last week of Spring 2019 semester. The results indicated that Kahoot! was useful for improving student-teacher interaction in mass lecture. In addition, most of the participant agreed that Kahoot! could motivate them to learn the subject content and reduced their learning anxiety. It provides a more interactive and fun environment in a mass lecture setting.

55255   12:15-12:40 | Opal 105 (1F)
Preliminary Experimental Investigation of Computer Assisted Pronunciation Training of Speaking Putonghua for Undergraduate Students in Hong Kong
Man Fong Lam, The Open University of Hong Kong, Hong Kong

Studies have suggested that the traditional classroom instruction is difficult to meet the needs of the teachers and learners and computer-assisted language learning has potential benefits which are immensely promising and is effective in enhancing learners' motivation in improving pronunciation. In recent years, Hong Kong universities have developed a lot of multimedia-rich internet platforms to support Putonghua learning. Nevertheless, the empirical study of such learning resources has not been reviewed and documented. This paper reports the findings of a study, for the first time, conducted on the application of computer-assisted pronunciation training on speaking proficiency of Putonghua based on 20 undergraduate students from a university of Hong Kong. The mail goals of the present study are: (1) to examine the Putonghua proficiency such as pronunciation, sentence fluency; (2) to evaluate the effectiveness of using CAPT to improve pronunciation and fluency of Putonghua. By adopting the teaching theory of "Audio-lingual Method", participants completed a six-month online course in a learning platform that provides Automatic Speech Recognition systems for real-time visual feedback and automatic diagnosis of pronunciation errors. Preliminary experimental results show that: (1) performance of pronunciation is better than fluency; (2) the speaking proficiency of the participants was significantly improved, especially in terms of fluency. The results of this study have some intriguing implications to Putonghua learning strategies and pedagogy for teachers and learners by providing empirical evidence in computer-assisted pronunciation teaching to students in Hong Kong.

11:00-12:40 | Opal 106 (1F)
Saturday Session II
Interdisciplinary Education
Session Chair: Narro Navarro

53936   11:00-11:25 | Opal 106 (1F)
The Learning Experience as "Becoming": To Find the Otherness by the Virtual Reality
Hiroya Shimoyama, Nagoya University of Arts, Japan

In this research, we will consider education in the information society, especially the learning and arts education using media technologies from the philosophical perspective. And, the purpose of this research is to extend John Dewey's philosophy of education by French philosopher Gilles Deleuze and Félix Guattari's theory. We will map various theories in the "four functors" of Guattari, try to find the unknown potentiality inside/outside of us. Deleuze called this potentiality as the "virtual", but its reality needs to be express by the recent technology. The virtual reality is not a fantasy or a fiction, it is the power that is occurred by the "active learning" as the strict critique. Therefore, first, we will focus on Deleuze's learning theory, and it will be compared with Plato, Kant, and Dewey's education theory. We aim to consider the otherness from inside to outside in the learning process, in the end, the otherness is the becoming that is the rhythmic "ritornello" of continuously causing from the learning experience. Second, referring to Marshall McLuhan's experimentation in the media environment, we will show the importance to find the problem in our informational environment. Third, we focus on Dewey's Art as Experience for arts education and clarify the need to grasp surrounding forces. The philosophical concept the "diagram" that can express the environmental forces. Finally, we will show the "self-enjoyment" which is to apprehend ecological forces for to critique oneself, and we can get out for another way to live as the "ecosophy".

55669   11:25-11:50 | Opal 106 (1F)
Interdisciplinary Approach to Traditional High School Education, Grounded in Personalized Learning and Project-based Curriculum
Darlene Poluan, Singapore American School, Singapore

In a traditional classroom, when students demonstrate their learning on how to interpret, analyze, and evaluate a histogram and boxplot, they are given a standardized assessment. More than likely, it will be in the form of a paper and pencil test with predictable questions that they might have seen before in similar classwork or homework problems. Additionally, they will only get credit for learning the interpretation, analysis, and evaluation of data for a mathematics course, even though they will have done these demonstrations of skills by, concurrently, demonstrating learning in creating a logical argument, providing evidence, and crafting a well-written conclusion to their analysis; all of which are also skills they learn in a humanities course. The Quest program at Singapore American School is embracing difference and changing the way traditional education is conducted by providing a learning opportunity that focuses on personalized learning, interdisciplinary curriculum, and project-based approach through community partnerships, design challenges, and experiential learning requirements. The goal is to develop students' skills and connections to the real world. Through their year in Quest, students receive five course credits: (1) research and composition, (2) data analytics, (3) design thinking, (4) cultural awareness and collaboration, and (5) critical thinking. Unlike traditional classrooms, students demonstrate their learning of these credits simultaneously through various authentic interdisciplinary unit projects that cater to their personal interests, as well as an individualized learning plan that culminates in the submission of a thesis paper, presentation, and defense. Embracing difference? Quest is traditional education done differently.

56214   11:50-12:15 | Opal 106 (1F)
Improved Undergraduate Laboratory Pedagogy for Interdisciplinary Cybersecurity Education in Fundamental Vulnerabilities
Stephanie Redman, University of New South Wales, Australia
Keith Joiner, University of New South Wales, Australia
Kate Yaxley, University of New South Wales, Australia

Throughout the last decade, cyber has evolved in parallel with the technological revolution and heavily impacting all aspects of society. With this comes a flood of opportunity for malicious use and a lack of instruction or education for the layman to prevent themselves from being compromised. The field of Undergraduate education is rarely the focus of current research, where published cases have had little to no all-round success on evoking awareness to a diverse student body. Using the Cyber Curriculum, National Initiative for Cybersecurity Education (NICE) and Australian Defence Force (ADF) cybersecurity frameworks, an improved method of applied learning has been identified, proving to be an effective reinforcement tool to accompany introductory level lectures. The method required a solid experimental methodology and a method of systematic analysis to prove an increased level of student awareness across a full year's intake of all degree streams. The proportion of students in surveys who were satisfied with their experience, as well as those who assessed that their protective measures were improved, both doubled from the baseline pedagogy to the new pedagogy. The data collected suggests the revised program is more suited to the diverse demographic by offering all students an equal opportunity to learn in a technical environment. The new laboratories and lecture scaffolding balances the opportunity to educate emerging leaders according to the National Initiative for Cyber security Education framework as well as demonstrate aspects of cyber security to meet learning outcomes as defined by the ADF and UNSW.

56415   12:15-12:40 | Opal 106 (1F)
Organizational Collaboration for an Industry-Academe Symbiotic Framework
Narro Navarro, Universal Testing Laboratory and Inspection Inc., Philippines
Ena Bernal, Colegio de San Juan de Letran, Philippines

This study explored the factors and constraints that promote and hinder collaboration. Taking a perspective on knowledge interaction, this project explored how formal collaborative relationships between industry and academic based environments emerge and develop, focusing on the factors, constraints, measures and common areas and scenarios of industry and academe. The study is anchored on the theory of Resource Dependency and Systems Theory. The study covered two manufacturing sectors and two higher educational institutions offering engineering from the province of Laguna and Batangas. Most of the respondents were senior managers and professors. As per the Industry, the major factors that contribute to the development of collaboration includes accessibility to competencies, to highly qualified workers (recruitment), to innovative technologies and knowledge sharing as they received very relevant responses. On the part of the academe, the factors include matching, institutional capability building, income generation project and student immersion opportunities. The predominant constraint is the lack of proper mechanisms to facilitate effective collaborations. Other significant obstacles include an apparent lack of entrepreneurial spirit among academics, the low commercialization potential of academic research, incompatibility of academic structures with the needs of collaboration, and a lack of awareness of facilities and expertise available in the academe. The key conclusion of the study is that both industry and academe are aware of the importance of industry collaboration and are increasingly willing to finance such collaboration. However, there are no academic departments receiving funds from external sources and they mainly rely on the budget from the institution.

13:40-14:55 | Opal 101 (1F)
Saturday Session III
Mind & Brain: Teachers
Session Chair: Stephanie Yuanita Indrasari

55686   13:40-14:05 | Opal 101 (1F)
The Influence of Mentoring and Coaching Relationship on Job Satisfaction and Life Satisfaction in Teachers: Pilot Study of Vocational Teachers
Sukritta Preechawong, King Mongkut's University of Technology Thonburi, Thailand
Anusit Anmanatarkul, King Mongkut's University of Technology Thonburi, Thailand
Pichet Pinit, King Mongkut's University of Technology Thonburi, Thailand
Ravinder Koul, Pennsylvania State University, United States

A lack of support from the principal, colleagues or other school leaders is one of the most important problem in teachers. There are many dimensions for teachers to handle in their lives such as workload, independently in career, life balance, and stress. Then it may decrease job satisfaction and life satisfaction in teachers. Mentoring and coaching are strategy that can support teachers not only in working life but also well-being. This study intended to investigate pros and cons of mentoring and coaching for teachers and examine the effects of mentoring and coaching relationship on job satisfaction and life satisfaction in teachers. For analyzing data, researcher uses questionnaire about mentoring and coaching experience, job satisfaction and life satisfaction in teachers using correlation and linear regression statistics. In this pilot study, data were collected by 44 vocational teachers from 7 provinces in northern, northeastern and southern parts of Thailand. The results showed that there were 3 factors correlated to job satisfaction; which were mentoring vicarious, mentoring psychosocial and mentoring verbal. Mentoring vicarious strongly associated with job satisfaction. Moreover, it had correlation between job satisfaction and life satisfaction in teachers. Findings could predict that we should promote mentoring vicarious in teachers for example creating modeled leadership or fostering supportive environment by working and learning alongside with mentors.

55277   14:05-14:30 | Opal 101 (1F)
I am Grateful of Being a Teacher: Voices from Elementary Educators
Airin Saleh, Universitas Indonesia, Indonesia
E. Kristi Poerwandari, Universitas Indonesia, Indonesia
Farida Yusuf, Universitas Indonesia, Indonesia

This study aims to identify the various domains of teacher wellbeing, from elementary school teachers in Indonesia based on a qualitative approach with grounded theory. Data collected through open questions from 209 teachers and semi-structured interviews from 8 teachers from four cities in Indonesia. By using thematic analysis, results showed that teachers in Indonesia are very satisfied with their lives as a teacher and consider wellbeing important for a teacher in their work. Relational and professional factors are the themes that frequently cited as support to teacher wellbeing. Results also found that there were general and unique things that were the domains of teacher wellbeing in the western and eastern regions of Indonesia.

55278   14:30-14:55 | Opal 101 (1F)
Teachers' Innovative Behavior: The Importance of Learning Goal Orientation, Work Environment Support, and Professional Education
Stephanie Yuanita Indrasari, Universitas Indonesia, Indonesia
Lucia RM Royanto, Universitas Indonesia, Indonesia
Satwika Parama Nandini, Universitas Indonesia, Indonesia

Teachers need to demonstrate innovative behavior to support high-quality education. It also helps to ensure students to have adequate role models to prepare them for their highly competitive and innovative-demanding future. In order to realize this, factors that precede teachers' innovative behavior need to be fostered well, from the individual, environmental, and demographic factors. This study examined whether one variable from every three aforementioned categories; i.e. learning goal orientation (individual), work environment support (environment), and professional education (demographic), together predict teachers' innovative behavior and its dimensions. Participants from 29 schools in Jakarta, Bogor, Depok, and Bekasi filled out a set of questionnaires of Innovative Work Behavior (to assess teachers' innovative behavior), Goal Orientation (to assess learning goal orientation), Colleague and Supervisor Support (to assess work environment support), and demographical data. Data analysis using multiple regression from 234 elementary school teachers showed that the combination of all three predictor variables significantly predicts teachers' innovative behavior in idea generation and idea promotion dimensions. Overall teachers' innovative behavior and other dimensions were also significantly predicted by the model, but only one or two out of three variables were found significant. Implications of these findings are discussed further.

13:40-14:55 | Opal 102 (1F)
Saturday Session III
Professional Development
Session Chair: Jessie Ming Sin Wong

56209   13:40-14:05 | Opal 102 (1F)
Teacher Attitude and the Challenges for the Implementation of the Happiness Programme
Aprajita Narula, University of Delhi, India
Mani Bhasin Kalra, University of Delhi, India

Teachers can play a significant role in influencing the success of any school-based intervention programme. Their attitudes, as well as their self-efficacy beliefs, have an impact on the instructional pedagogies and their behaviour with students as well as significant others in the school environment. Further, their readiness to engage is also dependent on their own training in the area of intervention, feeling of adequacy of training and the suitability of the environment in which the programme is to be practiced. The present research, which is a part of the larger study is aimed at exploring the attitudes of in-service teachers as well as the challenges experienced by them as they engage students in the activities envisaged in the 'Happiness Curriculum' launched in state-run schools of Delhi, India. Further, the impact of their attitudes on the coping strategies with respect to the intervention programme is looked at. For the purpose of the study, a sample comprising thirty in-service school teachers taking 'Happiness' classes in schools apart from their own teaching subject was taken. The tool of data collection constituted an interview schedule to elicit teachers' responses about their attitude and issues concerning the implementation of the Happiness Curriculum. The data was subjected to content and thematic analysis.

56151   14:05-14:30 | Opal 102 (1F)
How Graduate Teaching Assistants View their Job? Perceived Difficulties and Benefits
Fadia Nasser-Abu Alhija, Tel Aviv University, Israel

The present study focuses on graduate teaching assistants (GTAs) who lead discussion groups to supplement course lectures. Their perceived academic benefits from their experience were investigated as a function of their background characteristics, motivations, difficulties, and breadth of the professional interaction with the course instructor. Data were collected from 189 GTAs who led discussion groups at an Israeli research university. Participants were 65% men, evenly distributed between masters and doctoral degree students, and 35% were first-year GTAs. An internet questionnaire was administered, which examined GTA characteristics, motivation for working as GTA, features of their employment, the richness of GTA-instructor interaction, difficulties faced, and perceived benefits as preparation for the future. Enhanced teaching skills and a greater understanding of course content, were the most significant benefits reported by GTAs. Their gains in terms of improved interpersonal skills, increased self-confidence, and a strengthened sense of belonging to the university were moderate. The contribution of working as a GTA was least in the area of defining future career directions. A hierarchical multiple regression analysis resulted in four variables with a uniquely significant contribution to predicting perceived benefits and accounted for 24% of the variance in the overall benefits score. The richness of interaction with the course instructor and intrinsic motivation were the most important predictors. Identifying key predictors of GTAs' benefits from their experience contributes to understanding this common practice in higher education that has received insufficient attention in research. The findings can inform intervention aiming at boosting GTAs' benefits and improving their performance.

55191   14:30-14:55 | Opal 102 (1F)
The Professional Identity of Early Childhood Teachers in Hong Kong: Perceptions of Pre-service Early Childhood Teachers
Jessie Ming Sin Wong, The Open University of Hong Kong, Hong Kong

A long-neglected sector in education, early childhood education (ECE) in Hong Kong has generated much attention in recent years following the heavy promotion of the government as it lays the foundation for lifelong learning and all-round development. Since teachers are viewed as the main determinants of quality ECE, early childhood teacher training programs are sprouting up across the region. How do pre-service ECE teachers perceive and describe the professional identity of ECE teachers in Hong Kong against the current policy environment? As a part of a larger project sponsored by the Research Grants Council of Hong Kong, this study explored the views of 175 pre-service ECE teachers from 7 teacher training institutions in Hong Kong using self-administered, open-ended survey questionnaires. The results revealed that while pre-service ECE teachers generally described the role of early childhood teachers in positive terms, many presented a pessimistic view on the prospect of the profession. In particular, even though most of them perceived early childhood teachers as professionals, they believed the general society thought otherwise. Such a feeling was reported by pre-service teachers across all 7 institutions and different years of study. Implications for policy and teacher training will be discussed.

13:40-14:55 | Opal 103 (1F)
Saturday Session III
Language Development & Literacy
Session Chair: Marjorie Therese Chua

55724   13:40-14:05 | Opal 103 (1F)
Formal Structure of Chiastic Style in a Story in Ancient Religious Texts
Uri Zur, Ariel University, Israel

This presentation examines a story from a collection of stories in the ancient religious text in the Babylonian Talmud. At the center of the story is a complicated relationship between brother and sister on his deathbed. The story revolves around a relationship that has become entangled about a field owned by the sister. The gaps that emerge in the story, raise two fundamental questions. First, what is the sister's motive in her behavior toward her brother; Is it innocence and a belief in the power of life or the desire to deceive her brother and gain his attention. The second is why one of the ancient sages responded so sharply and unusually in his ruling against the brother in front of his sister. The purpose of the presentation is to present the chiastic structure in the narrative fabric of the ancient religious texts. The various possibilities to answer these questions help to understand the formal editing of the story and indicate that before the eyes of the editor of the story was a clear trend in editing the story and stylistic design that shape the entire story of the ancient religious text.

56166   14:05-14:30 | Opal 103 (1F)
Scaffolding the Teaching and Learning of Grammar to Build Writing Competency
Ruth Wong, Education University of Hong Kong, Hong Kong

There have been a number of grammar teaching approaches in the field of ESL/EFL. This presentation will examine and propose a new way of teaching and learning English grammar in a sequential order and at the same time develop building students' writing competency. That is, teaching grammar from the very basic foundation and develop their understanding in a spiral development manner. After introducing the grammar item, students will be guided to write with the learnt grammar item. The very fundamental theoretical framework used for the sequential approach of teaching grammar was zone of proximal development (ZPD) and scaffolding proposed by Lev Vygotsky (1978). Based on Vygotsky's theory, methods of educational scaffolding were introduced in the 2000s. According to the work of Hogan and Presley (1997), Lange (2002) stated that there are two steps involved in the process: (1) "development of instructional plans to lead the students from what they already know to a deep understanding of new material," (2) "execution of the plans, wherein the instructor provides support to the students at every step of the learning process." With the concepts of ZPD and scaffolding, a logical teaching and learning sequence plan for teachers and students had been developed and used a teaching and learning tool to learn grammar step-by-step and develop their writing competency accordingly. After the first stage of this project (grammar plan was tested in 3 local schools), interview and questionnaire results found that students' learning motivation had been enhanced as they could see how grammar should be learnt step-by-step based on this grammar approach and target writing outcomes were achieved. Upon the completion of the project, it is hoped that this project can be further validated internationally.

53548   14:30-14:55 | Opal 103 (1F)
Reading Comprehension of the Grade 8 Students in the Division of City Schools Manila Towards a Reading Enhancement Module
Marjorie Therese Chua, University of the East Manila, Philippines

This descriptive study was confined only at determining the levels of the students'reading comprehension ability and in designing a module to enhance students' reading comprehension levels. The respondents were 200 Grade 8 students in four different public schools in the Division of Manila. A 30-item test composed of 3 selections having 10 questions for each representing the three levels- literal, inferential, and evaluative was administered. The test took the students 45 minutes to answer. The tests were checked and validated and the scores were tallied using the percentage distribution and weighted mean. It was found out that majority of the Grade 8 in their over-all level of reading comprehension ability was very low. Majority of the students failed in literal, inferential and evaluative comprehension. Thus, their higher level of thinking/ comprehension must be enhanced. It is then recommended that teachers should use methodologies, strategies and activities that will develop their students reading ability most particularly their higher comprehension skill. Moreover, school administrators should include in the curriculum in all grade levels the development of students' thinking abilities by incorporating some reading materials which would interest and motivate the students. The designed module should also be used to help improve students' higher-order thinking skills.

