



The 12th Asian Conference on Education

OCTOBER 31 – NOVEMBER 02 | ONLINE FROM TOKYO, JAPAN



PROGRAMME & ABSTRACT BOOK

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

Organised by IAFOR in partnership with the IAFOR Research Centre at Osaka University, Japan, and IAFOR's Global University Partners



/iaforjapan



@iafor.official



@iafor (#iafor)



www.iafor.org

www.iafor.org/about/partners

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.



/iaforjapan



@iafor.official



@iafor (#iafor)



ace.iafor.org

ACE2020 Organising Committee



Tien-Hui Chiang
Zhengzhou University, China



Joseph Haldane
IAFOR



Tzu-Bin Lin
National Taiwan Normal University, Taiwan



Barbara Lockee
Virginia Tech., USA



Yvonne Masters
IAFOR Journal of Education (Scopus),
& Independent Researcher, Australia



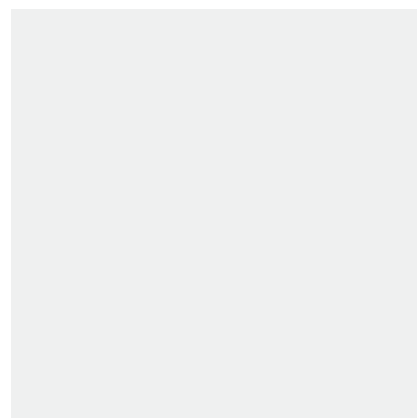
José McClanahan
Creighton University, USA



Justin Sanders
Temple University, Japan Campus



Zachary Walker
Institute of Education, University College
London, UK



Letter of Welcome



Dear Delegates,

In more normal times I would be writing this letter to welcome people to Tokyo, however these are very different times, and so I welcome you instead online to The 12th Asian Conference on Education (ACE2020), from more than forty different countries around the world.

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

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

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

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

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

Take care and stay safe!

Dr Joseph Haldane

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

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

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

Member, Expert Network, World Economic Forum

iafor

RESEARCH ARCHIVE

www.papers.iafor.org



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

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

A grayscale photograph of a woman with glasses and a knitted sweater, smiling and resting her chin on her hand. The image is dark and serves as a background for the text.

Conference Guide

Conference at a Glance

Conference Proceedings

IAFOR Membership

IAFOR Publications



October 30 | All times are Japan Time (UTC+9) Friday at a Glance: Room A

10:45-11:00	Welcome Announcements
11:00-12:30	Panel Presentation <i>Teaching Applied Creative Process – A Faculty Panel from the ArtCenter College of Design</i> Sam Holtzman, ArtCenter College of Design, United States Wendee Lee, ArtCenter College of Design, United States Joshua Holzmann, ArtCenter College of Design, United States David Tillinghast, ArtCenter College of Design, United States Armando Zuniga, ArtCenter College of Design, United States
12:30-12:45	Break
12:45-13:45	Keynote Presentation <i>Healthy Brain, Resilient Mind – 5 Steps to a Calmer, Sharper, Happier You!</i> Terry Small, Terry Small Institute, Canada



October 31 | All times are Japan Time (UTC+9) **Saturday at a Glance: Room A**

10:00-10:10	Welcome Announcements
10:10-10:25	Wadaiko Performance Students from AIE International High School will be giving an exhilarating Wadaiko drum performance to open the conference
10:25-11:25	Panel Presentation <i>Educational Pathways for Refugees</i> Brian Aycock, International Christian University (ICU), Japan (moderator) Emily Bojovic, UN High Commission for Refugees, Thailand Paul Hastings, Japan International Christian University Foundation, United States Brandon Baughn, Roshan Learning Center, Indonesia
11:25-11:35	Break
11:35-12:20	Keynote Presentation <i>Embracing Difference/Challenging Difference: Two Sides of the Same Coin</i> Yvonne Masters, <i>IAFOR Journal of Education</i> (Scopus), & Independent Researcher, Australia
12:20-12:30	Break
12:30-12:55	IAFOR Documentary Photography Award
12:55-13:05	Break

[Schedule continues on the following page].