13:40-14:55 | Opal 104 (1F)
Saturday Session III
Assessment Theories & Methodologies
Session Chair: Misa Otsuka

53211   13:40-14:05 | Opal 104 (1F)
Science Process Skills Test: Development and Validation
Glenn Medallon Calaguas, Pampanga State Agricultural University, Philippines
Ebanreb David, Westwood Highschool, United States

This research focused on the development and validation of a test for Grade Seven students that can used to assess and monitor acquisition and development of Science Process Skills. A framework with eight Science Process Skills, each with three sub-skills, was developed based on a review of extant literature and following the K to 12 Science Education Framework of the Philippines. The eight Science Process Skills were: (1) observing, (2) inferring, (3) measuring, (4) classifying, (5) predicting (6) conducting scientific investigations (7) interpreting data, and (8) communicating. The test development and validation process followed guidelines from the Standards for Educational and Psychological Testing of the American Educational Research Association, the American Psychological Association, and the National Council of Measurement in Education. Psychometric analysis using both classical test statistics and Item Response Theory showed that the instrument was internally consistent, reliable, and did not function differentially for male and female students.

56179   14:05-14:30 | Opal 104 (1F)
Mask Painting Activity as Means of Profiling Anxiety and Depressive Symptoms in College Students
Vivian Chandra, Tarumanagara University, Indonesia
Monty P. Satiadarma, Tarumanagara University, Indonesia
Widya Risnawaty, Tarumanagara University, Indonesia

Anxiety and depression are two of the most frequent psychological disorders which occur in the human society. Prevalence shows college students are the ones vulnerable to these disorders (Anxiety Disorder Association of America, 2010; Eisenberg, Hunt, & Speer, 2013). Based on this knowledge, a new assessment, other than verbal instrument is needed in order to detect such symptoms. This research aims to explore the masks' profile of college students with anxiety or depressive symptoms. Mask is a form of an effective media being used in art therapy. Previous literatures discussed about the psychological aspects which masks were able to reveal, such as professional identity, personal identity, role preference, and visual representation of post-traumatic stress disorder victims (Joseph, Bader, Wilson, Stephens, & Varpio, 2017; Shapiro et al., 2018; Bentley, 2016; Chandra & Satiadarma, 2019; Walker, Kaimal, Gonzaga, Myers-Coffman, and DeGraba, 2017). In this current study, 106 college students participated in a mask painting activity and 174 masks were collected. Through coding and analysis, several significant characters in each group were identified. The masks that were created by students with anxiety symptoms tend to show inconsistent lines, followed by emphasizing details, repetitive symbols, and sad facial expression. While the masks' profile of students with depressive symptoms indicate limited color selection followed by using large areas of blank space, lack of details, small-sized figure, and vague symbols. Discussions are followed to consider further development of using masks as assessment instrument to anticipate toward educational approach.

54912   14:30-14:55 | Opal 104 (1F)
"Tuning" Self-assessment Rubrics: Focusing on Japanese Female Students' Attributes
Misa Otsuka, Jissen Women's Junior College, Japan
Kaoru Mita, Jissen Women's Junior College, Japan

It is vital for college students to confirm their learning outcomes through self-reflection. Of various methods, rubrics are an effective formative assessment tool. Our research team has been working on an interdisciplinary study by conducting self-assessment rubrics in both the first and the last class sessions of a term. Through our study, we found that students' academic ability and self-assessment do not always match. Rather, it is likely that some student achievers evaluate themselves as being lower than their actual status and vice versa. Asian students are said to be generally modest, and Japanese students are well-known for being the best examples of modest behavior. In addition, the results are affected to some degree not only by factors such as students' self-esteem, ability, and ambition but also their major field of study. Accordingly, the following research questions are posited: 1. To what extent does students' major field of study affect their self-assessment? 2. How can we decrease the influence of students' major field of study on their self-assessment? 3. How can we manage the influence of students' individual differences, such as underestimation due to lack of confidence and overestimation because of overconfidence or a rough attitude? In this paper, we will present the findings from our survey in two different departments, along with the above questions. We will also propose methods for tuning or modifying rubrics based on our results.

13:40-14:55 | Opal 105 (1F)
Saturday Session III
Mind & Brain: Students
Session Chair: Nivedita Singh

55281   13:40-14:05 | Opal 105 (1F)
Exploring Filipino Kindergarten Children's Concepts of the Environment: A Study of Drawings
Geri Mae Tolentino, Southern Luzon State University, Philippines

The success of Environmental Education (EE) is based on how the curriculum helps students develop the "right" relationship with the environment. EE scholars reveal that environmental problems arise not because EE approaches have failed but because people connect with the environment differently. Hence, educators should understand students' views of the environment before formulating environmental science lessons. Children should be taught to view themselves as part of the environment at the early childhood stage because, during these years, they develop their basic values, attitudes, and habits. However, young children do not always have the words to describe what they see, think, or feel. Thus, drawings and interviews were used to elicit children's environmental concepts. Thirty-five drawings and transcribed interviews of kindergarten pupils from a public school class in Calauan, an agro-industrial municipality south of Manila experiencing some environmental problems, were analyzed. Results show that the children see the "environment" as an area composed of more natural elements than built or human elements. Common in the drawings is the presence of weather elements. Only less than half have humans in their drawings, indicating that they see humans as separate from the environment. Through the drawings and interviews, it was found that the role of past experiences is vital in children's conceptions of the environment. Moreover, some drawings have evidence of misconceptions of their environment, specifically the presence of day time and night time elements in one drawing and the existence of "foreign" fruit in the locality.

55746   14:05-14:30 | Opal 105 (1F)
Effect of Consistency of Interest and Perseverance of Effort on Academic Achievement: A Cross-cultural Meta-analysis
Kelly Ka Lai Lam, University of Macau, Macau
Mingming Zhou, University of Macau, Macau

Near a decade, the rapid growth of grit research existed in both educational and psychological literature. The concept of grit is firstly originated by Duckworth and her colleagues (2007) which operationalized into two distinct facets: Consistency of interest refers to individual maintenance of commitment towards long-term goals without getting distracted by new goals, while perseverance of effort refers to individual consistently work hard towards long-term goals over a period of time despite obstacles and failure. Grit becomes increasingly important indicator of students' academic achievement. However, the recent mixed results failed to support this significant role grit on students' achievement. Focusing on a different aspect, these mixed results would be explained by cultural factors. Cross-cultural studies suggest that Western cultures emphasize interest in childhood development, while Eastern more emphasizes effort, particularly in Chinese culture. Therefore, this meta-analytic study aims to address these competing hypotheses. A literature search located 19 eligible papers, samples from 9 regions and 15,948 total participants, directly comparing Easterners and Westerners in the positive effect of two facets of grit on academic achievement. Results suggest that these relationships do not vary across individualistic-collectivistic cultures, and only effort-achievement does vary across sample regions. The findings provide an updated insight of cultural differences of grit effect on students' academic achievement – presenting considerations for future research in cross-cultural perspective in grit literature. Further investigation is now required to understand how cultural values or factors significantly play a role in grit construct and the association between grit and achievement.

54825   14:30-14:55 | Opal 105 (1F)
Investigating the Relationship Between Metacognition and Attitude Towards Science (ATS) of 7-8th Grade Students in Schools of Uttar Pradesh, India
Nivedita Singh, University of Tsukuba, Japan

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn (Four-dimensional Education, Pg 145,2015). With the web of information that surrounds us now, it is vital for students' to be aware of their thinking, regulate their learning effectively, and build new knowledge. Enhancing students' metacognition could have positive effects on their attitude, helping them be lifelong self-directed learners. The first phase of the research involves finding the correlation between metacognition and attitude towards science (ATS) of 7-8th-grade students in three schools of Uttar Pradesh. The instruments used are the Test of science-related Attitudes (TOSRA) for assessing ATS and Junior Metacognitive Awareness (Jr. MAI) for assessing Metacognitive awareness. Further, in the second phase, 4-weeks action research will be conducted in one 7th grade classroom, where attempts will be made to enhance students' metacognition by incorporating metacognitive strategies in the science lessons. This will include hands-off teaching approach for 2-weeks, practising effective thinking routines in the classroom, use of metacognitive diary by the students, working as a community to improve the classroom thinking environment and use of thinking language while teaching. Classroom observations, teacher and student interviews, response to metacognitive activities, and reassessment through a questionnaire at the end of the 4-weeks will be used to investigate changes in students' attitude towards science.

15:10-16:50 | Opal 101 (1F)
Saturday Session IV
STEM Education
Session Chair: Suay Peng Wong

55358   15:10-15:35 | Opal 101 (1F)
Transforming Instructional Practice Through a Community STEM Night: A Partnership Between Preservice Teachers and an Elementary STEM School

Stephanie Wendt, Tennessee Tech University, United States
Queen Ogbomo, Tennessee Tech University, United States

In this interpretive qualitative study, we investigated 19 pre-service teachers' involvement in a community STEM night event. The STEM night is an annual event organized by an elementary STEM school in partnership with a public university's College of Education. The STEM school is located in a rural part of the Southeastern United States. The goal was to examine how preparing for, teaching, and interacting with children and their families at the event would change the pedagogical content knowledge and perceptions of preservice teachers toward the teaching of science. Learning to teach science to elementary students is integral to our education preparation program. The partnership with the elementary STEM school therefore, provides the opportunity for students to engage with children and their families with hopes of bolstering our preservice teachers' abilities to teach science. This research was guided by the following questions: Does participation in helping prepare materials for a community STEM event at an elementary school help preservice teachers prepare for the teaching of science? Does participation in a community STEM event at an elementary school help preservice teachers prepare for interacting with children and their families? How does participating in a community STEM event at an elementary school effect preservice teachers' pedagogical content knowledge? These questions were examined through students' written reflections following the event. Reflections were used to ascertain if changes occurred in students' perceptions about teaching science. The results have significant implications for the future design of our community partnership projects and for supporting students' learning.

54960   15:35-16:00 | Opal 101 (1F)
A Single Case Study of a Newcomer Student's Science Learning Experiences Taught in English for the First Time

Syahrul Amin, Texas A&M University, United States
Bugrahan Yalvac, Texas A&M University, United States

Students attending the "National Plus Schools (NPS)" in Indonesia receive education beyond the minimum requirements of the national Indonesian accreditation authorities. Both the Indonesian curriculum and international curriculum (e.g., Singapore education curriculum) are taught in tandem in the NPSs. Native Indonesian students are English language learners (ELLs) and they speak English as their second-language. Majority of the Chinese-Indonesian students at the NPSs are able to utilize English better than that of the Native Indonesian students. Chinese-Indonesians, who are also known as Tionghoas, have higher income and they often send their children to the private NPSs in the country beginning from the playgroup and/or kindergarten level. In contrast, Native Indonesian students often attend the NPSs after completing their elementary school at public schools where the medium of education in science and mathematics is not in English. Because of not learning science in English from the early elementary school years, newcomers struggle with learning science in the middle and high school levels. In this study, we explored and documented one of the Indonesian students' science learning experiences where the medium of education was in English for the first time. We interviewed the student participant and the student's science teacher separately. Findings indicated that the student struggled a lot in learning science and mostly received no support from the course instructor. Not only the language barrier, other factors including science content, peer-pressure, and science teacher attitudes also affected the student's self-efficacy and interests towards learning science taught in English for the first time.

56132   16:00-16:25 | Opal 101 (1F)
Embracing Differences in STEM/STEAM Education in Higher Education: A Critical Review

Ida Ah Chee Mok, The University of Hong Kong, Hong Kong

With the STEM/STEAM movement pouring forth around the world, STEM/STEAM as a field of study has become increasingly important for both basic and higher education. According to the Committee on STEM Education of the National Science & Technology Council (2018) and the launching of the STEM Education 2029 Innovation Project of China, a set of overlapping disciplines into a more integrated and interdisciplinary approach to learning and skill development has been evolving. There is indeed an increasing demand on new developments in interdisciplinary learning and innovative pedagogical approach to meet the conceptual and practical needs of the timely curriculum reforms. The aim of this critical review of the literature that offers a theorised critique of educational development of higher education in STEM/STEAM contexts for uncovering the differences in principles that inform development of higher education policy in STEM disciplines and fields. The methodology and theoretical framework is informed by the scoping review methodology proposed by Arksey and O'Malley (2005) and consists of five stages: identifying relevant studies; study selection; charting the data; collating, summarizing and reporting. The initial are identified and will be used as a guideline for the study: 1. What kind of programmes are offered in STEM / STEAM contexts? 3. What is known about the pedagogical approaches employed in STEM /STEAM education? 2. What considerations are there pertaining to the implementation of STEM /STEAM education? 4. What constitute in STEM/STEAM pedagogical training?

55037   16:25-16:50 | Opal 101 (1F)
A Review of the Active Learning Curriculum in Management Accounting Using the Felder and Soloman's Index of Learning Styles (ILS)

Suay Peng Wong, Singapore Management University, Singapore
Angela Koh, Singapore Management University, Singapore

The study examines the effectiveness of active learning in Management Accounting (MA) in Singapore Management University (SMU). The aims of the paper are to determine student learning styles through the Felder and Soloman's Index of Learning Styles (ILS) instrument, if there is correlation with demographics and whether activities found effective matched learning preferences. Findings from the ILS instrument established a slight preference for Sensing and Visual learning styles. Findings from the second questionnaire concluded that the active learning curriculum comprising diverse activities succeeded in supporting formative learning. The results present a case for the active learning curriculum and fine-tuning certain teaching and learning components.

15:10-16:50 | Opal 102 (1F)
Saturday Session IV
Professional Development & Capacity Building
Session Chair: Colleen Kawalilak

54953   15:10-15:35 | Opal 102 (1F)
The Effects of Developing Primary Teachers' Cognitive Empathy Using Students' Cognitive Models in Their Ability to Support Student Learning
Dicky Susanto, Calvin Institute of Technology, Indonesia

This study examines the effects of a professional learning community program in developing primary teachers' cognitive empathy by emphasizing on understanding various cognitive models of students in their learning of mathematical concepts at the primary level. Participants consist of four primary teachers in a private school who meet on a weekly basis to discuss the different models facilitated by the researcher. Prior to the program, teachers' cognitive empathy was measures using the Interpersonal Reactivity Index (IRI) Perspective Taking sub-scale to identify their level of cognitive empathy, and their classrooms were observed to identify any effects of their cognitive empathy to their instructions, particularly their ability to support students who were struggling in their mathematical learning. As the program proceeded, these teachers' classrooms were observed, field notes were taken, and follow-up interviews were conducted after the observations. Classroom episodes of the interactions between the teachers and their students that highlight the affordances and constrains of the program in developing the teachers' cognitive empathy are reported in this paper. The study shows that the deliberate emphasis on the cognitive models of students, particularly the difficulties that students normally face, better equip the teachers to develop cognitive empathy with their students, and consequently improved the quality of the interactions with the students.

53859   15:35-16:00 | Opal 102 (1F)
Academic Freedom and Self-actualization of Teachers in a Higher Education Institution
Elvenne Bate, Palompon Institute of Technology, Philippines

Academic freedom is very important in the performance of duties of the teachers. The study was undertaken to determine how academic freedom affects the self-actualization of the teachers of Palompon Institute of Technology and sought to find out the respondents' level of understanding and extent of practice of academic freedom; level of self-actualization as well as the significant difference in the level of understanding and extent of practice of academic freedom when respondents are grouped according to their profile variables, significant relationship between the level of understanding on academic freedom and its extent of practice, and the significant relationship between academic freedom and self-actualization. Results of the study revealed that there is a significant difference in the level of understanding and extent of practice of academic freedom and self-actualization when respondents were grouped according to their profile variables. A significant relationship existed between the level of understanding on academic freedom and its extent of practice and that a significant relationship existed between academic freedom and self-actualization of the teachers. It was concluded that the respondents have a moderate understanding of their academic freedom and in terms of practice, they sometimes practice their academic freedom; and that the respondents demonstrated high level of self-actualization. Thus, academic freedom was noted to have association on the teachers' teaching performance, self-expression, and self-worth.

54935   16:00-16:25 | Opal 102 (1F)
Planning for Capacity Building on Career Support of Vietnamese Technical Colleges: A Perspective of South Korea's Official Development Assistance
HyunKyung Lee, Hankuk University of Foreign Studies, South Korea

The purpose of this project is to provide a model for establishing a career support system for higher education institutions in Vietnam by applying and spreading the social partnership model of Vietnamese industry, government, and school. Since capacity building projects may not achieve their goals even if they complete all their individual activities, it is necessary to design and carry out projects based on the Capacity Development Results Framework (CDRF). The first stage of this project is the demand and capacity assessment which aims to carry out steps 1-3 of CDRF. After the demand and capacity assessment, the first year of the education cooperation project will be carried out in CDRF 4-7, and in the second year of the educational cooperation project, the CDRF steps 8-9 will be carried out. After the completion of the project, the researchers separately will carry out follow-up management by adding additional manpower for monitoring and evaluation. If this project can be approved by the South Korean government, an in-depth study regarding the effectiveness of Technical and Vocational Education and Training (TVET) projects in Vietnam will be conducted. The presentation includes not only analysis of current situation in Vietnam, but also specific plans for the project.

54905   16:25-16:50 | Opal 102 (1F)
Building Intercultural Capacity in a Faculty of Education
Colleen Kawalilak, University of Calgary, Canada
Betty Leask, Boston College, United States

Higher education has a crucial role in supporting all members of their work and learning community to take on important roles as culturally aware, engaged, and responsive learners, participants, facilitators, leaders, and mediators in cross/intercultural contexts, at home and abroad (Gopal, 2011). The University of Calgary (Canada) has identified as a priority, to "improve global and cross-cultural competencies within our campus communities" (International Strategy, 2013-2017). In this paper, authors focus on how this commitment is being taken up and lived, with thoughtful purpose and intention, in a Faculty of Education and opportunities and challenges experienced in advancing this agenda. Referred to as building intercultural capacity, we present a 'case' that details particular strategies and initiatives in our Faculty, aimed at advancing intercultural knowledge, skills, and abilities to enhance our impact on teaching and learning (formal and informal curricula), research, and engagement in the global community. We also address the critical need to work collaboratively, as faculty and professional staff, to co-create meaningful spaces in our work and learning context—spaces that are welcoming of and thoughtfully responsive to cultural differences.

15:10-16:50 | Opal 103 (1F)
Saturday Session IV
Social Justice
Session Chair: Xiaohua Ma

54945   15:10-15:35 | Opal 103 (1F)
Role of the Association of Caste and Class on Households' Expenditure on Elementary Education in Uttar Pradesh, India: An Evidence

Sandeep Kumar Tiwari, Shri Mata Vaishno Devi University, India
Pabitra Kumar Jena, Shri Mata Vaishno Devi University, India
Kirtti Ranjan Paltasingh, Shri Mata Vaishno Devi University, India

The previous studies acknowledge that educational expenditure is determined by choice of schools, tuition fees, books, stationary, coaching fee, school uniform, parent's educational level, family income, family size and cultural & social values. This study attempts to analyze the result of some previous variables with some new variables. The study focuses on the role of caste, class (economic class), and their interactions in influencing the education expenditure with respect to localities/sector, gender and type of schools in Uttar Pradesh (UP), one of most populous state of India. This study uses secondary data from National Sample Survey Office (NSSO) 71st round (2014). This paper uses 'Tobit regression model' for empirical analysis. It finds inequality in elementary education expenditure existing between gender, localities/sectors, religion and also in socioeconomic interactions (caste*class). The study also finds that the interaction of lower caste (ST/SC & OBC) to subsequent classes (Q1- Below Poor Class, Q2- Poor Class, Q3- Middle Class, Q4- Upper Class) will increases the monthly expenditure (mpce-quintile) on elementary education especially in middle class and further interaction of upper caste in subsequent classes also increases the expenditure on elementary education but proportionally less than the lower caste. The study suggests to strengthen the economic structure on lower caste by providing more employment opportunities and also should try to frame a universal curriculum structure for all types of schools irrespective of management types.

56135   15:35-16:00 | Opal 103 (1F)
Supporting Teachers to Learn, Teach, and Research: Imperative of 'Teachers' Magazine' in Teacher Education in Cambodia

Chankea Phin, Nagoya University, Japan

Teacher is one pillar of student's and education's success. Teacher needs opportunities of training in this changing world. But some teachers in Cambodia today are of low educational level background and no experience in pedagogical training which may be resulted from lack of resources, teacher trainer, and training opportunity. Previous studies, including the studies of the authors provide directions of using existing sources to help overcome these concerns. Noticeably, Cambodia has made 'Teachers' Magazine' possible in 1949. Though it was abolished during civil wars in the 1970s, its first volume publication reborn in 1995 and now reached volume 58 published in December 2019. This paper investigates the Magazine's characteristics by reviewing archival literature and later discusses its imperative of using it for an advantage of future teacher education in low-resource setting in present Cambodia. The Magazine shares few sections on: general knowledge, educational game, rule and regulations, psycho-pedagogical theory and practice, and managements whose contents contribute randomly for all grades, all subjects, and all educators especially school teacher. Since it has already existed in education sector in Cambodia, it is hoped that it will share a large contribution to gain interest from teachers more easily and be able to embed their continuous professional development opportunities -in regards for their learning, teaching, training and researching in which in-service teachers can publish their works, can use and share experiences to deal with both low education level of teachers and untrained teachers. It helps develop better environments of improving quality teacher education.

56284   16:00-16:25 | Opal 103 (1F)
Human Rights in Islamic Education in Indonesia

Yani Osmawati, Universitas Budi Luhur, Indonesia

This article examines the challenge of human rights practice in Indonesia by evaluating Islamic education in high school. To increase the awareness of human rights in everyday life, the subject of human rights is being taught at school by incorporating the human rights perspective in some subjects. One of the subjects is Islamic education that is taught at school for Muslim students. Incorporating human rights education in Islamic education is essential in the Indonesia context since there were human rights violation cases caused by religious sentiment. This research analyses Islamic educational books as one of the instruments that are used by the students to learn about Islam at schools. The finding discovers some of the narratives in Islamic education books for high school students promote human rights practice. However, the textbooks can also strengthen the religious sentiment that caused violation of minority groups as well. To point out the violation, this article explores cases of human right violation in Indonesia and links it with the narrative of Islam in Islamic educational books that strengthen the religious sentiment.

55402   16:25-16:50 | Opal 103 (1F)
War Memory and History Education in the Global Era

Xiaohua Ma, National Osaka University of Education, Japan

What part has war memory played in contemporary international relations in the Asia Pacific region? How has history played a role in the Asia-Pacific regional security? Answers to these questions must reckon with the impact of memories of World War II, or the Asia-Pacific War of 1931-1945, a time of troubles that continues to be the foundational period to affect Japan's relations with its neighboring countries, China and South Korea in particular. Judging merely from media reports, accounts and sources of the Chinese side, the answer is simple: recollections of the wartime experience have inflamed disagreements between China and Japan. However, things are more complicated than that. In a less obvious but more important way, collective memory has also been responsible for the positive features of the relations between Japan and China. To understand how collective memory has had this impact, one needs to distinguish between the different kinds of collective memory. In my presentation, I will argue that historical understanding is a form of collective memory, which has been a constructive force in the shaping of contemporary Japan's relations with China. I will focus on how a dispute over the interpretation of history emerged between Japan and China. I will offer a few reflections on the implications of my analysis for the future of the history problem, both for China and Japan in order to find a road toward reconciliation for the people in the Asia-Pacific region.

Saturday Session IV

Primary & Secondary Education

Session Chair: Xiaotian Han

56271   15:10-15:35 | Opal 104 (1F)
Modeling Emotional Intelligence and Job Satisfaction of Public Senior High School Teachers in the Province of Cavite Using SEM
Jennifer Mojica, Cavite State University, Philippines
Gilda Borres, Cavite State University, Philippines
Cyren Mae Flores, Cavite State University, Philippines
Jayrard Doeminique Remo, Cavite State University, Philippines

This study aimed to determine the relationship of emotional intelligence and job satisfaction of public senior high school teachers in the province of Cavite and construct a model showing such relationship. Descriptive-correlational research design was utilized with a total of 658 participants of which 310 were used for exploratory factor analysis and the remaining 348 for confirmatory factor analysis. Standardized instruments were used in data gathering. Results revealed that the level of emotional intelligence of the participants has definite strength in terms of knowing one's emotion, mood management, motivating oneself, and empathy while social skills needs development; their level of job satisfaction is neutral in terms of pay fringe benefit, supervision, co-worker, communication, work condition, nature of work, and contingent rewards satisfaction while they are satisfied in terms of opportunity for promotion. The five subscales of emotional intelligence were reduced into two latent variables (empathy and optimism, sympathy) while the nine subscales of job satisfaction were reduced into three (unfair supervision, happiness at work, wage satisfaction) using principal component and exploratory factor analysis. Goodness of fit of the factors extracted were tested using confirmatory factor analysis. Empathy and optimism has a positive direct effect to happiness at work and wage satisfaction while sympathy has a negative effect to both. Empathy and optimism has negative direct effect to unfair supervision while sympathy has a positive effect. A structural equation model was made showing the relationship of the emotional intelligence and job satisfaction of public senior high school teachers.

56272   15:35-16:00 | Opal 104 (1F)
Who's Who in High School Computer Science Textbooks in Taiwan
Chiu-Yen Chen, National Taiwan Normal University, Taiwan
Cheng-Chih Wu, National Taiwan Normal University, Taiwan

The scientists mentioned in a computer science textbook represent the significance of their contribution to the field. By learning about the life of the scientists and the societal and cultural background at the time, students learn not only science knowledge but also how science interacts with human life. This study examines how computer scientists presented in high school computer science textbooks in Taiwan. A total of 13 high school computer science textbooks endorsed by the Ministry of Education are analyzed. The analysis results show that: (1) The most mentioned computer scientists in the textbooks are Linus Torvalds (eight books mentioned), Dennis Ritchie (six books mentioned), and John von Neumann (six books mentioned); (2) The textbooks mentioned the most scientists in the field of Programming, followed by hardware, software and operating systems; (3) The time computer scientists most often mentioned is after digital computers were invented (1946), followed by the 1900s; (4) Descriptions of computer scientists are relatively brief, and most of them only describe the scientists' contributions to the fields. Factors affecting the presentation of computer scientists in textbooks include state curriculum guidelines, as well as the perspectives and preferences of the authors.

56202   16:00-16:25 | Opal 104 (1F)
The Effects of Close Reading of Academic Texts on Grade 11 Students' Reading Comprehension and Attitude Towards Reading
Rachelle L. Sususco, University of the Philippines, Philippines
Dina Joana S. Ocampo, University of the Philippines Diliman, Philippines

This study examines how engaging students in the close reading of academic texts affect their performance in reading comprehension and their attitude towards reading. Two sections of Grade 11 all-female senior high school students taking up English for Academic and Professional Purposes participated in this embedded study. As a pre-test, a pen-and-paper writing task was given to all students before the intervention to determine each student's reading comprehension level. A pre-intervention survey was also conducted to determine students' attitude towards reading. During the intervention, all participants were exposed to the same texts and were taught by the same teacher. Section A engaged in the close reading of academic texts for the entire duration of the intervention while Section B engaged in the close reading of academic texts only in the first four weeks of intervention. A pen-and-paper posttest and survey were given to all participants after the first four weeks and at the end of the intervention. The findings of the two posttests revealed that students could significantly improve their performance in reading comprehension. Most importantly, students at frustration reading comprehension level showed remarkable improvements in reading comprehension. However, students' attitude towards reading remained the same before and after intervention. Two notable findings of the study are: first, the significant efficacy of integrating reading instruction for students to better understand academic texts was confirmed at the end of the intervention. Second, a better performance in reading comprehension could not automatically prompt a change in a learner's attitude towards reading.

54919   16:25-16:50 | Opal 104 (1F)
Improving Mathematics Vocabulary Learning in the Foundation Phase
Xiaotian Han, Shanghai Normal University Tianhua College, China

Mathematics is more than numbers. Students should be able to understand and use academic vocabulary to think about and discuss mathematical situations. However, vocabulary learning within the mathematical contexts could be very complex and challenging to students, especially for English Learners. The purpose of this study aims to present a review and synthesize literature regarding the vocabulary learning challenges of mathematics in the foundation phase. Peer-reviewed articles (N=42) are gained from Google Scholar via systematically searching key words "mathematics vocabulary" with one or more of the following terms: challenge, difficulty, error, discourse, and analysis. Lee's (2005) study is applied as the theoretical framework. It formulated four main features of vocabulary in the mathematics contexts: same meaning words (same meanings in ordinary English and mathematics, such as discount, and total), math-specific words (technical math words, such as coefficient and linear equation), multiple-meaning words in ordinary English and mathematics (such as even and function), and multiple-meaning words within mathematics (such as base and square). This study shows a variety of challenges in mathematics vocabulary learning. Also, the study provides suggestions in learning practice and instructional strategies in order to help teachers support students to improve mathematics vocabulary learning in the foundation phase.

15:10-16:50 | Opal 105 (1F)
Saturday Session IV
Education & Community
Session Chair: Keebom Nahm

56182   15:10-15:35 | Opal 105 (1F)
The Using of Guidance Process for Promoting Opportunity of Adolescent Mothers in Udon Thani
Matthaneeya Kaykeaw, University of Northeast Thailand, Thailand

The purposes of this study were to study the needs and the guidelines for supporting of opportunities educational, career, and personal and social of adolescent mothers by using of guidance process for promoting opportunity of adolescent mothers. The participants of this research were 6 adolescent mothers by purposively selected that they were early pregnancy before 15 years of age, uneducated, unemployed, and they ask for help in One Stop Crisis Center (OSCC). The results of this research as follows: 1) the adolescent mothers need opportunity educational that they think education very important for well-being. If possible, they need opportunity career and education together with take care of children to grow up, they need to understanding, encouragement, acceptance, and don't add insult to injury from family and social, 2) the guidelines for supporting opportunities educational, career, and personal and social of adolescent mothers as follow: 2.1) give advice education system about fundamental education, non-Formal education, informal education and vocational education, 2.2) give career test and guidelines to know about aptitude for working, 2.3) give information about prevention and solution of adolescent pregnancy problem act, BE 2559 (2016), 2.4) consulting individual and group about encourage to pass the difficult time, 2.5) organize empowerment activities for adolescent mothers to give strength and know about purpose of life. Therefore, this study knows about background of adolescent mothers, the needs of opportunities educational, career, and personal and social and guidelines to supporting of adolescent mothers to live a balanced life.

54931   15:35-16:00 | Opal 105 (1F)
The Usability of iHELP: An Outreach Management System for Integrated Community Extension Services (ICES) – Adamson University
Leonard Alejandro, Adamson University, Philippines

This study involves development of outreach management system for Integrated Community Extension Services (ICES) of Adamson University that will computerized the process of conducting an outreach activity which covers registration of participants, creation of ID's or name tags, generation of completion and attendance certificates. It also includes profiling feature that can monitor the number of service points rendered by a volunteer. In turn, the volunteer profile will be used as basis in generating a certificate of service points essential for faculty and employee promotion. The system was developed using Waterfall Model as development methodology. It was tested into three (3) on-site activities; toy-making seminar, women's month celebration, and community-based secretarial training. The developed system was evaluated using ISO 25010 Quality Model in terms of its functional suitability, performance efficiency, compatibility, usability, reliability, security, maintainability and portability. The target respondents that include ICES staff, community leaders, faculty volunteers, non-teaching personnel, and activity participants affirmed that the system was excellent and has high rating in terms of usability. The respondents also agreed that iHELP is highly adaptable in terms of economic, technical, and operational factors.

55721   16:00-16:25 | Opal 105 (1F)
Community of Inquiry: A Realization of the Kingdom of Ends
Keisha Christle Abog, University of the Philippines, Philippines

In a society where people are bound by relationships and whose existence depend on such relationships, it is fundamental that schools of education be an avenue wherein students would be able to actualize the Kingdom of Ends – one that is characterized by relations of reciprocity grounded on responsibility. This paper claims that for the Kingdom of Ends to be realized in the educational system, Matthew Lipman's Community of Inquiry must be employed as a (if not the) framework through which students would be able to cultivate in and of themselves the right attitude in viewing others – that is, others as ends in themselves. This paper specifically argues that such a pedagogy would result in the realization of the necessary conditions for creating the Kingdom of Ends, namely freedom, rationality, humanity, and autonomy. These are the same conditions which are undermined in essentialist pedagogy that is generally employed by the educational system that we have today. Following Immanuel Kant's three formulations of the Categorical Imperative, namely Formula of Universal Law, Formula of Humanity, and Formula of Autonomy, this paper also asserts that through engaging in Community of Inquiry, the students would learn not merely what but how to think. The students, who are at the same time citizens of the society, are likely to attain and maintain not only their own rationality, humanity, and autonomy, but also that of other people – the same conditions which would be taken for granted if we continue to adhere to essentialist pedagogy.

55934   16:25-16:50 | Opal 105 (1F)
Urban Commons and Art-led Regeneration in Seoul, Korea
Keebom Nahm, University of Seoul, South Korea

Urban commons is an emerging concept focused on the social production and collaborations as an alternative both for market and state in this neoliberal urbanism era. Spontaneous art communities in nature resist the established cultural power and try to provide new alternatives for urban commons. This paper investigates the artist movements in Seoul, their characteristics, conflicts, commoning processes including community art education, and the appropriation by local government. Utilizing two cases of indie artists movements in Seoul, Oasis squatting project and Mullae community art movement, it investigates the meanings and connotations of the strategic and tactic commons generated by the movements, and analyzes the impacts of art communities in terms of resistance and construction of the tactic commons. Then, it criticizes government policies especially culture-led urban regeneration policies and gentrification process, which only enable capitals and local governments to appropriate urban strategic commons, resulting that art communities have lost district features and the cultural hollowing out, and displacements of indie artists. In conclusion, the paper suggests reevaluation for the art community movements in Seoul, methodologies for recovering urban commons, and community art education.

15:10-16:50 | Opal 106 (1F)
Saturday Session IV
Challenging & Preserving Culture
Session Chair: Maria Christine Muyco

55416   15:10-15:35 | Opal 106 (1F)
Towards the Development of Ibanag Orthography: The Allophones and Gemination of Sounds of the Ibanag Language Structure
Jaine Tarun, Isabela State University, Philippines
Eileen Bernardo, Isabela State University, Philippines
Nilda Aggabao, Isabela State University, Philippines

This study aimed at developing Ibanag Orthography of the Ibanag-speaking communities in the provinces of Isabela and Cagayan. Specifically, it aimed to document the allophones and gemination of sounds, determine the existing rules on the actual use of Ibanag allophones and gemination of sounds and establish the rules on allophones and gemination of sounds. The descriptive analysis using qualitative method was utilized. The study commenced in SY 2016-2017 to 2018-2019. Results validated the rules on the formation of words with allophones when affixes were used and when the root words were partially or fully reduplicated. Yet, there was a problem on establishing a writing system on some words ending in [b] and [d] sounds. Also, results vouched that gemination of sounds occurred when prefixes and a suffix-an were used to some of the root words. However, no normative manual or grammar is to be considered as a law valid for every speaker of Ibanag language. It is the political or cultural dominance which in practice can solve the language problems. Thus, the support of institutions, organizations, persons with authority and experts, in the development of an appropriate Ibanag Orthography is a most favorable factor in establishing a writing system of the spoken language.

55382   15:35-16:00 | Opal 106 (1F)
Learning More Than Language: Hmong Heritage Language Education
May Vang, University of Wisconsin-Whitewater, United States

This study uses a phenomenological approach to arrive at understanding the essence of what it means to learn Hmong as an adult heritage language learner. What is the essence of Hmong heritage language learning? What factors contribute to the development of the heritage language? What role does the heritage language play in the Hmong American identity? Data were gathered through three rounds of interviews with seven participants. Findings reveal that learning the heritage language is central in maintaining and developing cultural and linguistic identities. Participants evaluate their own language proficiency in light of their understanding of the Hmong identity. These results suggest a broader understanding of Hmong heritage language learning and the internal struggles that must ensue in order to maintain and develop language, culture, and identity.

54971   16:00-16:25 | Opal 106 (1F)
The Use of Western Teaching Resources: Javanese Muslim EFL Teachers' Perception and Negotiation of Cross-cultural Values in Inculcating Moral Education
Yuni Yulianti, Mait Darul Fikri Sidoarjo, Indonesia

The implementation of moral education in Indonesian schools is perceived by EFL teachers, particularly those who teach in Muslim schools, to result in the additional responsibility and ambivalence to negotiate the cross-cultural interface between the target culture and their home culture. This study examined four Javanese Muslim EFL teachers' perception and experience of using Western EFL teaching resources, the representational system of English that presumably entails Western cultural values, in inculcating moral education in Muslim EFL classrooms context. It also explored the teachers' attitudes towards negotiating cross-cultural values between some values of Western culture that are embedded within some teaching resources and Muslim values. It draws on Stuart Hall's concept of 'the circuit of culture' and the adversative binary of cultural relativism and cultural objectivism theories. The data in this study was elicited through semi-structured interviews which were analyzed using thematic narrative analysis. The findings elucidate that using Western teaching resources, with diverse reasons, can be both linguistically and culturally beneficial but challenging. Different attempts such as adopting critical pedagogy, developing intercultural competence, and creating local teaching materials as well as performing religious teaching were carried out by the participants to counter the values or customs that are culturally different.

55765   16:25-16:50 | Opal 106 (1F)
Innovation vs Resilience: Education From the Standpoint of Kulitong (Kalinga, Philippines) and Paratuokng Musicians (Sarawak, Malaysia)
Maria Christine Muyco, University of the Philippines, Philippines

My collaborative project in 2016 supported by the Japan Foundation Asia Center introduced me to Malaysia's Bidayuh musicians, particularly Paratuokng musician Arthur Borman who shared that his resilience for cultural education makes his community socio-politically and economically alive. This is the same stance of Benicio Sokkong, The Philippine's specialist of the kulitong, a bamboo zither that has similar characteristics with the Paratuokng. However, he (Sokkong) uses innovative means to teach the youth of today, whether they are in the community or in academic setting. Using a visual guide or manuscript/score instead of the traditional way, I ask: "What has brought him to this mode of transmitting knowledge? Has he finally realized that there are differences among types of learners and that he needs to address the literacy factor of the youth of his community?" Reber (1995, 177) includes the passing of values, standards, and norms in his definition of cultural transmission. It is a process; however, I add that musicians and their standing philosophy of education in the midst of modernity and flux matter in the content and context of learning. Borman still sees the advantage of a traditional approach in the educational introduction of the Bidayuh culture. Tourists visit their longhouse day by day but he resists change (e.g., the use of amplifier on his instrument) and teaches his students through verbal explanation and demonstration/ participative learning. He sees the significance of making them keen to sonic perception and tactile interactions. "It is traditional but effective", he says.