October 31 | All times are Japan Time (UTC+9) **Saturday at a Glance: Room A**

13:05-14:35

Panel Presentation

Embracing Difference

Jennifer Yphantides, Soka University in Tokyo, Japan

Kristie Collins, Reitaku University, Japan

Oussouby Sacko, Kyoto Seika University, Japan

Maria Guajardo, Soka University, Japan

14:35-14:45

Break

14:45-16:00

Live-Stream Parallel Session 1

Room A: Online & Blended Learning Approaches

Room B: Symposium: Critical Thinking Capability and the Asia-Pacific Context

16:00-17:00

Networking Coffee

17:00-17:10

Break

17:10-18:10

Keynote Presentation

Ten Quotations to Make You Think

Ken Wilson, Author, United Kingdom



November 01 | All times are Japan Time (UTC+9)

Sunday at a Glance

10:00-10:10	Welcome Address from the Organising Committee
10:10-11:50	Live-Stream Session 1 Room A: Higher Education Room B: Education Policy: Taiwan Perspective
11:50-12:00	Break
12:00-13:40	Live-Stream Session 2 Room A: Higher Education Room B: Elementary Education: Taiwan Perspective
13:40-13:50	Break
13:50-15:30	Live-Stream Session 3 Room A: STEM Higher Education Room B: Primary & Secondary Education
15:30-15:40	Break
15:40-17:20	Live-Stream Session 4 Room A: Curriculum Design & Development Room B: Primary & Secondary Education



November 02 | All times are Japan Time (UTC+9)

Monday at a Glance

- | | |
|-------------|--|
| 10:00-10:10 | Welcome Address from the Organising Committee |
| 10:10-11:25 | Live-Stream Session 1
Room A: Psychology and Education
Room B: Education, Sustainability & Society |
| 11:25-11:35 | Break |
| 11:35-12:35 | Workshop Presentation
<i>Embracing Difference, Finding Commonality Collaborative Research and Writing</i>
Yvonne Masters, <i>IAFOR Journal of Education</i> (Scopus), & Independent Researcher, Australia |
| 12:35-12:45 | Break |
| 12:45-13:45 | Workshop Presentation
<i>Structures for Teaching Art & Design – A Faculty Development Workshop</i>
Sam Holtzman, ArtCenter College of Design, United States
Armando Zuniga, ArtCenter College of Design, United States |
| 13:45-13:55 | Break |
| 13:55-15:10 | Live-Stream Session 2
Room A: Roundtable: Cross-Cultural Perspective on Family Stress During COVID-19 Pandemic
Room B: Online & Blended Learning Approaches |



November 02 | All times are Japan Time (UTC+9)

Monday at a Glance

15:10-15:20 Break

15:20-17:00 **Live-Stream Session 3**
Room A: Support and Wellbeing in Education
Room B: Learning and Culture

17:00-17:15 **Conference Closing Address**
Joseph Haldane, IAFOR, Japan



Conference Proceedings

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

Full text submission is due by December 04, 2020, through the online system. The proceedings will be published on January 08, 2021.

Conference Catch-up

All ACE2020 live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference.

Pre-Recorded Virtual Presentations

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



Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

iafor.org/membership

Introduction

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

Conference Proceedings

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

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

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

THINK

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

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

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

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

ISSN: 2187-0594

Contact: publications@iafor.org

Aims & Scope

The *IAFOR Journal of Education* is an Open Access, peer-reviewed, international and intercultural journal. The journal encourages interdisciplinary research, with the primary focus being on addressing critical issues and current trends and research in education. This would include exploring significant themes, exceptional programs and promising practice in the field of education, and educational policy. The anticipated audience is preservice and inservice teachers and administrators, university faculty and students, education policy makers, and others interested in educational research. Papers submitted by academic researchers, theorists, practising teachers, policy-makers and educational administrators are welcomed. Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. Please note that papers already submitted to or published in IAFOR Conference Proceedings are not accepted for publication in any of IAFOR's journals.