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Sunday
February 09

Parallel Sessions

Please note that all abstracts are printed as submitted. Any errors, typographical or otherwise, are the authors'.

09:20-11:00 | Opal 101 (1F)
Sunday Session I
Educational Policy Evaluation
Session Chair: Cristina Castro-Cabral

56157   **09:20-09:45 | Opal 101 (1F)**
Participation of Local Curriculum Development on Community Pathway Integrated with Royally Initiated Project
Kittawan Khamsom, Udon Thani Rajabhat University, Thailand
Kanisorn Tonseenon, Udon Thani Rajabhat University, Thailand
Chanchira Choomponla, Udon Thani Rajabht University, Thailand

The purposes of this study were threefold: 1) to develop and identify educational quality of local curriculum on community pathway integrated with Royally Initiated Project based on participation requirements according to school and community context 2) to study learning outcomes by using local curriculum that develops: knowledge, process, and attitude toward activity learning by local curriculum of the students 3) to the students learning and recognizes the importance of Royally Initiated Project and sufficiency economy that have effects to the community pathway. The study was achieved through 2 steps: 1) development and identify the educational quality of local curriculum on community pathway integrated with Royally Initiated Project based on participation, and 2) conducting instructional experimenting with students. The findings were as follows 1) the local curriculum on community pathway integrated with Royally Initiated Project based on participation categorized into 5 groups. 1) students studying outside school time that the local curriculum developing were high educational quality (X = 4.53). 2) The learning outcomes of students exposed to instruction utilizing the local curriculum were found positive: 2.1) knowledge learning outcome of students were at the ""good"" level (X = 4.13) that higher standard 75 %, 2.2) process learning outcome of students were at the ""high"" level (X = 2.53) that higher standard 75 %, and 2.3) attitude toward activity learning by local curriculum of the students were at the ""good"" level (X = 4.27) that higher standard 75 %.

54673   **09:45-10:10 | Opal 101 (1F)**
Factors Influencing the Conduction According to the King's Science by the Case Study of Sufficiency School
Phuwadon Chulasukhont, Thepsatri Rajabhat University, Thailand
Poggade Chulasukhont, Thepsatri Rajabhat University, Thailand

King Bhumibol's science known as sufficiency economy encourages Thai citizens to live based on themselves, and all schools have been teaching their students to cultivate, learn and practice this sustainable theory. The objectives of this research were to 1) study the factors influencing the conduction according to the king's science of the sufficiency schools under the Lop Buri Primary Educational Service Area Office and 2) create the model of success factors influencing the conduction according to the king's science of the sufficiency schools under the Lop Buri Primary Educational Service Area Office. The research sample consisted of 321 school administrators and teachers. The research instruments were 1) a questionnaire related to the factors affecting the conduction of the theory and 2) a structured interview form. The data were analyzed by using percentage, mean, standard deviation, T-Test and One-way ANOVA. The research results showed that 1) the factors affecting the conduction according to the king's science of the sufficiency schools was at the high level, classified by gender, school position, academic standing, working experience, working area, and school size were difference at .05 statistically significant level, and 2) the model of success factors influencing the conduction according to the king's science of the sufficiency schools was approved by the experts and could be used as a practical guideline for schools in Lop Buri.

54907   **10:10-10:35 | Opal 101 (1F)**
Teachers' Perceptions of the Impact of ADEC Educational Reforms on Their Self-efficacy in Al Ain Public Schools
Cherry Jean Dela Cruz Recio, United Arab Emirates University, United Arab Emirates

The focus of this study is on the teachers' perceptions of the impact of educational reforms on their self-efficacy. Its objective is to explore teachers' valuable thoughts and to look deeper into their insights about educational reforms in connection to their self-efficacy in performing their jobs as educators. Teachers' insights about reforms will help policymakers and educational leaders to pave the way to achieving the educational goals of the United Arab Emirates. As the UAE includes education as one of the six priorities of the country's programs for development with the goal of having a first-rate education (Minister, 2017), its educational system has undergone a number of reforms through Abu Dhabi Education Council (ADEC) to produce graduates who are equipped to pursue quality higher education (AlAlili, Tabari, 2014; ADEC, 2012) because students of today's knowledge economy need to acquire new skills to have better careers and have good citizenship preparation (Wagner, 2008) to be locally and globally competitive. Exploratory mixed methods research design was used in this study having qualitative findings as the basis of the quantitative aspects of the research (Creswell & Clark, 2011). Initial data were collected through a qualitative interview technique which provided a direct interaction with teachers who freely talked about their insights, views and perceptions on the educational reforms and their self-efficacy. Data gathered from the open-ended interviews were analyzed through the use of NVIVO and the results of the qualitative analysis were utilized as the foundation to pursue the quantitative aspects of the study.

55707   **10:35-11:00 | Opal 101 (1F)**
Using the 4-I Framework: Towards an Organizational Culture for ONELETRAN
Cristina Castro-Cabral, University of Santo Tomas, Philippines
Clarence Marquez, Colegio de San Juan de Letran, Philippines

The educational landscape in the Philippines is ever-changing and challenging, especially with the enactment of the Enhanced Basic Education Act of 2013 (K+12) and the Universal Access to Quality Tertiary Education Act of 2017. Privately-owned higher educational institutions face a complex future. In response, the Dominican Province of the Philippines (DPP), a religious congregation belonging to the Roman Catholic Church, committed to integrate four of the schools under its aegis – Letran Manila, Letran Calamba, Letran Manaoag, Letran Bataan – into ONELETRAN. This integration strategy hopes to synergize the awareness, efforts and standards of the four schools as reputable institutions of quality education in order to survive and sustain themselves through and beyond this period of uncertainty, towards reexamining their purposes and reimagining their organizational cultures and structures. Transcending the corporate decision to integrate, this current research focuses on (1) the "distance" between and among the four schools in terms of organizational culture; (2) similarities/ differences in employee attitudes based on management style, autonomy, responsibility and perception of efficiency; (3) perceived barriers to integration in terms of actional-personal and structural-organizational contexts; (4) a proposed model for building an organizational culture suitable to ONELETRAN using the 4I-Framework and the tools of the Global Leadership and Organizational Effectiveness (GLOBE) Project.

09:20-11:00 | Opal 102 (1F)
Sunday Session I
Education Leadership
Session Chair: Abdul Jhariel Osman

56063   09:20-09:45 | Opal 102 (1F)
The Relationship Between Transformational Leadership and Work-related Attitudes: The Mediating Roles of Research Self-efficacy and Job Stress
Ya-Ting Huang, Zhejiang University, China

Academic leaders at managerial universities have faced tremendous challenges to recruit and sustain committed and satisfied university faculty members. Against the backdrop, this study examined the nature of the relationship between departmental-level academic leaders' transformational leadership and university faculty members' work-related attitudes (i.e., organizational commitment and job satisfaction) by investigating the mediating roles of research self-efficacy and job stress. A questionnaire was administered to 1498 university faculty members from 26 research-intensive universities in China. The results indicated that the departmental-level academic leaders' transformational leadership has a strong and positive effect on university faculty members' organizational commitment and job satisfaction. This study further showed that university faculty members' research self-efficacy positively mediated the relationship between transformational leadership and organizational commitment and job satisfaction while faculty members' perceived job stress negatively mediated the relationship. The limitations and implications of this study are discussed.

56285   09:45-10:10 | Opal 102 (1F)
Instructional Leadership in Higher Education: Leading for Change in a Change-resistant Environment
Michelle Prytula, University of Saskatchewan, Canada

Despite bodies of literature replete with practical and theoretical perspectives on how to lead for change in educational organizations, educational leadership remains a critical, challenging, and multi-faceted endeavour. Demands of society, diversity of the student body, and changes in student learning-needs create necessity for innovations in educational leadership that promote student learning, organizational learning, and transformational change. Comparatively, leadership for student learning and change at elementary and secondary school has received much attention by practitioners and researchers alike. Leadership theories from the classical to the transformational have contributed to a rich body of change leadership literature and practice that support and even bolster the new as well as the experienced public-school leader. The same richness of literature does not exist for leadership in higher education, despite significant need for change leadership understandings in higher education. Shrinking post-secondary institution budgets combined with higher scrutiny for performance outcomes in higher education have resulted in a need for deans and university senior leaders to re-examine their roles as post-secondary academic leaders in order to meet the changing needs and demands of the larger public. This paper presents the conceptualization, modification, and application of both theoretical and practical approaches to change leadership––often present in elementary and secondary schools––as they apply to the change-resistant post-secondary environment. This paper offers contextual understandings between effective leadership theories and approaches as they apply to schools and post-secondary educational institutions, and to deepen the discussion of and expand the dialogue for leadership for change in higher education.

56238   10:10-10:35 | Opal 102 (1F)
The 21st-Century Skills of School Administrators under Udon Thani Primary Education Service Area Office
Phongnimit Phongphinyo, Udon Thani Rajabhat University, Thailand

The purposes of this research were 1) to study the 21th Century Skills of School Administrators, 2) to study the actual state and the desirable state of the 21th Century Skills of School Administrators, 3) to study the priority needs of the 21th Century Skills of School Administrators under Udon Thani Primary Education Service Area Office. The study was a mixed-method research and consisted of 2 phases as follows 1) study the 21th Century Skills of School Administrators by documentary analysis and semi-structured interviews with 9 experts, 2) study the actual state and the desirable state of the 21th Century Skills of School Administrators by 260 school administrators using a questionnaire and prioritize needs by PNI Modified technique. The results of this research were as follows: 1) the 21th Century Skills of School Administrators were 5 skills; management skill, technology and communication skill, thinking skill, participation and teamwork skill and self-development skill, 2) The actual state of the 21th Century Skills of School Administrators were at the high level and the desirable state were at the highest level and 3) The priority needs of the 21th Century Skills of School Administrators found that technology and communication skill was the highest index, management skill as second and the lowest index was self-development skill.

55927   10:35-11:00 | Opal 102 (1F)
Leadership in Public Basic Education: The Case of Superintendents in the Philippines
Abdul Jhariel Osman, De La Salle University-Manila, Philippines

In the Philippines, the leadership role of superintendents was widely recognized; however, there were still very limited studies on how they led the country's public basic education. Consequently, this study investigated the leadership pattern in public basic education of superintendents. Using a case study research design, this study conducted an in-depth analysis of the perception of the superintendents about leadership in public basic education. Specifically, it answered the following research questions: a) How is leadership in public basic education perceived by the superintendent? b) How does the superintendent apply leadership in public basic education in his division schools? and c) How do they see the value of leadership in relation to their personal and professional development? Based on the data given by the superintendents, this study arrived to the following major conclusions regarding leadership in public basic education: a) Compassion is a critical aspect of leadership in public basic education, b) School assessment is a valuable aspect of the leadership in public basic education, c) There is a need to foster collaboration and shared leadership in public basic education, d) School management is needed in public basic education, and e) A contextually informed decision-making is vital in the leadership in public basic education in the Philippines.

09:20-11:00 | Opal 103 (1F)
Sunday Session I
Design & Technology
Session Chair: Jeremy White

55061   09:20-09:45 | Opal 103 (1F)
English Language Students' Perceptions of Interchanged Application of Face-to-Face and Synchronous Virtual Classrooms
Phanupong Thumnong, Khon Kaen University, Thailand

Recent research has suggested that synchronous virtual classrooms can equally or, in some cases, better enhance students' learning experience compared to the traditional face-to-face instruction. However, little has been explored within the circumstances where both of the instructional modes are applied to the same group of students. This study thus investigates students' perceptions of interchanged application of synchronous virtual classrooms via the software Zoom and the face-to-face instruction in an English Pronunciation course. The data was collected by semi-structured individual interviews with 10 university students. The qualitative content analysis using coding schemes adopted from Community of Inquiry (CoI) framework was conducted. The findings were discussed with the aim of answering the query whether the two instructional modes can be interchangeable when student's perceptions are taken into account.

56140   09:45-10:10 | Opal 103 (1F)
Designing and Implementing Educational Applications for Mobile Devices
Andrey Koptelov, Sam Houston State University, United States

This piloting study, based on the mixed methods design, investigates a possibility for undergraduate students to develop educational applications for mobile devices (e.g., smartphones and tablets). We choose MIT App Inventor as a software that provides tools needed to construct an application without advanced knowledge of coding. Fifty pre-service teachers were required to design and develop an educational application that can be used for assessment. It has been found that applications development is complex for some of the students, and detailed, step-by-step instructions are necessary to scaffold the process. However, those who engaged in app development experienced numerous benefits: they acquired the basic computational thinking skills that precede knowledge of coding in the future, and they learned more about the content and pedagogy of their subject areas, including how to teach with technology. All participants received a range of feedback from peers, allowing them to improve their applications. Moreover, pre-service teachers were asked to conduct research with students at school in order to find out what their greatest needs are to contextualise educational applications development further. The whole process involves active, constructivist and indeed constructionist learning on the part of the teachers, and to some extent on the part of their students. Given the limitations of many pre-built applications, pre-service teachers who have developed their own applications found themselves empowered to create new apps where the content is carefully targeted and the pedagogies are appropriate.

56248   10:10-10:35 | Opal 103 (1F)
Cloud-based Teaching for Tertiary Education: An Educator's Perspective of Using the G-Suite for Teaching, Learning and Pedagogical Research
Min-Yee Angeline Yam, Nanyang Technological University, Singapore

Cloud computing as innovative technology for education has been the hot subject of discussion in recent years. With the advancement of the internet of things, 21st century learners have become ever more savvy in locating knowledge through various online platforms. The educator's position has hence shifted from simply sharing knowledge to managing and curating vast amount of readily available learning resources for learners. By tapping into the characteristics of cloud computing, educators can organize knowledge effectively for learning and teaching and be better engaged with an on-demand generation of learners who are used to omni-channels access of vast amount of information. There are already emerging scholarly literature that points to learners' willingness and benefits of using cloud computing for learning, the author is however specifically interested in the teacher's perspectives of using cloud platforms – of both the advantages and challenges experienced. This paper outlines an exploratory case study of the author using the free and readily available cloud computing platform by internet technology giant - Google, also known as the G-Suite on various groups of tertiary students in Singapore for teaching and learning. The exploration highlights are hinged on various pedagogical strategies at different phases of teaching – from creating self-sufficient task briefs (instructional), managing learning resources (knowledge management), enabling collaborative learning (social constructivism) to using it for various pedagogical research management.

56302   10:35-11:00 | Opal 103 (1F)
Pocket Translation Effectiveness in Real Life Communication Situations
Jeremy White, Ritsumeikan University, Japan
Ryosuke Yamanishi, Ritsumeikan University, Japan

Continual internationalism has seen Japanese increase their interaction with people of various languages and cultural backgrounds for research, business, education, and trade. However, Japanese lack the English-speaking confidence to be effective communicators compared to other countries and are currently ranked 35th out of 74 in English proficiency (Tsuboya-Newell, 2017). One reason for this is Japan being a monolingual, monocultural country where there is little opportunity to practice English in a natural setting. A second reason being the lack of English-speaking opportunities afforded to students during English language lessons due to the prevalence of the teacher-centered grammar-translation method of instruction. Recently the popularity of portable translation devices has increased, with people relying on these devices for their English communication activities due to their lack of confidence in their English speaking communication competence, and the investment in terms of time and money it would take to gain a high level of English speaking communication. However, as these portable translation devices are relatively new to the market, there remains many questions that need to be investigated. This presentation will present the results of an experiment using pocket translation devices between Japanese and international students. The presenter will show that although pocket translation devices have advanced, their ability for seamless communication is still limited. The presentation will then demonstrate ways in which users can be trained for more effective communication using pocket translations devices. Finally, the presenter will show ways in which pocket translation devices could be used in an educational setting future.

09:20-11:00 | Opal 104 (1F)
Sunday Session I
Student Perspectives
Session Chair: Hiroshi Ito

56356   09:20-09:45 | Opal 104 (1F)
Students' Perception of Blended Learning

Hani Mustafa, Nanyang Technological University, Singapore
Patricia Lorenz, Nanyang Technological University, Singapore
Estelle Bech, Nanyang Technological University, Singapore
Jean-François Ghesquière, Nanyang Technological University, Singapore

The introduction of blended learning as a teaching methodology has given a new definition to learning. This methodology uses technology to offer flexibility in learning in which online learning is blended with a classroom-based teaching. The Centre of Modern Languages at Nanyang Technological University (NTU), Singapore, has introduced blended learning for all its students taking foreign languages. Pre-class learning videos and post-class online worksheets are uploaded for students to ease and re-inforce their learning. The online worksheets are graded and students have to complete them within the stipulated time. The objectives in introducing blended learning for students include easing their learning, enabling them to attempt the online worksheets after they have fully understood the topics and for them to perform self-check on their learning milestone. The assumption in introducing blended learning is that students would enjoy the flexibility it offers and hence make them more motivated to learn. An online survey was carried out for students taking French, German and Malay on their perceptions of their interactions with the pre and post-class online resources. Feedbacks were collected from 591 students on their perceptions of blended learning according to the parameters Burden, Ease of Learning, Enjoyment, Learning, Satisfaction, and Usefulness. While the results indicate an overall positive perception of the blended learning experience, the data also indicates that many students perceive the online exercises as a burden. This can be attributed to factors, such as unsuitable technical features, time spent on the online exercises, and the level of difficulty. The results indicate, that even though a different emphasis was given in the online worksheets of the respective languages, the results show the same trends, with only small deviations, especially in the category of Burden.

56293   09:45-10:10 | Opal 104 (1F)
Improving University Students' Emotions With Humour

Tengku Elena Tengku Mahamad, Universiti Teknologi MARA, Malaysia
Wan Soraya Wan Abdul Ghani, Universiti Teknologi MARA, Malaysia

The role of humour in university teaching and learning has received increasing attention in recent years. Despite the growing body of research on humour in higher education, very few studies look into the emotional impact of humour on students. Also, very little research consider the perspective of both academics and students. A qualitative approach to acquiring data was chosen. The data come from in-depth semi-structure interviews with 24 academics and students from four Malaysian universities. Findings suggest that academics who show their sense of humour by deliberately acting silly or telling jokes are able to get their students engaged during lectures. Academics who use humour are able to evoke positive emotions from their students. Humour is also reported to help reduce stress and tension among both academics and students. The results also indicate that the most effective style of humour among the students is the positive style of humour (e.g., telling jokes) while negative humour (e.g., sarcasm) will lead to students feeling angry and disengaged during lectures.

55989   10:10-10:35 | Opal 104 (1F)
Using Particulate Representation on Balancing Chemical Equations: Effects on Students' Conception and Confidence

Genara Verangel, Aklan State University, Philippines
Maricar Prudente, De La Salle University, Philippines

This research determined the effectiveness of Guided-inquiry and Particulate Representation in Chemistry (G-PARC) teaching pedagogy in improving senior high school students' understanding and confidence on balancing chemical equations. This action research employed the Plan, Do, Study, Act (PDSA) model which utilized the mixed-methods approach. The entire learning intervention was facilitated by the researcher involving Grade 11 students in the STEM strand during academic year 2018-2019. To determine the students' conceptions and confidence, a three-tiered Visual Conceptual Questionnaire in Stoichiometry plus Confidence (VCQS+C) concept test and Balancing in a Particulate Way (BPW) student worksheets were used. While the students' perceptions on the use of guided-inquiry worksheets were determined by means of the Student Perception Survey (SPS) questionnaire. To verify the implementation of G-PARC pedagogical strategy was assessed using a Class Observation Protocol (COP) checklist. Students' perceptions were gathered through Reflection on Learning (ROL) questions given before the learning sessions end. Likewise, extreme scorers were subjected to structured interview after administration of the post-test. Results of the study revealed that there was a significant change in the students' conceptual understanding before and after learning intervention. Similarly, an increase in confidence of students was established. Moreover, Pearson r correlation revealed a significant relationship between students' conceptual understanding and confidence after intervention. COP checklists noted that all the domains used in guided-inquiry classroom were realized during the intervention. Additionally, students' perceived a strong agreement on the use of activity worksheets which was also supported by the students' responses through their reflection and interview responses.