Indexed in: Scopus (from 2019), DOAJ, ERIC, EBSCO Discovery Service, Education Source, MIAR, TROVE, SHERPA/RoMEO, WorldCat and Google Scholar. DOIs are assigned to each published issue and article via Crossref.

IAFOR Commitment

IAFOR believes in "Open Access" publishing, and since 2009, has been committed to maintaining an online searchable research archive that offers free access to anyone, anywhere, where there is Internet access, regardless of institutional affiliation or scholarly rank. IAFOR publications are accessible on the website (Open Access) to researchers all over the world, completely free of charge and without delay or embargo. Authors and contributors are not required to pay charges of any sort towards the publication of IAFOR journals.

For more information please visit:

iafor.org/journal/iafor-journal-of-education

The *IAFOR Journal of Education* is indexed in Scopus.

Scopus®



Friday, October 30

Featured Sessions

Panel Presentation: Sam Holtzman, Wendee Lee, Joshua Holzmann, David Tillinghast & Armando Zuniga

Teaching Applied Creative Process – A Faculty Panel from the ArtCenter College of Design

Friday, October 30 | 11:00-12:30 | Japan Time (UTC+9)

This is a panel of professional and academic faculty and administration from a leading international Art & Design college discussing how to help students develop their own creative process and apply their creativity towards industry standards and professional expectations and opportunities, within individual classes and also across an entire program of study.



Sam Holtzman

Sam Holtzman has a PhD in educational leadership, policy, and evaluation from the University of Virginia and has lived and taught around the world. Originally from Palo Alto, he grew up moving around, and continued after graduate school, moving to Japan, back to the bay where he worked with students and faculty on visual literacy, critical thinking, and teaching for diversity, equity and inclusion, at the California College of the Arts and San Jose State University. In 2013, he joined ArtCenter College of Design to become the first dedicated director of faculty development at an AICAD college.



Wendee Lee

Drawing from multiple problem-solving disciplines, Wendee Lee emphasizes student growth in all areas of their lives. After working as a rocket engineer in aerospace, Lee shifted her focus to study, then teach, Product Design at ArtCenter. Over time, she incorporated holistic student learning and development to cultivate creativity in her students. She champions bold, innovative ideas achieved through iterative processes in student projects and her own work. Lee has designed orthopedic and exercise devices and contributed to the design of award-winning Cradle to Cradle shipping solutions. She has illustrations

included in several books by author Patti Digh. Lee has prior degrees in Mechanical Engineering from Northwestern University (go 'Cats!) and College Counseling and Student Development from Azusa Pacific University. Lee's drive to better understand and support the development of a creative mindset fuels her continued studies and research.



Joshua Holzmman

Joshua Holzmman, a native of Milwaukee, is an artist living and working in Los Angeles, California. His primary mediums are paint and collage. His art practice employs paint as content and the complicated history that is tied to the medium through the lens of an African American male. As a conscientious millennial the artist struggles with putting more objects into the world. To mitigate these concerns Holzmman uses repurposed materials and items from his family's daily consumption as the raw materials for his paintings. Holzmman holds a BFA from Art Center College of Design in Pasadena, and an MFA from the University of California,

Riverside. He has exhibited at the Riverside Art Museum, Harriet and Kern Gallery, Nan Rae Gallery at Woodbury University, Barbara and Art Culver Center for the Arts, Phyllis Gill Gallery at the University of California Riverside and ArtCenter DTLA. Holzmman is an Assistant Professor of Art at Art Center College of Design.



David Tillinghast

David Tillinghast is Director of Special Projects and an Associate Professor within the Illustration department of the ArtCenter College of Design, Pasadena, California, a global leader in art, design, film, transportation and social innovation education. His work has appeared in major newspapers and magazines around the United States and within the marketing materials for corporations such as Visa, Freddie Mac, and Harvard University. He has worked extensively in most major markets within the Illustration industry, including Advertising, Editorial, Book Publishing, Design Collateral and Corporate Illustration. He is the

recipient of numerous awards, including those for illustration, graphic design, self-promotion and art direction. His association with Designmatters, Art Center's social impact department, has taken him to the United Nations as lead delegate for a project supporting the Millennium Development Goals, and their collaboration, Uncool: The Anti-Gun Violence project, produced a series of award-winning children's books that were adopted into local Public Libraries. In 2017, and again in 2108, he completed training under former US Vice President Al Gore and The Climate Reality Project to serve as a volunteer Climate Reality Leader, joining over a network of 27,000 volunteer leaders from over 150 countries, dedicated to reaching out to their communities, and informing others about the global climate crisis and its very real and viable solutions.



Armando Zuniga

Dr Armando T. Zúñiga began his position as Director of the Writing Center during the Summer Term of 2018. Along with the responsibilities of this directorship, Dr Zúñiga is also Faculty Director of English Language Learning and Assistant Professor of Humanities and Sciences. Prior to working at ArtCenter, he was Assistant Director for the Loyola Marymount University's Center for Equity for English Learners (CEEL). Accordingly, he has taught graduate-level courses in effective practices and pedagogy for English Language Learners (ELLs). Additionally, he has consulted in the area of second-language acquisition and cultural diversity

internationally. He earned his doctorate in Organizational Change and Leadership from the Rossier School of Education at the University of Southern California (USC). His dissertation research was a qualitative study of the influence that knowledge, motivation, and the organization have upon the goal attainment of instructional coaches for teachers of ELLs.

Keynote Presentation: Terry Small Healthy Brain, Resilient Mind – 5 Steps to a Calmer, Sharper, Happier You!

Friday, October 30 | 12:45-13:45 | Japan Time (UTC+9)

We've all felt anxious and stressed at some point in our lives. Especially these days. Brain science underscores how important mindset, resilience, and a healthy lifestyle is in dealing with change and disruption at work, and in life. This session will give you the tools, and strategies to respond to current life challenges, and prepare for an ever changing future.

Based on the latest cutting-edge neuroscience research, you will learn:

- the #1 job of your brain;
- how to take optimal care of what's between your ears;
- how to eat right to think right, and age better;
- the top 20 super-smart foods;
- how to prevent brain shrinkage;
- superstar beverages for your brain;
- how to get rid of negative thoughts to experience more joy, energy & resilience;
- why mental health matters a lot more than we think;
- 6 smart facts you must know!
- how to make your "brain garden" flourish;
- the 5 things every brain must have, and much more!

What makes Terry's sessions different? They offer science, wisdom, and practical strategies. Things you can use right away! His presentations are humorous, engaging and all based on the latest brain science. They are packed with tips and strategies to improve your greatest asset.....your brain!



Terry Small

Terry Small, BEd, MA, is a master teacher and Canada's leading learning skills specialist. He is the author of the *Brain Bulletin* with over 34,000 subscribers worldwide.

Terry has presented on the brain for over 33 years to organizations around the world. His knowledge, warmth, humour, and dynamic presentation style have made him a much sought-after speaker at workshops and conferences. Terry often appears on TV, radio, and in the press. He recently appeared on BCTV, Global, CKNW, and Student Success. He has presented his ideas to over 266,000 people in 23 countries on 5 continents. His clients include

IBM, TEDx, Ford, IMD, JTI, UBS, Hitachi, Bayer, Bosch, CRA, RCMP, Telus, and many schools and universities. His presentations are engaging, humorous, practical, and all based on the latest brain science. Terry believes, *"Anyone can learn how to learn easier, better, faster, and that learning to learn is the most important skill a person can acquire."* Terry's wealth of teaching experience and extensive involvement in applied neuroscience make him an outstanding resource of the business and educational communities. He resides in Vancouver, Canada, where he is a frequent lecturer at Simon Fraser University and the University of British Columbia.