55822   10:35-11:00 | Opal 104 (1F)
Cognitive Neuroscientific Explanations of Active Learning: A Conceptual Review

Hiroshi Ito, Nagoya University of Commerce and Business, Japan

Active learning has gained popularity as an effective pedagogy in higher education. Despite empirical evidence of the validity of active learning, its neural mechanisms remain understudied. This paper first reviews active learning from educational perspectives and discusses active learning as learning through engagement, constructive learning, and instructional methods. The paper then explores active learning from neuroscientific perspectives and suggests a learning model based on the relationships between active learning and neuroscience. The findings suggest that learning via engagement can be explained as an increased dopamine release in novel and relevant contexts, and constructive learning can be understood as neuroplasticity. Active learning can provide novel and relevant contexts that help to develop the neural architecture. This paper also suggests that active learning may help the brain become 'cleverer' through faster retrieval and greater transfer of information between the frontal and rear components of the brain.

09:20-11:00 | Opal 105 (1F)
Sunday Session I
21st Century Education
Session Chair: Basilia Blay

56160   09:20-09:45 | Opal 105 (1F)
Evaluation of Developed Instructional Material in Mathematics in the Modern World – A General Education Course in Tertiary Level
Gemma Legaspi, Cavite State University, Philippines

Visual aids and printed instructional materials prove instrumental in effective teaching-learning process. This study aimed to evaluate an instructional material (IM) entitled Mathematics in the Modern World, prepared by the researcher in collaboration with two other co-faculty from Cavite State University, Philippines. The IM was developed based on the course guide released by the Commission on Higher Education and is intended for takers of general education mathematics subject offered to college students enrolled in different programs. The developed IM underwent the face and content evaluations. Mathematics experts from different higher education institutions in National Capital Region and Regions III and IV served as subject-specialists and assessed the developed IM regarding objectives; content; organization and presentation; language and style; and effectiveness and usefulness, using evaluation checklist. The IM's readability was also assessed using Feedback-based Readability formula. The Mathematics specialists' perceived the IM to comply favorably to all the criteria and was rated very satisfactory as regards to objectives, organization and presentation, language and style, and effectiveness and usefulness. With regards to content, the IM was rated excellent. It was perceived as useful material and with high readability as reflected by its communication index. It can be concluded that the material Mathematics in the Modern World is an appropriate and very satisfactory instructional aid for students to learn modern world mathematics.

56161   09:45-10:10 | Opal 105 (1F)
Science and Mathematics Teachers' Educational Philosophies and Teaching Style Preferences
Jocelyn Reyes, Cavite State University, Philippines

This study examines the educational philosophies and teaching style preferences of selected Science and Mathematics teachers in the different levels: elementary, secondary (junior and senior) and tertiary in Region IV, Philippines. To gather data, a 40-item questionnaire which determines educational philosophy and 24-item Staffordshire Evaluation of Teaching Styles (SETS) were used. Stratified random sampling was applied to identify the 200 participants of this study. The study reveals that most secondary and tertiary teachers are progressivists while most elementary teachers are essentialists. Very few considered themselves as perennialist. It can be concluded that science and math teachers adhere to the educational philosophy of progressivism, followed by essentialism, then existentialism and social reconstructionism and the least adherence to perennialism. Most of the math and science teachers prefer the all-round flexible and adaptive teaching style. The next preferred is the student-centered, flexible style; followed by the official curriculum style. The teaching styles of straight-fact nonsense teacher, big conference teacher and one-off teacher were not popular among them. The most practiced philosophy, progressivism, matches with the resulting teaching style, the all-round flexible and adaptive style since both are student-centered and is in conformity with the philosophical bases of K to 12 curriculum in the Philippines. Teachers prioritize students' interest, acknowledging students' voice as the center of the learning process. Students are given opportunities to make choices about their own learning and to contribute to the design of the learning process.

55926   10:10-10:35 | Opal 105 (1F)
"OBEdizing" the New General Education Course – Mathematics in the Modern World: An Attempt to do it Right – Formative Evaluation-Students' Perspectives
Basilia Blay, De La Salle-college of Saint Benilde, Philippines

This study is descriptive-evaluative in nature that utilizes the Logic Model. The goal is to formatively evaluate if the competencies/learning outcomes developed by the Commission on Higher Education (CHED) of the Philippines for the Revised General Education Curriculum (RGEC) had been realized in the new GE course Mathematics in the Modern World offered at De La Salle-College of Saint Benilde. The research is limited to the students' perspectives that were gathered through a researcher-made instrument using the competencies developed by CHED. The instrument, which is divided into "Intellectual Competencies, Personal/Civic Responsibilities, and Practical Skills", was content, face-validated and tested for its validity and reliability. Results show that students believed that all the competencies under Intellectual and Practical Skills were realized to a great extent, while the Personal/Civic Responsibilities were realized to a moderate extent. Among the challenges, which the students encountered during the process of learning were the course itself being mathematics, topics which had been described as too much memorization and less application, and performance tasks which were challenging yet, students think, do not contribute that much to the understanding of the course. Students look for more interactions in the classroom, requirements that are essential to the course, and a classroom culture that invites collaboration and accommodation. As regards assessment, respondents perceived that there is disconnect between what were discussed in class and the test. These challenges and recommended solutions from the students were used to propose improvements in the teaching and learning of Mathematics in the Modern World.

56289   10:35-11:00 | Opal 105 (1F)
Introducing Soft Skills Within an Academic Syllabus – Adapting Academia to the Changing World
Lior Naamati Schneider, Hadassah Academic College, Israel
Adaya Meirovich, Hadassah Academic College, Israel
Niva Dolev, Kinneret Academic College, Israel

In the last decades, the world has gone through deep and profound change, which the world has not seen before in terms of extent and pace. Altogether changes will transform the way people work and live and will pose many challenges to organizations and individuals alike. To cope with the changes and subsequent challenges and continue to succeed, individuals need to own a wide set of skills and competencies. Thus, Higher education institutions who wish to continue to stay relevant in a changing world and fulfil their role in preparing students to the 21st-century reality, will have to attend to the development, or 21st-century skills. While some HEI have already included 21st-century skill development in designated courses under different names, these courses are not common in Israel and when they are included in the curriculum, they appear as isolated courses, with low intensity and weak linkage to professional subjects. This article will present a unique program of cultivating ESI and other soft skills in students as integrated in the general curriculum. Such a way will enable the development of 21st-century skills embedded within subject matter courses. By doing so, it will bridge the gap between the needs of the 21st century and the ability of HIE to answer these needs.

09:20-10:35 | Opal 106 (1F)
Sunday Session I
CLIL & Task-based Learning
Session Chair: Mariko Takahashi

53666   09:20-09:45 | Opal 106 (1F)
The Challenges of Implementing Task Based Language Approach in ESL Classes
Sally Kondos, American University in Dubai, United Arab Emirates

This presentation introduces to the audience the outcome of a study that compares the Task-based Language Teaching (TBLT) approach and the Traditional Form-Focused approach when embedded within an Intensive English language learning programme for university students (IELP). It attempts to detect which of the two teaching approaches can be considered as both engaging and applicable for students enrolled in an Intensive English Language Programme (IELP) in one of the American universities in the Middle East. Its rationale investigates whether students acquire the target language in a communicative class that contains tasks situated within a natural context for language learning or if students require traditional form focused classes, in which the focus is primarily on grammar instruction alongside vocabulary lists. The research study attempts to compare the two approaches through its presentation of two teaching models. The first model follows a process syllabus that focuses on the negotiation of meaning (TBLT), and the second model follows a functional-notional syllabus which focuses on teaching English language forms (known as "P-P-P"); which stands for "present", "produce" and "practice". The study was originated to answer specific questions concerning the implementation of both Task-based language approach and traditional form focused approach in the IELP language programme in the university. The questions were as follows:
• Can the (IELP) students learn to communicate better if more TBLT exercises were applied in the language programme?
• Can (IELP) students learn the grammar points through TBLT lessons?
• Can (IELP) students achieve better if taught any language points through TBLT classes?
• Will the students in the PPP class score better than the students in the TBLT class?
• The IELP students are used to be taught the language through traditional form focused approach, how can introducing another teaching approach affect their results?

54816   09:45-10:10 | Opal 106 (1F)
The Impact of Teachers' Perceptions on the Implementation of CLIL in Higher Education in Indonesian Context
Agnes Herawati, Bina Nusantara University, Indonesia

Content and Language Integrating Learning (CLIL) is coming to its popularity across the world including Indonesia. It means teaching subject content through English with the emphasize on both content and language and creates a dual benefit of developing both language and content knowledge. Learners in CLIL classes are thus learning language skills, academic skills and subject content at the same time. This study discusses an exploration how higher education teachers implement CLIL approach to subject teaching by following 4Cs CLIL criteria. Classroom observation forms and a set of teachers' questionnaires asking about their perceptions on the importance of English and integration of content and language are used. In addition, the teachers are asked about how to equip them when they eager to implement CLIL in their classrooms. The study reveals that most teachers claim they have implemented CLIL in their classrooms, have good perception on the importance of English and content and language integration however they are lacking-of knowledge regarding CLIL and the observation results show that they fail in implementing CLIL in their classroom and tend to implement other approach such as EMI instead. This study has shown that CLIL also has a potential with higher education Indonesian EFL learners and furthermore promotes some possibilities and suggestions to make a better CLIL implementation come true and leads to a closer achievement of students' content and language capability.

55372   10:10-10:35 | Opal 106 (1F)
Exploring CLIL Tasks in EFL Classrooms: Development of Mock English Television Advertisements for Raising Intercultural and Media Awareness
Mariko Takahashi, Setsunan University, Japan

This study aimed to investigate the effects of having Japanese university students create mock English television advertisements as a CLIL (Content and Language Integrated Learning) task for developing intercultural and media awareness in English communication classes. After a preliminary study in a different class, an advertising development task was introduced as a part of the unit on international business. Specifically, 32 students from two EMI English classes (upper intermediate level) participated in the study. They first learned about cross-cultural differences in advertisement (e.g., high-context vs. low-context) as well as related vocabulary and expressions. They then planned, shot, and edited in pairs a mock television advertisement of a Japanese product for an American audience, followed by discussion and feedback. For 10 different products such as Japanese sweets and green tea, 16 mock television advertisements were produced in total. The advertisements along with the discussion sheets were analyzed qualitatively from three perspectives: linguistic expressions used in the advertisements and other expressions learned in the class (language), the types and contents of the advertisements including comparison with television commercials of the same product aired in Japan (contents), and others such as students' feedback. The students were able to develop a range of creative and well-edited mock English advertisements, carefully considering the target audience by integrating techniques such as comparative advertising. The results showed that this task can be an engaging way to help raise EFL university students' intercultural and media sensitivity, having them learn relevant English terminology and expressions at the same time.

11:20-13:00 | Opal 101 (1F)
Sunday Session II
Higher Education
Session Chair: Filomachi Spathopoulou

55228   11:20-11:45 | Opal 101 (1F)
Teaching Healthy Lifestyle in the Higher Education in Hong Kong: Report and Reflection
Amy Wai Sum Lee, Hong Kong Baptist University, Hong Kong

Since the major curriculum reform in 2012, most of the university curriculum in Hong Kong has extended by one year, and this offers good opportunities to provide a programme of General Education for students despite their chosen major disciplines. The compulsory general education programme is seen to be an important component in the nurturing of the young adults as responsible members of the society, as well as equipping them with necessary knowledge and skills for lifelong learning. The actual course contents of individual universities differ, but the common core areas cover general knowledge within the arts, the social and natural sciences, and courses that train students' mind and body. The presenter's university has a General Education programme that offers courses designed and taught by individual academic departments, falling within the prescribed categories of courses. This presentation is a sharing of the experience of teaching a General Education course to students of all disciplines in the category of healthy lifestyle. The presenter comes from a Humanities department, and this sharing will highlight issues of course design, coursework requirement, choice of teaching materials and learning activities. The presentation will reflect on the issues mentioned in the context of higher education in Hong Kong, which has an interestingly mixed cultural identity; and a majority of Chinese population with an exposure to global cultures. It is hoped that the report and reflection can invite feedback on course design in similar situations.

56168   11:45-12:10 | Opal 101 (1F)
Factors Influencing Legitimate Peripheral Academic Participation of Students in Higher Education
Sari Muthia Silalahi, Institut Teknologi Del, Indonesia

The aim of this study is to examine factors influencing legitimate peripheral aspects such as interpersonal of the lecturer, student's behavior, classroom and environmental condition which influence affective and cognitive outcomes of students in IT Del. The data of this study included two methods: interviews and questionnaire. A random sample will be used in this research to collect 25 participant students will be interviewed and 1541 participants students will fill the questionnaire. The result of the interview will be recorded who has an explanation regarding 1. Lectures perspective (student's performance in academic), 2. Student's perspective (lecture's behavior, classroom climate, and environmental association). The two data sources were used to triangulate the findings of the interpersonal teacher, student's behavior, classroom climate, environmental and student's gender that will influence academic participation. With regard to the interview data, this research adopted the method from Taylor-Powell & Renner's study (2003) because they provided clear explanations supported by some examples of how to analyze interview data. The students and lecturers   answers were organized based on each question and were examined in order to identify the consistencies and differences among them.

54821   12:10-12:35 | Opal 101 (1F)
Dimensions of Perfectionism and Self-stigma of Seeking Help Based on Filipino College Student's Familiarity With Mental Illness
Aira Pauline Rizelle Centeno, Ateneo de Manila University, Philippines

This study used a mixed-methods design to understand the levels and relationship of the dimensions of perfectionism and self-stigma of seeking help based on the familiarity of Filipino college students with mental illness. 120 emerging adults, ages 18-29 years old from public and private colleges were given the Multidimensional Perfectionism Scale, Self-Stigma of Seeking Help Scale and Level of Contact Report. Students on average, have moderate levels of the dimensions of perfectionism, self-stigma of seeking help and level of familiarity with mental illness. No significant relationship was found between the variables in contrast to similar studies on high school students (Zeifman, Atkey, Young, Flett, Goldberg, & Hewitt, 2015) and university students (Thomson, 2017). In order to explain the relationship, thematic analysis was utilized to identify themes in the interviews of 10 students. Qualitative findings described that factors such as hiya, amor propio, self-concealment, mental health/illness literacy, self-compassion, previous counseling experiences, self-reliance and social support may have mediated or moderated the relationship.

54924   12:35-13:00 | Opal 101 (1F)
Culture as a Determinant in Students' Acceptance of Gamified Learning
Filomachi Spathopoulou, American University of the Middle East, Kuwait

Nowadays, higher learning institutions in various countries across the globe are incorporating gamification in their respective curriculum so as to create learning experiences that can motivate as well as actively engage learners in learning activities that they would otherwise find boring. While incorporating gamification in higher education curriculum, it is crucial to address the differences in students' behavior or perception due to their cultural differences. Gamification stands out as one of the effective e-learning approaches in motivating learners to actively participate in learning activities that they find uninteresting. To successfully incorporate gamification in various lectures, it is imperative for instructors and policy makers to comprehensively understand the involved students' cultures. This is because the knowledge of the impact of culture in higher learning plays a crucial role in enabling policy makers in the education sector to develop viable approaches of incorporating gamification in the students' learning process. Gamification is a vital tool in facilitating students' learning process as well as the creation of viable teaching models in higher learning institutions. However, there should be a remarkable balance between the application of gamification and time management in order to ensure effective delivery of instruction to students. At the same time, a culture of dedication and focus on personal growth in relation to gamification and learning should be promoted in order to ensure students are always motivated to pursue their studies. This paper aims at providing a critical examination of the effect of culture in relation to gamification in higher learning.

Sunday Session II

Professional Development

Session Chair: TBA

55901   11:20-11:45 | Opal 102 (1F)

Administrative Support and Teaching Quality: Inputs to Professional Development Program

Ma. Lenny Araneta, Guimaras State College, Philippines
Ruby Catalan, Guimaras State College, Philippines
Erly Martir, Guimaras State College, Philippines

The purpose of this study is to determine the administrative support provided by the school heads and the teaching quality among teachers in the Division of Iloilo as of School Year 2018-2019. Findings were used as inputs to the development of a professional development program. There were 384 respondents of the study composed of school heads and teachers from the Division of Iloilo. They were classified according to variables age, sex, educational attainment, position and school size. The researcher-made questionnaire duly validated and tested for reliability was used to gather the data in this study. The results of the study are considered significant to DepEd officials, policy makers, school heads, teachers, learners, stakeholders, researchers and future researchers. The result of the study revealed that support provided by the school heads is related to the teaching quality of the teachers. The statistical tools used were frequency count, percentage and mean for descriptive statistics; and t-test, One Way Analysis of Variance and Pearson Product Moment Correlation for inferential statistics. The level of significance was set at .05. The Statistical Package for social Sciences was used in the computation of the data. The study revealed that the school heads are very supportive of their teachers as indicated by the Very High ratings given to Administrative Support as well as in terms of Emotional Support, Environmental Support, Instructional Support, and Technical Support.

55310   11:45-12:10 | Opal 102 (1F)

Online Professional Practice Programme

T. Hui Teo, Singapore University of Technology and Design, Singapore

Safety is the most important element in all daily activities related to personal, work, public and environment. It is an essential topic to be taught in all disciplines in tertiary education before the graduate start serving the society. In engineering courses, the safety is not only a design consideration, but also should be bounded by ethics. However, safety lesson is often only a single introductory level course in most of the university which must be offered to all students as a graduation requirement under architecture and engineering accreditation framework. It is not effective with merely a single course, but it is also not efficient to have too many courses as a large faculty pool is required to teach all the students at different level. This work proposed and implemented a professional practice programme to teach and train the students in Ethics, Safety, Environment and Sustainability which also covers health, regulation, law etc. The program has been carried out to two batches of students.

55017   12:10-12:35 | Opal 102 (1F)

The Emergency Preparedness and the Use of National Media for the Indonesian Caregivers in Japan

Daisuke Yamashita, Universitas Pendidikan Indonesia, Indonesia
Mohammad Ali, Universitas Pendidikan Indonesia, Indonesia

Since 2015, utilizing the EPA (the Economic Partnership Agreement) between the Indonesian and the Japanese governments, the author has provided support for Indonesian nurses and nursing graduates to work abroad in Japan. This research examines their emergency preparedness and the use of national media in natural disasters. As a baseline inquiry, a set of questionnaires on the current nursing students has been taken place in Indonesia, and it illustrates their use of national media for disasters. On top of the result, the Indonesian caregivers in Japan has been interviewed for investigating their crisis communication plans, as well as disaster situational awareness and response. The data gained from the semi-structured interviews has been reviewed by the America's CERC (Crisis and Emergency Risk Communication) Manual, which has been developed by the CDC (Centers for Disease Control and Prevention), in relationship to sustainability education, and discuss the illuminated issues. This research revealed that the year-long EPA training sessions before working as caregivers in Japan have not provided the nursing graduates any information on how to use the media against disasters; even though the country has plenty of them. It suggests that currently, community engagements for each nursing home seems to be the best way to provide life-saving information in crisis. However, their pre-work training sessions must include at least some lessons so that every candidate learns how to deal with the emergency management with the information from the media – like everyone else does in Japan.