Saturday, October 31

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

**Panel Presentation: Brian Aycock, Emily Bojovic, Paul Hastings
& Brandon Baughn**

Educational Pathways for Refugees

Saturday, October 31 | 10:25-11:25 | Japan Time (UTC+9)

Refugees and displaced persons face countless adversities in their search for safety and a durable solution. One significant and potentially indelible consequence of human displacement is the loss of educational opportunities. And while there are different pathways towards durable solutions (long-term safety and the full realization of human rights), only a small percentage will ever be resettled. In response to these related challenges, UNHCR has worked with academic institutions and NGOs to develop complementary pathways towards securing education and stability for young refugees (educational pathways). While it is certainly true that being a refugee is more of a political problem than a geographic one, today's panelists have developed effective programs to address the problems of accessing education, obtaining legal status, and relocating to places where addressing these needs is possible. This panel will discuss the need for and value of complementary pathways in helping refugees achieve educational success and long-term security. The discussion will begin with a representative from UNHCR here to explain the idea behind complementary pathways and how the agency is promoting the public-private partnerships that make these endeavors possible. Then, the executive director of the Japan ICU Foundation will discuss their experiences of operating an initiative for Syrian refugees to attend International Christian University (ICU) in Tokyo. Offering a second example, the director of Indonesia's Roshan Learning Center will explain their program of helping refugees obtain their GED diploma and enroll in university. He will share their current efforts to help a small cohort of Afghan refugee students resettle to Europe through education. Finally, the panelists will highlight the most important factors in providing such programs, as well as insights into how others can either support existing efforts or explore creating new possibilities at their own institutions.



Brian Aycock

Brian served in the US military during multiple overseas operations, then joined the Peace Corps to work on economic development in sub-Saharan Africa. Brian also managed the refugee employment department of a resettlement agency, assisting refugees as they arrive in the United States. In 2017, Brian was awarded an MA (Distinction) in Refugee Protection from the University of London. He is currently pursuing his doctorate at the International Christian University (ICU) in Japan, and serving as an adjunct lecturer at Keisen University and Oberlin University. His current research interests are in international law, particularly refugee

and human rights law, and he is conducting research into legal protections for persons displaced by climate change. He has published articles on economic development and underdevelopment, as well as refugee law in Japan.



Emily Bojovic

Emily is a Senior Protection Officer in UNHCR's Bureau for Asia and the Pacific, based in Bangkok. She has worked on protection and solutions in UNHCR operations in Africa, the Middle East, Europe, and Asia.



Paul Hastings

Paul Hastings is the Executive Director and CEO of the Japan ICU Foundation. Under his leadership, JICUF has developed several international education programs, including the Syrian Scholars Initiative, Rethinking Peace Studies and Global Link. Paul is the recipient of the Aspen Institute's Nakasone Scholarship and is a trustee of the American Friends of Asian Rural Institute. He received his BA from Bowdoin College and his MA in International Education from Teachers College, Columbia University. Paul has lived in Japan for 12 years, and has also lived in India and Sri Lanka. He currently lives in Maplewood, New Jersey.



Brandon Baughn

Brandon is the Program Director for Roshan Learning Center in Jakarta, Indonesia. Prior to moving to Jakarta in 2017, he worked in Pakistan for eight years where he managed education programs focused on multilingual literacy for nomadic groups in Khyber Pakhtunkhwa. Brandon first started working in refugee education with a resettlement agency in Seattle, WA before relocating to Indonesia. In his role at Roshan, Brandon is focused on creating safe learning spaces for urban refugees who are waiting indefinitely for resettlement. He holds a Master of Arts in International Educational Development from Teachers College at Columbia University (NYC).