56294   12:35-13:00 | Opal 102 (1F)

Assessment for Learning (AFL) in Singaporean Secondary Schools: Case Studies for Professional Learning

Wei Shin Leong, National Institute of Education, Nanyang Technological University, Singapore
Haslinda Ismail, National Institute of Education, Nanyang Technological University, Singapore

This study inquires on select Singaporean teachers' professional learning of Assessment for Learning (AfL). The inquiry culminates in developing a professional learning suite that help teachers tap into their self-agency as powerful device in fostering life-long learning. This is considered one of the most important element in ensuring successful professional learning and development of teachers' classroom assessment. The research involves case studies of teacher interviews and observations, and development of video clips and reflection material. The materials are further curated by consulting subject-matter experts, to glean understanding of subject specific issues of incorporating AfL in teacher's lessons. We suggest that the concept of 'relational agency' is very useful in understanding that any form of professional learning resides not only in individual cognition, but also in the resources found outside the individual teacher. This will include strong collegial support, flexible teacher assessment policy and explicit down-play of assessment for academic performance. The research has provided insights on how select Singaporean teachers carry out AfL processes simultaneously, iteratively and in a non-linear fashion. The videos and handouts as part of the professional learning suite will be published online for wider discussion and inquiry. We hope that this online resource will further raise awareness of AfL principles, processes and practices from specific subject and local classroom context.

11:20-12:35 | Opal 103 (1F)
Sunday Session II
Educational Policy
Session Chair: David Burgess

55376   11:20-11:45 | Opal 103 (1F)
The Structural Equation Modeling of Human Resource Development Affecting Internationalization of Private Schools
Sakdipat Krishanachinda, Khon Kaen University, Thailand

The purposes of this study were to develop and examine the goodness-of-fit of the model of Human Resource Development factors affecting the Internationalization of Thai private schools developed by the researcher with empirical data. There were 626 samples of research conducted from private schools in Thailand. The factors were found as a result from thorough literature review and were confirmed by 5 academic experts through in-depth interview. The findings showed that 1) there are 4 key factors of Human Resource Development; (1) Knowledge Management (2) Strategic Human Resource Management (3) Diversity Management and (4) Learning Partnership and 2) there are 5 key factors of Internationalization of Thai private schools; (1) Internationalized Personnel (2) Integration of Internationalized Curriculum (3) Pedagogy of World Languages (4) Expanding Students' International Experiences (5) Harnessing Technology to Expand International Network. Multi-stage random sampling were used to analyze the data. The results showed that a Structural Equation Modeling of Human Resource Development factors affecting Internationalization of Thai private schools was consistent with the empirical data.

56297   11:45-12:10 | Opal 103 (1F)
Multi-level Structural Equation Model of Factors Affecting the Performance Appraisal Effectiveness of Special Education Teachers
Vichuda Chokphukhiao, Khon Kaen University, Thailand
Kanokorn Somprach, Khon Kaen University, Thailand
Jatuphum Ketchatturat, Khon Kaen University, Thailand

The purposes of this research was to develop and examine the congruence of multi-level structural equation model of factors affecting the special education teacher's performance appraisal effectiveness. The research divided into two phases; (I) The synthesizing the key factors of MSEM of factors affecting the performance appraisal effectiveness of special education teachers, using synthesis documents and an in-depth interview from five academic experts. (II) The MSEM examined the consistency using Confirmatory Factors Analysis and Multi-level Analysis of the factors 's influence. The sample included 1,120 special education teachers and administrators under the office of Special Education Bureau in Thailand. The instrument was a questionnaire about teacher's performance appraisal effectiveness and factors affecting teacher's performance appraisal effectiveness in Special Education Centers, Thailand. The research found that;
MSEM' factors affecting the special education teacher's performance appraisal effectiveness has 8 primary factors, 29 secondary factors and 147 indicators. MSEM' factors affecting the special education teacher's performance appraisal effectiveness under the office of Special Education Bureau Commission is consistent according to the structure fit quite well with the empirical data set.

56192   12:10-12:35 | Opal 103 (1F)
Simulating Schools for Policy Development: A Bayesian Approach
David Burgess, University of Saskatchewan, Canada
Jeff Solheim, University of Saskatchewan, Canada

A Bayesian network is a graphical representation of a particular collection of interrelated variables or aspects of an experience, where the probability of each variable occurring and the degree to which its interaction with the other variables is generally assumed (theoretically present) or known (empirically verified). Our aim in this project is to design a fictional/mean school environment within a computer using a Bayesian Network approach. This simulation will employ meta-analyses from existing qualitative and quantitative educational research domains (along side practitioner expertise) as its 'backbone,' and will permit the user (students of educational administration, school- and district- or ministry-level administrators, researchers, officials) to flip 'switches,' building specific contextual and goal results. We are seized by the potential such simulations offer for insights into means by which practitioner-users may learn to modify mandated/recipe approaches to idiosyncratic contexts of their own schools in ways that minimize otherwise unknown or unfortunate side-effects while maintaining (perhaps with tolerable but diminished) expected (or promised) effects. In this paper, we introduce Bayesian networks for use in the computer-based simulation of schools and decision-making tools that result. Coupled with the integration of Bronfenbrenner's (1980, 1994) ecological systems model, we outline a methodology for the instantiation of such simulation and tools on a computer for the purpose of advancing educational administrative concerns. In addition to proposing a framework of criteria for decision-making and problem-solving models in educational administration, we review methods of analysis emerging from Bayes' theorem in statistics.

11:20-13:00 | Opal 104 (1F)
Sunday Session II
Technology in Education
Session Chair: Kim Bondoc

55293   11:20-11:45 | Opal 104 (1F)
The Effect of In-class Educational Group Game (EGG) in Students' Motivation and Academic Achievement for Pharmaceutical Science Student

Annie Ng, Nanyang Polytechnic, Singapore
Rou Shen Liew, Nanyang Polytechnic, Singapore
Chee Wee Phoon, Nanyang Polytechnic, Singapore

In-class Educational Group Game (EGG) defines as a face-to-face educational game played in the classroom which aims to motivate the students to learn through interaction and collaboration with peers. Many teachers used EGG to facilitate their teaching, however, most of the researches were either case-study or only focused on the students' perception of the EGG. Besides, not many were conducted in tertiary institution. To answer these research gaps, this study aimed to research on the effectiveness of the in-class EGG in students' learning motivation and academic achievement in a quasi-experimental method in tertiary setting. The participants were the Year 1 and Year 2 Pharmaceutical Science students in Nanyang Polytechnic. For Year 1 students (n=88), the combination of worksheet and EGG (Guess the term) approach significantly improved students' scores by 8.2%. The improvement is greater than the worksheet-alone approach by 2.1%. The other EGG "The Game of Truth" which was conducted in Year 2 students (n=54), demonstrated a significant improvement by 26.3% when it is used alone or complemented with worksheet. The improvement is also better than the worksheet-only approach. Paired Sample T-test was conducted on the questionnaire data to compare the difference between the motivation of students towards EGG and worksheet. Students in both years demonstrated a significant increase of interest and perceive choice towards EGG compare with worksheet. The result offered some possible reasons of the significant improvement in academic performance with the use of EGG. In conclusion, the EGG provides an affective learning environment for students to learn.

56141   11:45-12:10 | Opal 104 (1F)
Developing Informed Pedagogical Approaches to Digital Technology Courses in Pre-service Education

Shaun Nykvist, Norwegian University of Science and Technology, Norway
Michelle Mukherjee, Queensland University of Technology, Australia
Christopher Blundell, Queensland University of Technology, Australia

The development of teacher education curriculum that has the potential to effectively prepare pre-service teachers with all the necessary practical knowledge and skills for their future role as educators is extremely challenging. Teacher education institutions have struggled with this, and in particular, the student attitudes to learning associated with the many deeply embedded beliefs that many of these students bring with them. This paper focuses on the impact of students' prior beliefs on their learning in a unit on the use of digital technologies in the classroom. The study reports on data collected over a seven-year period of all pre-service teacher education students (N=3393) entering a Bachelor of Education course at a large metropolitan university in the southern hemisphere. The study highlights several key issues relating to prior exposure of digital technologies in a student's schooling, their attitudes and beliefs about the use of digital technologies and their perceived abilities of using digital technologies. These findings have further provided the authors with evidence to make informed decisions about how digital technologies courses in education should be designed, from both a content and a pedagogical perspective . The pedagogical approach adopted across these unit, creative inquiry, is highlighted within the paper with practical examples and further data on its effectiveness for use in digital technologies based education courses.

56058   12:10-12:35 | Opal 104 (1F)
Education According to the 4th Industrial Revolution

Shaher Elayyan, Sohar University, Oman

The Industrial Revolutions appeared as a result of developing science, technology, and community culture; they aim to improve human life. The current article falls in line with the contemporary effort aiming towards raising the societal awareness about the impacts of 4th Industrial Revolution (I4) in all fields, especially in education. In the first section, the article starts introducing a historical narrative of the industrial revolutions from the end of 18th century until the 4th revolution settled down with its derived technologies such as internet of things, cloud computing, advanced robotics and artificial intelligence. The other section tries to answer the big question: "How do we educate for the 4th industrial revolution"? The current article discusses the significant educational transformations required to face the new revolution which includes instructional programs, curricula, learning environment, liquid instructional skills and teachers-students new roles. Finally, the article introduces a suggestive perspective for global schools and universities as mentioned in the relevant literature review.

55743   12:35-13:00 | Opal 104 (1F)
Using Online Collaboration in a Digitally-divided Classroom

Magnolia Laus, University of the Philippines Cebu, Philippines
Purita Baltazar, University of the Philippines Cebu, Philippines
Kim Bondoc, University of the Philippines Cebu, Philippines
Sean Policarpio, University of the Philippines Cebu, Philippines
Ricky Salem, University of the Philippines Cebu, Philippines
Aurelio Vilbar, University of the Philippines Cebu, Philippines

The use of online collaborative tools serves as a potential solution to the challenges of group work. These tools allow synchronous and asynchronous collaboration and tracking of changes in group work. This paper presents the findings of a study that used an online collaborative tool in digitally-divided classrooms. The students completed three science group reports using Google Docs, a free, web-based software. Findings show that the most important benefit of Google Docs was the sense of empowerment and responsibility it gave the students since contributions were visible to the group. To address the problem of internet access, the students used free limited mobile data offered by service network providers to submit their work to classmates with full internet access, who would then consolidate the work on Google Docs. This was a concern for the students as their contributions would not be reflected in the revision history. The same concern was shared by the teachers as they could only see a few students in the revision history. The teachers recommend that students submit a list of their individual contributions for monitoring. Results show that in a digitally-divided classroom, online collaborative tools work best for cooperative work rather than for collaboration. This study further shows that the resourcefulness of the students overcame the digital divide that is common among public schools in developing nations.

11:20-13:00 | Opal 105 (1F)
Sunday Session II
Mathematics Education
Session Chair: Ma. Concepcion Arellano

56123   11:20-11:45 | Opal 105 (1F)
Addressing Mathematics Anxiety of Grade 5 Students Through Modules and Strategies and Its Effect to Student Achievement
Ma. Edilyn Dimapilis Chiao, Elizabeth Seton School, Philippines

The study sought to address mathematics anxiety among grade 5 students of Elizabeth Seton School – Las Piñas Campus by defining its relationship with student achievement, facilitating modules and strategies, and determining its effect to student achievement. The study examined the mathematics anxiety levels of 267 grade 5 respondents and utilized an instrument adopted from Sierbers (2015). The study also examined whether mathematics anxiety modules and strategies improve student achievement and analyzed using Statistical Package for the Social Sciences (SPSS). A paired t-test for the difference between means of student achievement and Pearson–r for the relationship of mathematics anxiety with student achievement were used as statistical analyses to measure significance. The result of the study indicated that there is MEDIUM – HIGH mathematics anxiety levels among the respondents which after implementation of mathematics modules and strategies decreased to LOW – MEDIUM mathematics anxiety level. The result also showed there was a statistically strong relationship between mathematics anxiety and students achievement. Students who have high mathematics anxiety tend to have low mathematics achievement. Furthermore, the t-test showed that the mean difference between student achievements is significant in two out of eight sections only in grade 5 students. This implies that mathematics anxiety modules and strategies were effective in selected sections. Based on the findings of this study, it is worth noting that mathematics anxiety affects student achievement.

56062   11:45-12:10 | Opal 105 (1F)
Alignment of Learning Competencies, Instruction and Summative Assessment in Mathematics 10: A Basis for Curriculum Implementation Monitoring Plan
Deo Urbano, Department of Science and Technology (DOST), Philippines

Using mixed-method design, this study determined the extent of the implementation of the curriculum guide in Mathematics 10 classes, the alignment of learning competencies, instruction and summative assessment, identified the challenges encountered by teachers, and developed a Curriculum Implementation Monitoring Plan. Questionnaires and documents of teachers from eight public schools in the Division of Nueva Vizcaya during School Year 2017-2018 were utilized. The results revealed that the teachers fell short of the required time in implementing learning competencies of the Kto12 Mathematics10 curriculum guide due to disruptions of classes, although interventions were done to address the issues. Among the learning competencies in Mathematics 10, the least implemented were the learning competencies of statistics and probability concepts where teachers spent about one-third of the required time. Most of the instruction and summative assessment employed and administered by the teachers were aligned with learning competencies. The most pressing challenge in the implementation of learning competencies was time while in the delivery of instruction was students' skills and knowledge and the most pressing concern in developing summative assessments was related to students' attitude. a curriculum Implementation Monitoring Plan was proposed yo oversee the implementation of Kto12 Basic Education Curriculum towards development projects.

55193   12:10-12:35 | Opal 105 (1F)
Applying the Block Model Approach in Teaching Mathematics in the Philippine Classroom
Ronald Lucasia, Rizal High School, Philippines
Daisy Dolor, Rizal High School, Philippines

The teaching of Mathematics involves problem solving skills in which proved to be difficult on the part of the students due to misrepresentation of the word problems. This problem is associated to the low performance in Mathematics of Filipino students both in local and international assessments. This paper addresses the problem solving skills of Filipino Grade Seven students employing the Block Model Approach which is based on concrete - representation – abstract principle of teaching Mathematics. In this quasi-experimental study, two Grade Seven sections participated in a three week trial of the method. Comparing pretest and posttest scores showed both groups, Non- Block Model Approach and Block Model Approach groups gained an improved performance in Mathematics. The test of significance showed that the Block Model Approach provides better results. In addition, the learning gain of the experimental group under the Block Model group was higher than the mean learning gain of the control group. This study concludes that drawing a bar to make a model assists Grade seven students to solve word problems. It is recommended for the public basic education teachers to consider the Block Model in their lessons to improve the mathematical ability of the Filipino learners.

55710   12:35-13:00 | Opal 105 (1F)
Improving Performance and Level of Attitude Towards Learning Integral Calculus Using GeoGebra
Ma. Concepcion Arellano, Bulacan State University, Philippines
Ellenita Manalaysay, Bulacan State University, Philippines
Paulino Malang, Bulacan State University, Philippines
Minerva Amores, Bulacan State University, Philippines

This is a quasi-experimental action research aimed to determine the effects of the use of GeoGebra in the student's performance and level of attitude towards integral calculus. Pre-tests and post-tests were given to two groups of engineering students who were taught of the same lesson in integral calculus. The control group was taught using the conventional method while the experimental group was taught using GeoGebra. Results showed that there exists no difference between the pre test scores of the two groups. Likewise, there exists no difference between the ATMI scores of the two groups before the experiment. Both the control group and the experimental group gained improvement in their performance after the experiment showed by the significant difference between their pre test and post test scores in favor of the experimental group. Comparison of their ATMI scores before and after the experiment showed that there exists no significant difference for the control group while scores of the experimental group were observed to be significantly different. Further analyses showed that of the four (4) underlying factors in the ATMI, scores between the two groups after the experiment were found to be significantly different in their confidence, enjoyment and motivation factors but found no significance for their value of mathematics factor.

11:20-13:00 | Opal 106 (1F)
Sunday Session II
Performance
Session Chair: Ritzcen Durango

55869   11:20-11:45 | Opal 106 (1F)
Home and School Profile Variables and the Students' Academic Performance: Basis for an Intervention Program
Irene Cruz, Eusebio High School, Philippines

This study aimed to determine the relationship of home and school profile variables to the academic performance of the Grade 10 students at Eusebio High School, Division of Pasig City, SY 2018-2019 to serve as basis for a proposed intervention program. Specifically, it pursued to answer the following questions: 1. What is the home profile of the respondents in terms of the following variables? a. Socio-economic status b. Parents' marital status c. Home Location d. Home environment e. Parents' attitude towards their children's study habits 2.What is the school profile of the respondents in terms of the following variables? a. School environment b. Class program c. Teachers' personality traits d. Teachers' competence e. Instructional materials 3.What is the academic performance of the students based on their average grade for the first and second quarter? The descriptive methodology of research was utilized. The statistical tools used to treat the data were the frequency and percentage, mean and Pearsons Correlation. 1. With regard to the home profile of the respondents, majority of them had parents who are high school graduates, having permanent occupation with family monthly income of 5,000 to 10,000 pesos. 2. As regards the respondents profile, they often experience good school environment, well-planned class program, competent teachers and adequate instructional materials. 3. Most of the student respondents obtained fairly satisfactory general average grade or that fell within 75 to 79-grade bracket. There was no significant relationship between the home profile variables and the students respondents' academic performance but a significant relationship between the school and academic performance.

56378   11:45-12:10 | Opal 106 (1F)
Stress, Depression, and Anxiety among Undergraduate Nursing Students in a Caribbean University
Gloria Ramdeen-Mootoo, University of the West Indies, Trinidad and Tobago

Admission to a professional program marks the beginning of a promising career goal. However, the rigors of professional education can be demanding. Stress, depression, and anxiety (SDA) interfere with learning, hinder academic performance, and affect clinical practice performance. Studies report an increase in the severity of and extent of mental health problems among university nursing students. In addressing nursing students' mental health distress the literature pinpoints academic and personal sources of stress and coping efforts, with emphasis on the stress an of d anxiety associated with clinical practice. This cross-sectional descriptive exploratory study investigated levels of SDA among nursing students in the third year of a university-based program. The association between quality of life indicators including known stressors, such as financial concerns and balance between school and personal life, and SDA was also investigated. A survey 150 participants from the University of the West Indies, school of Nursing an undergraduate nursing program completed the Depression Anxiety Stress Scales and provided data on quality of life indicators and demographic information. 86 % of the participants experienced stress, depressive and anxiety symptoms. Participants were invited to provide narrative data about their experiences with SDA. Themes from the qualitative comments from 150 of the participants were identified and added depth and clarity to the quantitative findings. The themes were: perceptions of clinical, coping, personal issues, and balancing school, work, and personal life. Implications for curriculum design, ensuring students understand program expectations, enhancing accessibility to mental health support services were recommended.