Keynote Presentation: Yvonne Masters

Embracing Difference/Challenging Difference: Two Sides of the Same Coin

Saturday, October 31 | 11:35-12:20 | Japan Time (UTC+9)

The title of this presentation may seem contradictory: how can both “embrace” and “challenge” be aligned? In part, it is a matter of semantics, but at a far deeper level it is understanding that this is not an “either ...or” situation, but rather a “both ... and” necessity. As a word, “difference” means that things are dissimilar. When we talk about embracing difference, we are looking to learn from others: from their beliefs, their perspectives, their cultures. As stated on the ACE 2020 website “it is only through encountering cultures and belief systems unlike our own that we learn anything about the flaws and limitations inherent in our own perspectives”. However, we also need to challenge difference: the difference in opportunities for some groups of people; the difference in salaries for the same work depending on a range of variables such as age, gender, nationality; the difference in educational opportunities depending on location or culture. We need to both embrace and challenge difference! Importantly, all of this is currently being distilled in a global world where a pandemic seems to have the upper hand, and the global village is returning to the insularity of individual nations. Can we break through the binaries that impose difference: rich and poor; old and young; right and wrong; us and them? This presentation explores a range of these issues as they confront us at the end of 2020.



Yvonne Masters

Yvonne Masters is an independent researcher in Australia. She has been involved with IAFOR for several years as a member of The Asian Conference for Education Organising Committee, as co-facilitator of The Asian Undergraduate Research Symposium, and as a member of the International Academic Advisory Board. Yvonne is the current Editor-in-Chief of the *IAFOR Journal of Education*, a Scopus indexed Open Access journal on education which will publish four issues in 2020 and six issues in 2021.

Yvonne was a teacher and teacher educator for over 40 years and is still passionate about education. She was a senior lecturer in Professional Classroom Practice in the School of Education, University of New England, Australia, a position that she accepted after five years as Director of Professional Experience in the same School. Prior to taking up her position at UNE, she had 30 years' experience in secondary schools including in the roles of Curriculum Coordinator, Deputy Principal and Principal. Her teaching experience spans three Australian states. Her research interests centre on undergraduate research, academic publication, teacher education and policy, professional experience, teacher identity, online learning and virtual worlds. Yvonne was awarded her PhD, focused on school principalship, from Deakin University.

She is an active researcher and gained, in collaboration with other researchers, 4 Internal UNE School of Education Research grants; was a partner in a \$200,000 ALTC (OLT) grant, VirtualPREX: Innovative assessment using a 3D virtual world with pre-service teachers; in 2014 achieved a UNE Seed Grant for a one year project to explore teacher quality; and in 2015 gained a \$50,000 OLT seed grant to develop resources to assist pre-service teachers to gain online teaching skills to assist them in teaching wholly online into virtual schools.

Yvonne serves as a reviewer for several education journals and is a senior reviewer for IAFOR conferences. She presents on a variety of education topics including publishing as an academic, teacher education policy, undergraduate research, and online teaching at a range of conferences, both Australian and international.

**Panel Discussion: Jennifer Yphantides, Kristie Collins, Oussouby Sacko
& Maria Guajardo**

Embracing Difference

Saturday, October 31 | 13:05-14:35 | Japan Time (UTC+9)

At a time when educators across the globe have been coping with the enormous challenge of shifting to emergency remote teaching, mass protests against racial discrimination are simultaneously sweeping through local communities from small town America to central Tokyo. While these dual crises may be unsettling, they are also a potential source of significant positive change. The participants on this panel will explore the current challenges of education in the Asian context, including ethnocentrism, the gendered constructions of students and teachers, and support for students with special learning needs, through the broader global lenses of the COVID-19 pandemic and the recent demonstrations against prejudice. With a focus on embracing difference as a force for the generation of a constructive shift in the ways in which we envision our roles as educators, panelists will consider the challenges the present context poses to teachers in Asia.



Jennifer Yphantides

Jennifer Yphantides is a tenure-track faculty member in the department of International Liberal Arts at Soka University in Tokyo, Japan. She has been working in the field of education since 1993 and has taught in North America, Europe, the Middle East, and Asia. Additionally, she has worked on government-funded peace projects affiliated with the University of Haifa, Israel which focused on the promotion of tolerance of ethnic and religious diversity in the region and on the inclusion of persons with disabilities in mainstream classrooms. She has a BA in History from McGill University, an MA in War Studies from King's College,

London, and an MA TESOL from Teachers College, Columbia University, and an EdD in Organizational Leadership from Northeastern University. Her current research interests are diversity and inclusion of neurologically diverse students in the English Foreign Language classroom.