54897   12:10-12:35 | Opal 106 (1F)
Interactive and Critical Thinking Pedagogy and Metacognitive Strategies of Teachers Towards a Comprehensive Instructional Training Program
Ritzcen Durango, St. Michael's College, Philippines
Pacita Loberanes, St. Michael's College, Philippines
Aniceto Naval, St. Michael's College, Philippines

The quality of teachers and teaching matter are undeniably among the most significant aspects affecting the learning and development of students. Hence, this study endeavors to investigate the contributions of the professional background of the teachers to their extent of utilization of interactive and critical thinking pedagogy and on the extent of employing metacognitive strategies in respective classes. Furthermore, the relationship between the extent of utilization of interactive and critical thinking pedagogy and on the extent of employing metacognitive strategies was also assessed. Fifty-seven (57) faculty members of the Basic Education Department and Higher Education Department of St. Michael's College, Iligan City, Philippines were taken as respondents of the study. The quantitative-descriptive correlational research design was used in the conduct of the study and it utilized the Interactive and Critical Thinking Pedagogy Inventory and the Metacognitive Strategies Inventory of Calaguas (2012). Results revealed that new teachers of the institution with inclusive years of teaching around 3 years and below showed significantly higher extent of utilization of interactive and critical thinking pedagogy and metacognitive strategies. Moreover, interactive and critical pedagogy utilization of the teachers is strongly related to their metacognitive strategies. Teachers engaging their students through interactive and critical thinking pedagogy are at the same time frequently using metacognitive strategies in learning process. Thus, an instructional training program was crafted to improve the effectiveness of teachers and further help students enjoy and find meaningful learning.

55328   12:35-13:00 | Opal 106 (1F)
The Performative Teaching Inventory: Instrument Development and Estimates of Reliability and Validity
Ritzcen Durango, St. Michael's College, Philippines
Aniceto Naval, St. Michael's College, Philippines

Engaged pedagogy through perfomative teaching emanates from a teaching philosophy that recognizes the importance of making teaching and learning processes into reality by actively engaging students. This study ascertained to develop and validate an instrument that measures performative teaching techniques. A review of relevant and recent literature on teaching practices was done which led to the writing of the items in the instrument evaluated by subject matter experts (SMEs). A total 100 teachers participated in the initial test administration. The adequacy indicator of the sample KMO=0.868 indicates that the sample data were enough for Exploratory Factor Analysis (EFA) through Principal Component Analysis (PCA) of extracting factor loadings based from the eigenvalue greater than 1. Results yielded valid items and extracted four (4) factor loadings of .511 to .830 while Cronbach's Alpha indicates that the instrument is internally consistent. The development of the final instrument was based on the results of the evaluation of the instrument's reliability and validity. For purposes of recognition, the instrument was named "Performative Teaching Inventory for Teachers (PTI)."

14:00-14:50 | Opal 101 (1F)
Sunday Session III
Workshop Presentation

56053   14:00-14:50 | Opal 101 (1F)
Why Training and Learning Interventions Fail to Accelerate Time to Proficiency and What You Can Do About It
Raman K Attri, KLA-Tencor, Singapore

The fast-paced organizations are pressed in time and therefore, time to proficiency of employees in a given job role is becoming a key metrics in today's business. Professional development and employee readiness are heavily dependent on training and learning interventions. In comprehensive research conducted with 85 project leaders, 20 industry sectors in 7 countries, it was found that training and learning interventions acted as the bottleneck to achieving proficiency faster. The detailed analysis identified over 15 key challenges that involved over 100 different inefficient practices – usually used in curriculum, training design or delivery – that made it longer for learners to reach the desired performance. In this interactive workshop, participants will learn to identify the inefficient factors, practices, and methods that could potentially impede speed to performance. The workshop will enable participants to understand the alternative strategies or techniques to design training and learning that were found in the research to be more effective in accelerating time to proficiency of learners. The workshop will provide the research-based recommendations to professional learning designers and trainers as well to the academic curriculum designers and educators on how the learning and training interventions should be designed and implemented to speed up initial readiness and final proficiency of the learners.

14:00-14:50 | Opal 102 (1F)
Sunday Session III
Workshop Presentation

56048   14:00-14:50 | Opal 102 (1F)
Passion Projects to Build Writing and Information Literacy
Kimber Johnston, Shattuck St. Mary's Forest City, Malaysia

Participants will walk through a roadmap for doing passion projects with their students while addressing ELA standards, building research skills, and developing competency with tech tools. We will look at a flexible framework for inquiry to be used with students that can be customized to meet the needs of learners from elementary school through high school, by simplifying, adding rigor, increasing or decreasing the types of scaffolds in place. We will discuss pacing of projects, depth and breadth, ways to embed more writing, or to accommodate students with learning differences. We will also make a survey of various types of technology-mediated final projects/artifacts of learning that students can develop.

14:00-14:50 | Opal 103 (1F)
Sunday Session III
Educational Policy
Session Chair: Nilda Aggabao

55458   14:00-14:25 | Opal 103 (1F)
Level of Grit Among Faculty Members in a Selected Higher Academic Institution
Erwin Roxas, De La Salle University, Philippines

This quantitative correlational study investigated if there is a significant relationship between the demographic profile and the level of grit of faculty members from a selected higher academic institution (HAI). Survey questionnaire were distributed to 155 faculty-respondents through the College Deans and School Principal. Result of the study is consistent with the findings of Duckworth (2016) that grit was correlated to age which means that the more a person ages, the grittier he becomes. This study likewise confirms the work of Robertson-Kraft & Duckworth (2014) which reported that grittier individuals were more likely to stay long in the organization. It also supports the report of Robinson (2015) which stated the connection between grit and the respondents' demographic profile in terms of correlation and predictive function. A significant difference is also found between grit and the following variables: highest education attainment, faculty rank, average teaching performance, and college assignment. On the other hand, no significant difference existed between grit and gender, employment status, and civil status. Grit which is also reported in the study to determine faculty employment retention may be utilized by HAIs in reducing the faculty turnover ratio. Results of the study may also guide the Human Resource Department in the selection and hiring of the faculty members.

54988   14:25-14:50 | Opal 103 (1F)
Professionalization of Secondary Mathematics Teachers in the Philippines: Policy Implications
Nilda Aggabao, Isabela State University, Philippines

This is a policy oriented study relative to the assessment of the performance of Teacher Education Institutions (TEIs) and their capability to produce quality secondary math teachers based on the results of the Licensure Examination for Teachers (LET) over the six years 2003-2008. The congruence between what the Commission on Higher Education (CHED) is planning and what the TEIs are actually delivering in terms of curricular content and policies on faculty, student admission and retention was also sought. Results showed that the increase in the number of institutions producing prospective teachers of which majority exhibit poor capability of producing licensed teachers resulted to glut of unlicensed teachers. There is a shortage of licensed secondary mathematics teachers who are Bachelor of Secondary Education (BSEd) graduates. The different TEIs have their own philosophies in preparing both the mathematical and pedagogical content knowledge and skills among their students as manifested in their planning and designing of the curriculum. The capability of TEIs to produce more LET passers does not necessarily mean very strict compliance with the standard CHED requirements in terms of the implementation of BSEd curriculum.

14:00-14:50 | Opal 104 (1F)
Sunday Session III
International Exchanges
Session Chair: Pei-shi Weng

54962   14:00-14:25 | Opal 104 (1F)
Expectations and Experiences of Inbound Exchange Students: Insights for Improving the University's Image
Annie W.Y. Ng, The Hong Kong University of Science and Technology, Hong Kong
Chung-Yee Lee, The Hong Kong University of Science and Technology, Hong Kong

The percentage of undergraduates on campus being international is a metric of university-specific key performance indicators in the domain of enhanced internationalization. More universities are recognizing this and trying to attract qualified inbound students. Recommendations from friends who attended the host institution and from staff in their home university are important factors for inbound students to consider when choosing a host university. Due to the significance of word-of-mouth's impact on inbound students' university preferences, this study thoroughly investigated their expectations and experiences of inbound exchange. All 1191 inbound students at a university in Hong Kong were invited to complete a feedback survey near the end of their exchange studies. A total of 279 students (response rate 23.4%) completed the questionnaire. The results showed that 96.8% of the respondents indicated their exchange experience to be rewarding or very rewarding; 82.1% of the respondents rated their academic experience at the host university to be good or excellent; and 74.2% of the respondents enjoyed the non-academic aspects of campus life at the host university. The effectiveness of exchange experience in facilitating cultural awareness and understanding, adaptability to changes, being open-minded, and interpersonal and self-development was high (above four on the five-point scale). However, student services navigation and diversity of catering outlets to various ethnic groups were lower than the respondents' expectations. The findings were used for education administrators to formulate strategies in enhancing inbound student satisfaction and further boosting up the university's image at the international level.

56317   14:25-14:50 | Opal 104 (1F)
Study in Taiwan – The Academic-Industrial Program of Southeast Asian Students
Pei-shi Weng, Taipei University of Marine Technology, Taiwan

Since 2016, Taiwan's government has developed the "New Southbound Policy". This policy is to attract students from Southeast Asian countries to study in Taiwan, which means, there are more and more students from Southeast Asian countries on campus. Those students' learning process and adjustment on campus is the main issue now. Thus, the purpose of this study is to introduce this Academic-Industrial Program and investigate students' learning experience, learning motivation. Finally, the suggestions of this program provide 35 sophomores with the profession of food and beverage management from Indonesia were joined in this program in 2018. This program is a four-year program combining practical training, language learning and internship. This study provided a series of teaching activities, students' achievement and performance. Then, this employed the interviews method to investigate students' feedback and suggestions. This study shows the findings as the following. First, the motivation to join this program included: the scholarship, working opportunities, lower admissions requirements and friendly environment. Second, it is easy to improve their Chinese language ability during the Chinese classes. Third, the various courses and friendly teachers help them to enjoy school life. However, there are still some suggestions left, such as the number of international students, traffic problems, campus environment and so on. With the suggestions, we need to improve globalization on campus, helping students integrated in Taiwan.

14:00-14:50 | Opal 105 (1F)
Sunday Session III
Student Learning
Session Chair: Joan Doctor

54990   14:00-14:25 | Opal 105 (1F)
Preferred Learning and Teaching Styles in Filipino-8: Basis for Developing Learning Modules
Ray Mon F. Pereyra, Eusebio High School, Philippines

This study aimed to determine the preferred learning and teaching styles in Filipino of Grade 8 students and teachers of Eusebio High School, Division of Pasig City during first quarter of school year 2017-2018. More specifically, it sought answers to the following questions: 1. What are the preferred learning styles of the student respondents in Filipino as perceived by the students themselves? 2. What are the teaching styles of the teachers in their Filipino subjects as perceived by the teachers themselves? 3. Is there a significant difference between the preferred learning styles of the students and the teachers' teaching styles in Filipino 8.4. What learning modules could be developed based on the results of the study? The descriptive method of research was used with the survey questionnaire as the data gathering instrument. The respondents were composed of five Filipino teachers and 365 Grade 8 students from Eusebio High School, Division of Pasig City. The hypotheses that was pursued is, "There is no significant difference between the students learning styles and the teachers' teaching styles in Filipino. The statistical tools used to treat the data were the percentage, ranking, weighted mean and t-test. The salient findings of the study are the following: 1. The students' learning styles in Filipino are the following: rank 1- Bodily Kinesthetic; rank 2 – Interpersonal; rank 3 – Musical/Rhythmic; rank 4 Logical/Mathematical; rank 5 – Verbal/Linguistic; rank 6 – Naturalist; rank 7.5 – Visual/Spatial and Intrapersonal and rank 9; Existentialist

53487   14:25-14:50 | Opal 105 (1F)
An Analysis on the Use of Document-based Approach as an Effective Tool in Learning Social Studies
Joan Doctor, De La Salle University, Philippines

Document-based approach is characterized by the use of primary or secondary documents that includes an overarching investigative question that the student must answer through analysis of the documents included. The paper is an experimental study that aims to venture out a new way of teaching Social Studies by using a document-based approach to find out the effectiveness of this strategy for both students and teachers. Two outcomes were tested: student's learning and effective teaching strategy. In obtaining the data, the researcher used One-Group Pre-Test-Post-Test-Design under pre-experimental design. One class of Grade 12 HUMSS students in STI College Novaliches were purposely selected for this research. The study was implemented over a three-day instructional period during a 60-minute block of Social Studies instruction. Two different instruments were designed to test the hypothesis and measure the effectivity of document-based approach for both students and teachers. For the students, the data were analyzed using their scores from a self-designed test under document-based approach. For the teachers, a self-designed Likert Scale was designed to evaluate the effectiveness and acceptability rate of document-based education in Senior High School students. The results of the study showed a significant difference in teaching and learning Social Studies. Thus, the use of document-based approach will be of great help to teachers and students for teaching and learning. This research will contribute in making Social Studies practical and memorable for all students.

15:05-16:20 | Opal 101 (1F)
Sunday Session IV
Language Learning
Session Chair: Stuart Perrin

54888   15:05-15:30 | Opal 101 (1F)
Culture and Communication Skills Learning in an Asian Medical School
Andrew Foong, University of Tasmania, Australia
Chew-Fei Sow, International Medical University, Malaysia

Background: Communication skills are fundamental to the provision of health care. However, reports of poor communication skills persist amongst medical practitioners for various reasons, including attitudes, education, and culture. Objective: This study was aimed at exploring reasons why medical undergraduates in an Asian medical school should have challenges in learning communication skills for competent professional practice. Methods: Participants from a cohort of third-year undergraduate medical students who had completed a communications skills course were recruited to seek insights into their thoughts based on their learning experiences. Focus group interviews were undertaken to elicit the participants' experiences and thoughts on communication skills learning. Six focus groups were set up before the saturation point was reached. Each group comprised of between six to eight participants. Results: Thematic analysis of data threw up a range of insightful thoughts from the students' perspectives. They comprised of four themes, namely, Empowering Enablers; Enervating Inhibitors; Enabling Facilitators; and, Enabling Enhancers. They presented a range of insights into the characteristics and skills required to facilitate its learning. Conclusions: In contrast to studies which identified negative attitudes towards communication skills, the findings highlight participants' acknowledgment that communication skills learning is problematic and its importance in professional practice. Various factors were highlighted as reasons (including, Asian specific) for challenges to the learning of communication skills and areas that education managers could take on board in their curriculum planning and delivery.

54982   15:30-15:55 | Opal 101 (1F)
Marketing Management Students' Foreign Language Anxiety in ESP Class: Why is Student's Silence Worth Investigating?
Jatrifia Ongga Sinatrya, State Polytechnic of Malang, Indonesia
Uyun Nishar, State Polytechnic of Malang, Indonesia

Having completed 3 semesters of ESP (English for Specific Purpose) course with varied objectives and expected outcomes, Marketing Management students of State Polytechnic of Malang are to take a compulsory module focusing on the implementation of English in real-work context such as for delivering a presentation in their 7th semester. This study makes reference to Horwitz et al.'s study (1986) and uses the Foreign Language Classroom Anxiety Scale (FLCAS) which has become the standard measurement of anxiety (Horwitz, 2010). The aim of this paper is to investigate whether Marketing Management Students' have Foreign Language Anxiety especially in ESP class and if so, identify what kinds of anxiety they experience. In order to obtain the data, a questionnaire following Horwitz's protocol was distributed to the Marketing Managements Students attending ESP course in their 7th semester. Based on the learning objective, we want to know if a speaking task like delivering presentation will make the students anxious and furthermore examines the causes underlying this anxiety. The results indicate that some students have a considerably high level of anxiety with several factors predominantly cause more severe anxiety than the others.

55007   15:55-16:20 | Opal 101 (1F)
The Direction That Teaching With English as the Medium of Instruction (TEMI) is Taking in East Asia: Consolidation or Retreat?
Stuart Perrin, Xian Jiaotong - Liverpool University, China
Markus Davis, Xian Jiatong - Liverpool University, China

In this paper we will argue that whilst great strides have been taken over the past decade in the respect for, understanding of and implementation of English Medium Instruction (EMI) universities and degree programmes across the region, in more recent years there seems to have been a retreat from the application of principled EMI teaching and training that suggests a surrendering to the norms of traditional L1 delivery. We will argue that this is a result of initial overreach and a deep misunderstanding of what the implications of EMI delivery are, especially in terms of resources, organization and teacher knowledge, amongst other things, to an institution that truly wants to establish real Teaching in EMI (TEMI) programmes. Changes have been called for too fast and too widely without a true understanding of what TEMI actually is. TEMI training courses have been developed, particularly in China, but instead of leading to change, advancement and improvements in TEMI delivery, they have led to opposition and retrenchment of traditional teaching patterns. In addition managers often appoint themselves as experts in teaching in English pedagogy, purely because they can communicate in English, often with less than ideal results. This paper argues that this means we have entered a period of retreat from change into one of consolidating the type of teaching methods and materials that have long been in use, but repackaged deceptively as being TEMI, international and even student-centred. We argue that it is high time our industry reflected honestly upon this trend.

15:05-16:20 | Opal 102 (1F)
Sunday Session IV
Teaching Empathy & Ethics
Session Chair: Denis Binder

54956   15:05-15:30 | Opal 102 (1F)
Critical Intercultural Awareness: Developing EFL Teachers' Intercultural Teaching Skills in Indonesian Tertiary Classrooms

Andi Susilo, Western Sydney University, Australia
Ping Yang, Western Sydney University, Australia
Ruying Qi, Western Sydney University, Australia

This paper aims to investigate the development of English as a Foreign Language (EFL) teachers' intercultural teaching skills, covering foundational awareness of interculturality, syllabus design, and facilitation skills after they complete a ten-week critical cultural awareness (CIA)-centred teaching in an Indonesian university setting. A qualitative case study was employed in the project and four Indonesian lecturers participated in it. They used ten culturally appropriate video clips in a Public Speaking unit, implementing four classroom activities: input, noticing, reflection, and verbal output. Data were generated from interviews and teachers' reflection notes. NVivo 12 was used to code the data themes and perform content analysis. The results revealed that intercultural teaching helped assist the in-progress formation of teachers' CIA that was subsequently transformed into their syllabus design and facilitation skills. Findings showed the participants were better able to create dynamic intercultural interactions among heterogeneous classroom members and effectively engage students in pairs or group works to discuss the socio-cultural issues embedded in the video clips. The pedagogical implications show that video-clips used as the intervention teaching materials function as culturally laden teaching tools and the communication-based intercultural learning activities enable teachers to experience meaningful intercultural encounters, especially when they scaffold in-class discussion.

55195   15:30-15:55 | Opal 102 (1F)
Empathy and Literature Pedagogy: Towards a New Ethics of Reading

Anna Lindhé, Nanyang Technological University, Singapore

There is a common belief in society that reading literature makes us better people. Empathy – the ability to enter into another's point-of-view – often plays a significant role in this conviction, offering, in the words of Suzanne Keen, an almost magical guarantee of literature's value (2007). The ability of literature to stimulate empathy often gives it a central role in education. Martha Nussbaum believes that the empathy induced by reading literature can have an influence on a person's moral development and even prompt altruistic behaviour in the real world. Narrative empathy, or what she calls the "literary imagination", is essential, she suggests, to educating citizens of the world. There is, however, a flipside of empathy that complicates the ethical effects of reading literature. At the same time as we feel ourselves into certain characters – as we are involved in imagining certain characters as fully "human" – we also feel ourselves out of others, responding to them with antipathy and/or indifference that block our empathy. This paradox – i.e. that literature may develop empathy at the same time as it blocks empathy – challenges any straightforward connection between literature and ethics (Lindhé 2016); but there is also, I argue, an unexplored ethical-didactic potential in the fact that empathy also implicates readers in processes that create new Others. This paper suggests that this paradox of empathy can be used as a tool in the classroom to raise students' awareness of their own role and responsibility in the act of reading.