Kristie Collins

Kristie Collins is an Associate Professor in the Faculty of Foreign Studies at Reitaku University, in Kashiwa, Japan. Kristie teaches courses in Gender Studies, Canadian Studies, and English as a Foreign Language, and has been teaching at universities across the UK, Finland, Turkey, and Japan for over twenty years. Among her varied publications, are *The Marginalized Majority: Media Representation and Lived Experiences of Single Women* (Bern: Peter Lang, 2013) and the chapter, "Waiting with bated breath: My journey to securing tenure" in the upcoming *Foreign Female English Teachers in Japanese Higher Education: Narratives from*

our Quarter, edited by Diane Hawley Nagatomo, Katheen A. Brown, and Melodie Cook (Candlin & Mynard, 2020).



Oussouby Sacko

Born in Mali in 1966, Oussouby Sacko studied architecture in China, arriving in Japan in 1991, he earned his PhD at Kyoto University's Graduate School of Engineering, Department of Architecture. His research explores the relationships between society and architectural space. His publications include *Literacy and Culture of Knowledge* (Nakanishiya Publishing, 2007) and *Contemporary African Culture Today* (Seigensha, 2020). He joined Kyoto Seika University in 2001 and was promoted to Professor in 2013. On April 1, 2018, he was elected as the President of the University.



Maria Guajardo

Maria Guajardo is committed to raising the next generation of global leaders as a Professor of Leadership Studies at Soka University, Tokyo. Previously she served as Dean and Vice-President, with the distinction of being the first non-Japanese female to serve in these positions. Her research connects leadership development, global citizenship education, and social change. Her work in diversity, equity, and inclusion has taken her from Malaysia to Mumbai, and from Singapore to South Africa. Her portfolio includes national and local policy work, leading national youth development initiatives, and advancing educational initiatives for children living in poverty. Maria, a

clinical psychologist, has degrees from Harvard University and the University of Denver.

Keynote Presentation: Ken Wilson

Ten Quotations to Make You Think

Saturday, October 31 | 17:10-18:10 | Japan Time (UTC+9)

Teachers often use the words of wise folk to support their ideas and opinions, usually from within the world of education. I find it useful to go outside our specialised world for words of wisdom that can genuinely make us think about how we teach. When you reflect on them, they often prove to have more meaning than you originally thought. For example: Albert Einstein once said 'Imagination is more important than knowledge'. This reminded me that students all know where they are in the class 'pecking order' – she's better than me, he's not as good as me. This pecking order is based on the ability to deal with the teacher's presentation style and the practice material in the book. For me, Einstein's quote could suggest that if you bring student imagination and creativity into the equation, this knowledge-based pecking order stops being so dominant. This is one of the ten examples that I will use in my talk, all with the aim of making you reassess your teaching methods.



Ken Wilson

Ken Wilson is a teacher trainer and an author of ELT materials. He has published with Oxford University Press, Richmond Santillana and Macmillan. His American English course book series *Smart Choice* (OUP) is now in its fourth edition. He has also written more than a hundred ELT radio and television programmes for the BBC, including fifty radio scripts for the *Follow Me* series, thirty *Look Ahead* TV scripts and a series of plays called *Drama First*. For many years, Ken was artistic director of the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English. His book *Drama and Improvisation*

(OUP) contains more than fifty classroom drama activities.

Since lockdown, Ken has been training teachers online. Working with a Russian co-trainer, he has also been adapting his classroom drama ideas for use with online classes. He believes that language teachers, particularly native speakers, should also be language learners and is currently learning Russian. In 2017, Ken completed a Masters in Creative Writing and has recently finished his first novel.