53265   15:55-16:20 | Opal 102 (1F)
The Decline and Fall of the Humanities and the Rise of Intolerance in American Higher Education

Denis Binder, Chapman University, United States

The traditional humanities, (archaeology, classical languages, modern languages, history, jurisprudence, linguistics, and philosophy), were the foundation of American higher education. Western Civilization with its roots in the Greeks and Romans formed the humanistic approach to education. The Humanities over time overlapped with the liberal arts. The two became the basis of a broad general education, exposing inquisitive students to examining the human experience with an open mind. The first major break with the Humanistic approach to higher education was The Morrill Act, the Land Grant Act of 1862, which created many of the large public universities, a condition of which was they offered agricultural and engineering programs. Recent decades has seen a shift both to professional education, such as business schools, engineering, and STEM majors, and to new courses of narrower studies in human behavior, including ethnic studies and women's studies, accompanied by a decline in interest of Western Civilization and the Humanities. Students are concerned about employment possibilities with many majors. The decline in the Humanities reflect a decline in the reading of the classics in secondary schools. The lack exposure to the classics at formative stage results in a lack of interest in the humanities in college. It also results in a ignorance of the values of western civilization, such as individual freedom, as well as freedom of speech and expression. Humanities programs further face a funding problem at research universities because they receive few large research grants. As the programs lose students, they lose funding. Tenure track positions are shrinking. The result is that students are increasingly graduating with a lack of worldly understanding as well as an inability to engage in critical analysis and thinking.

15:05-16:20 | Opal 103 (1F)
Sunday Session IV
Education & Parents
Session Chair: Yael Fisher

56445   15:05-15:30 | Opal 103 (1F)
A Case Study on the Use of Theater as a Tool in Promoting Positive Discipline for Children in Ozamis City
Felimon Blanco, La Salle University, Philippines

The study aims to present a qualitative descriptive inquiry in using theater as tool in educating communities on positive discipline for children. It seeks to know the impact of the play Istoryahe Lang Ko to the parents and family heads in relation to positive discipline for children. The study uses the Social Learning Theory of Albert Bandura as the main framework of the study. Case study was adopted as tradition of inquiry in this study. The study revealed that the use of theater is an effective tool in conveying message/issues to the community. It revealed also that communities prefer theater over traditional lecture as method to educate the communities. The results of the study also showed that Istoryahe Lang Ko leaves an impact to the parents and family heads in relation to positive discipline for children. This case study concludes that the participants have varied perspectives on the use of theater to impart messages to its audience. Secondly, the use of theater is indeed an effective tool to convey message/issues to educate to the communities. Theater, being live art, easily connects with the audience, thus, learning of the message is easier and clearer. And finally, the play Istoryahe Lang Ko leaves an impact on parents and family heads in relation to positive discipline for children. It changes some mindset among parents in relation to corporal punishment and positive discipline for children.

55677   15:30-15:55 | Opal 103 (1F)
Exploring Parents' Characteristics as Determinants of their Perceptions and Attitudes Towards Educational Technologies
Marc Sherwin Ochoco, De La Salle-College of Saint Benilde, Philippines
Geronio Ulayao, De La Salle-College of Saint Benilde, Philippines
Marissa Fearnley, De La Salle-College of Saint Benilde, Philippines
Diana Ilishera Go, De La Salle-College of Saint Benilde, Philippines

Parents are important stakeholders when it comes to the education of their children, but their role in teaching and learning processes needs further investigation. A sample of 1289 parents was surveyed to assess demographic and technology-related characteristics that predict their perceptions of and attitudes towards educational technologies. Multinomial regression analysis was performed to determine differences in perceptions and attitudes. Findings revealed that of the four demographic characteristics namely, gender, age, educational attainment and academic track, only the latter generated statistically significant findings. This suggests that parents of students enrolled in programs with more advanced technology use are more likely to have positive perceptions of and attitudes towards educational technologies than parents whose children are pursuing less technology-inclined degrees. With respect to technology adoption and perceptions, parents who regard themselves as late majority adopters were found to be significantly different from innovators. When parents' attitudes are considered, statistical differences were noted for laggards, late majority, and early majority adopters. Parents who are light users of technology seemed to have reservations about educational technologies in general. The daily Internet use of parents did not predict their perceptions and attitudes. Efforts aimed at increasing parental involvement in the implementation of educational technologies are encouraged.

55857   15:55-16:20 | Opal 103 (1F)
Thinking Together: Stakeholders as Part of the Conceptualization of the Term "Parental Involvement" in Public Schools
Yael Fisher, Achva Academic College, Israel

The purpose of this study was to define parental involvement by examining how the term is perceived by Israeli high-ranking civil servants in the Ministry of Education, parents, teachers, principals, and students and molding these perceptions into one comprehensive definition. The sample included parents (140), teachers (145), students (120), and high-ranking civil servants in the Ministry of Education (30). Responses were analyzed through Smallest Space Analysis (SSA). Parental involvement can be defined by 44 actions and activities, which includes four elements: Resources, school welfare, control processes and pedagogical and wellbeing contents which can take place either at school or outside the school, often relating to the school as an organization and often in the personal context of one's own child.

15:05-16:35 | Opal 104 (1F)
Sunday Session IV
Teaching Writing
Session Chair: Chanchira Choomponla

54970   15:05-15:30 | Opal 104 (1F)
Divide and Conquer: Chunking as a Strategy to Enhance Select Grade 12 Students' Paraphrasing Skills
Alce Sentones, La Salle Greenhills, Philippines
Ma. Samantha Faye G. Dumlao, La Salle GreenHills, Philippines
Phoebie Claire V. Manapat, La Salle GreenHills, Philippines

This exploratory study looks into a strategy addressing one of the main issues of academic writing. Various disciplines have incorporated the use of academic papers as a requirement in assessments. However, lack of attention is placed on paraphrasing as an essential component in applying the student's understanding of the text which leads to poor academic composition. One of the known strategies to aid reading is chunking, the process of dividing information into manageable sections. This article used chunking as a strategy to enhance the paraphrasing skills of selected grade 12 students in a senior high school in the Philippines. Two sections involving twenty-five (25) senior high school student volunteers participated in the study. A Pretest Posttest design was utilized and the intervention indicated five steps: Chop, Organize, Review, Paraphrase, and Assess (Malamed 2012). The academic text used a paragraph having three sentences. The Paraphrasing Trait for Rubric was used in scoring and data obtained showed that at 0.05 alpha, there is a significant difference between the means of the pre-test and post-test scores. The difference seems evident since the p-value is at 0.008 and the mean difference of the scores is 0.84. Peer feedback from the students were also taken and analyzed. The study suggests that chunking may be considered an effective paraphrasing strategy. Findings and implications were also discussed.

56147   15:30-15:55 | Opal 104 (1F)
Findings From Analysis of Errors in Writings by Japanese University Students
Mutsumi Iijima, Gunma University, Japan

Seeing errors found in writings by Japanese university students, we, Japanese teachers of English, may have to discuss the issues of TEFL in Japan seriously. The university students are supposed to accomplish at least six-year curriculum of English as a foreign language at school. This curriculum is authorized in the course of study by the Japanese Ministry of Ministry of Education, Culture, Sports, Science and Technology. When we analyze those errors, we can find very easy ones, for examples, "*What does he thinks?" or "*How many books do you have are?" We should say these errors are just a slip of tongue, but actually it is not. We can find the same errors in other parts or the writings by other students. This study analyzes interrogative sentences made by university students, and tries to find out the tendency of errors and the reason why they make such mistakes. Those errors can be categorized into some groups, and discussed from the points of features which are various among languages. Japanese language is different from English in the perspectives of phonetics, syntactic or logic. These perspectives can be said to be the causes of those errors. In this study, those causes are discussed respectively to give some pedagogical suggestions to teaching English as a foreign language.

56060   15:55-16:20 | Opal 104 (1F)
The Effects of Inquiry-based Learning on Understanding Writing and Presentation Classroom Research Proposal of Science Student Teachers
Chanchira Choomponla, UdonThani Rajabhat University, Thailand

The purpose of this research were to study 1) understanding of classroom research, 2) writing ability of classroom research proposal, 3) presentation ability of classroom research proposal, and 4) attitude toward the inquiry-based learning of science student teachers' that they were studying 4th years in the second semester of academic year 2019 at UdonThani Rajabhat University in Thailand, utilizing 18 students which were selected by cluster random sampling. The research instruments were 1) inquiry-based learning on development classroom research in science teaching, 2) understanding of classroom research test, 3) writing ability of classroom research proposal assessment form, 4) presentation ability of classroom research proposal assessment form, and 5) attitude toward the inquiry-based learning questionnaire. The data were analyzed using mean, standard deviation, percentage and t-test one group for hypothesis. The results show that the science student teachers' understanding of classroom research, writing ability and presentation ability of classroom research proposal, and attitude toward the inquiry-based learning were at the "good" level after they participated in the series of the learning activities. They could explain objectives to make classroom research, research methodology, data collection, data analysis, statistics, and using results of classroom research to development science teaching in classroom. They showed maneuverable and presentation easy to understand. Additionally, they understand "why we do classroom research" and "classroom research essay to do". Therefore, inquiry-based learning is discussed to guide teachers how to organization of activities as appropriate for help students acquire knowledge and gain necessary skills to achieve in the future.

15:05-16:20 | Opal 105 (1F)
Sunday Session IV
Primary & Secondary Education
Session Chair: Eileen Bernardo

56164   15:05-15:30 | Opal 105 (1F)
Cultural Profile, Beliefs and Practices, Attitude Towards Basic Education and Agta Problems and Aspirations: Input to Agta Literacy Program
Gabriel Luna, Isabela State University, Philippines

The Negritos or the "little black people" are called the Agta of the Sierra Madre Mountains. They are the Agta in northern Luzon who were identified as unschooled or illiterate. The research determined the profile, beliefs and practices, attitude towards basic education, and Agta problems and aspirations along education to serve as input in formulating Agta Literacy Program. Utilizing the interview method and observation techniques, the unstructured interview was conducted in Ilokano where twenty (20) respondents can easily understand. The researcher validated the interview results from the five (5) Key informants to ensure reliable information. Findings concluded that Agta adopted their name from prominent people; Their dialect is Upos or Paranan, with temporary type of shelter. The male Agta is engaged in hunting wild animals, while female Agta helped in child-rearing and housekeeping. Agta eat food found in their environment; The Agta leisure activity focused on chewing beetle nuts called momma; and generally they are illiterate. The Agta have rich cultural heritage on life cycle relative to conception, childbirth, child-rearing, courtship, marriage and death and burial. Both children and adult Agta showed favorable attitude towards literacy education. The stakeholders and Local government Unit are supportive of the Agta education. The Agta have problems and aspirations for their children. Lastly, to make every Agta literate the Agta Literacy Program for the Adult-Agta and for the In-School-Agta was formulated to make every Agta become functionally literate.

56142   15:30-15:55 | Opal 105 (1F)
The Effects of Questioning Strategy on Young Girl Students in Web Quest Activity
Chiung-hui Chiu, National Taiwan Normal University, Taiwan
Hsin-Wen Hu, National Taiwan Normal University, Taiwan

Promoting science learning and science performance of girl students has been an important issue. The study explored the effects of questioning strategy on young girl students in a webquest activity. A quasi-experimental design was adopted on 46 fifth-grade girl students. These students participated in a mixed-gender group activity aided by questioning strategy with detail question stems, simple question stems, or no questions. There were 11 groups of three in each kind of activity. Students were asked to study a scientific article and ask questions and answer questions about the article, then students of each group were required to produce a science report collaboratively. The results showed that the girl students using detail question stems had a better effect on the science report score and the attainment of science test score. The findings of this study provide evidence to confirm that applying detail question stems is a helpful strategy for young girl students in webquest activity.

54986   15:55-16:20 | Opal 105 (1F)
Science Program in Selected Public Elementary Schools: A Formative Evaluation
Eileen Bernardo, Isabela State University, Philippines

The implementation of the K to 12 curriculum in the Philippines started in 2012. While the program began with Grade 1 and Grade 7 students, the succeeding levels were introduced as these students get promoted to the next grade levels in the following school year. During the school year 2011-12, Republic Act 10157 or the Kindergarten Education Act was implemented. The Act institutionalized the inclusion of kindergarten education in the basic education system. Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, enabled the implementation of the K to 12. This study aimed at conducting formative evaluation of the implementation of K to 12 Science Program of public elementary schools in Cabagan District, Cabagan, Isabela, Philippines for the first semester of school year, 2019-2020. The respondents of the study were teachers and administrators from twelve (12) randomly selected public elementary schools in Cabagan district. The study used quantitative and qualitative designs of research. Survey questionnaire and interview guide were used to gather data. This paper presents the teachers' competencies and pedagogical practices in teaching science. It also presents common problems encountered by teachers and administrators in the implementation of the program, and the degree of seriousness of these problems.

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Virtual Presentations

55330

Prediction of Success in Online Study: Testing, Evaluation, and Interpreting Data
Anna Toom, Touro College & University System, United States

Distance online education has already proven to be a viable alternative to traditional education. However, the task of raising informationally competent and easily adapting to a new learning environment specialist is still far from completion. The purpose of this work is to create a method that allows in the first days of the semester to predict the students' difficulties that may arise during their further learning in an online course. This method is based on the idea that each of five basic components of education - administrative, academic, technological, communicative, and personal - can be a "risk area" resulting in the student's low academic performance and failure. In our study, a computer-based survey was conducted with 108 graduate students enrolled in the author's online courses. Students read a brochure which include a description of situations typical of online education and corresponding correct (leading to success) behavioral strategies in dealing with these situations and then answered questions which have tested their knowledge of the brochure's content. The study results allow to identify: a) students at risk of failure, b) their areas of risk, c) causes of being at risk. The final product of the study is a set of recommendations on the use of the developed method and the rules for interpreting the respondents' answers to the questionnaire. The possibility of aforehand identifying online students at risk allows us to organize the supportive training for them. Development of strategies and methodology for such a training will be our future task.

55940

"No One Left Behind" – A Training Framework for a Data-literate Mindset in Higher Education Administration
Ji Hu, New York University Shanghai, China
Xu Chu Meng, New York University Shanghai, China

In order to leverage the advantages of digitalization, many Higher Education Institutions have initiated transformation towards data-informed models, and attention has been paid to competency-based data literacy among a selective group of administrative team. However, often underrepresented in the discussion is the importance of a data-literate administration as a whole, as further data efforts are built upon seemingly non-data related work. Besides, the importance of a data-literate mindset underlying the specific knowledge and skills is also underestimated. In order to fill the gap, this paper proposes a training framework targeting both issues and aiming for a data-literate mindset in the entire higher education administration. Based on MIT's definition of data literacy, the data-literate mindset is defined as the awareness and curiosity of the importance and implications of "the ability to read, work with, analyze, and argue with data" (Bhargava & D'Ignazio, 2015). Using Backward Design Model (Wiggins & McTighe, 2005), a list of training outcomes is identified as results, by integrating typical data efforts at HEIs with Bloom's taxonomy of cognitive development (Bloom & Krathwohl, 1956). A set of assessments is accordingly developed, through which the learning outcomes are measured, and at the same time the institutional priorities are addressed. Last, the relevance of certain active learning strategies (Yee, 2019) is analyzed, aligning with both the training outcomes and the assessment plans. The paper also discusses the implications of this framework for HEIs at different stages of data maturity.

56059

Interdisciplinary Learning in Secondary Schools from Multiple Perspectives
Ming Yan Tsui, The University of Hong Kong, Hong Kong
Ida Ah Chee Mok, The University of Hong Kong, Hong Kong

The purpose of this study is to investigate how interdisciplinary learning enhances lower-form students' learning in secondary schools and is also to provide a practical example for teachers in secondary schools to promote interdisciplinary learning beyond the existing curriculum. The research was carried out with 121 secondary 2 students aged 12 to13 in the school year of 2019-2020. Students participated in a STEM project called "Renewable Energy". First, in the project, teachers taught the subject knowledge that related renewable energy during the Mathematics, Geography and Integrated Science lessons. Second, students had to complete different learning tasks during their lesson, such as statistical poster, drawing and created an experiment. Third, students had to combine the outcome of the learning tasks by setting up a booth to present their findings for other students and teachers. Quantitative and qualitative data were used to investigate students' learning in the project for all subjects. After the completion of the project, the students were invited to answer a questionnaire. The questionnaire included a Likert scale and an open-end question in order to get more in-depth information of the attitude and motivation of the students towards the project on Mathematics, Geography, Integrated Science and the overall view of the project in multiple perspectives. The analysis and discussion will be launched in the conference.

54779

Resilience in Times of Change: Impact on Performance and Well-Being
Marilyn Thompson, University of Waterloo, Canada

Change happens to all of us in various forms; sometimes as a result of choices we make and at other times coming our way unexpectedly. The truth is, we live in a world of being constantly connected, always-on, in highly demanding work cultures. Where quickly adapting can improve our effectiveness and productivity, and being resilient can help us avoid being overwhelmed. Educators across all disciplines are experiencing extremely high levels of stress as organizations try to do more with less, further increasing employee workloads, with no end in sight. Leaders are discovering the impact of pushing themselves and their teams harder as health and well-being suffer. Since the pace and intensity of work is not likely to fade, it's more important than ever to build resilience skills to bounce back from and to grow and thrive during challenge, change, and adversity. Resilience is not a fixed entity, something that a person is blessed with, or not. It can be nurtured and the workplace is an ideal place for people to develop personal resilience. This workshop aims to help participants tap into the skills required and is applicable for any workplace and any educator role. Participants will explore aspects of change that may be stressful for different people, the impact of that stress, and how to remain resilient in the face of uncertainty. Participants will come away with insight into the influencers of resilience, how using a change resilience framework can drive critical thinking and decision-making, and practical tools.

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A-Z Index of Presenters

A-Z Index of Presenters

A-Z Index of Presenters

A-Z Index of Presenters

Notes

Notes

Notes

Notes

Notes

Tokyo, Japan, 2020

March 23–26, 2020

The Asian Conference on
Education & International Development
(aceid.iafor.org)

March 26–29, 2020

The Asian Conference on
Psychology & the Behavioral Sciences
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The Asian Conference on
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March 27–29, 2020

The Asian Conference on Aging & Gerontology
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March 29 – April 1, 2020

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May 24–27, 2020

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

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

May 27–30, 2020

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

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

Kobe, Japan, 2020

June 29 – July 01, 2020

AAS-in-Asia 2020
(aasinasia.org)

London, UK, 2020

July 16–19, 2020

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

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

July 24–26, 2020

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

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

Osaka, Japan, 2020

August 03–06, 2020

The Osaka Conference on Education
(oce.iafor.org)

Barcelona, Spain, 2020

September 17–20, 2020

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

The Barcelona Conference on Cultural Studies
(bccs.iafor.org)

Tokyo, Japan, 2020

October 30 – November 02, 2020

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

November 01, 2020

The Asian Undergraduate Research Symposium
(aurs.iafor.org)

November 05–08, 2020

The Asian Conference on Business & Public Policy
(acbpp.iafor.org)

The Asian Conference on Sustainability, Energy
& the Environment
(acsee.iafor.org)

November 11–14, 2020

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

The Kyoto Conference on Arts, Media & Culture
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