14:45-16:00 | Japan Standard Time (UTC+9) Saturday Live Stream Session 1

Room A | Online & Blended Learning Approaches

Session Chair: Curtis Ho

58991 14:45-15:10

Learner Responses to Language Exchange Activities in a Technology-mediated Environment in the COVID-19 Era

Mizuki Mazzotta, Emory University, United States

Yutaka Yamauchi, Soka University, Japan

In response to the pandemic, language teachers around the globe are transforming their face-to-face courses into online courses and developing technology-mediated online activities has become one of the pressing tasks. While the body of research on online teaching addressing current day issues is rapidly growing (e.g., Foreign Language Annals. 2020; 53), research exploring students' reactions to technology-mediated online activities in the COVID-19 Era is still limited. The goals of this paper are to (1) present a technology-mediated collaborative language exchange activity which connected collegiate language learners internationally using VoiceThread (an Internet-based interactive collaboration tool), and (2) report learners' experiences and reactions to this activity along with changes in their motivation and perception of language learning. Five learners of English at a Japanese university and ten learners of Japanese at an American university participated in this study. They were students of a course at each institution in 2020. Learners participated in two asynchronous activities in which they exchanged video comments using VoiceThread. In the first activity, everyone spoke in Japanese, and in the second, English. Then, questionnaires containing multiple-choice and short-answer questions were distributed and analyzed quantitatively (descriptive statistics) and qualitatively. Preliminary results suggest that most learners had positive experiences in these exchanges, perceived benefits for language learning, increased motivation, and felt connected with students overseas. Proficiency level appears to be a factor influencing individual differences. The findings of this study lend support to the claim (e.g., Gonzalez-Lloert, 2020) that technology-mediated online collaborative activities facilitate language learning and community building.

58810 15:10-15:35

The Digital Human Libraries: Enhancing English Language Learning Experience Online

Sin Yu Cherry Chan, The Chinese University of Hong Kong, Hong Kong

Elaine Ng, The Chinese University of Hong Kong, Hong Kong

Ngar Fun Liu, The Chinese University of Hong Kong, Hong Kong

To cope with online learning and teaching in the midst of COVID-19, this project aims to create a student-centered and collaborative online English learning experience through a series of eLearning activities in two elective English language communication-intensive courses, Intercultural Communication through English and English through Performing Arts at a University in Hong Kong. The courses include both synchronous and asynchronous mode of online teaching including converting students' written narratives into videos for theme-based learning, utilizing the pre-recorded videos to facilitate real-time discussions on online platforms (e.g., Zoom and Blackboard), and holding live, interactive Human Library workshops where speakers with international and/or performing arts background were invited to discuss course-related topics with students. This presentation reports on the design of the learning tasks and students' perceptions of the activities. It concludes with providing suggestions for educators to implement eLearning programs in similar contexts.

58984 15:35-16:00

Cohort-based Learning and Effectiveness of Using Smartphone Instant Messaging (IM) App for Academic Discussion in an Undergraduate Chemistry Course

Mei Xuan Tan, Singapore University of Technology and Design, Singapore

Eng Ying Bong, Singapore University of Technology and Design, Singapore

At the Singapore University of Technology and Design (SUTD), a unique pedagogy of active learning focused on design is adopted. First-year undergraduates are grouped into cohorts of 50 students, where engineering and architecture undergraduates take common core modules in math, science and humanities, arts and social sciences (HASS). In this study, the effectiveness of using a smartphone instant messaging (IM) app (WhatsApp) for academic discussion for a first-year half-credit Chemistry course in SUTD was examined. Academic discussion during and after instructional teaching is an integral part of learning. However, only 32% of the student participants had used online platform, such as Piazza and forums in Learning Management System (LMS), for after-class academic discussion with their instructors and peers. At the end of this study, over 83% of the participants felt that WhatsApp was a more effective platform compared to other online forum. The study also looked at the challenges of using WhatsApp for academic discussion and its effect on face-to-face interaction between instructors and students. In conclusion, the use of IM platform for academic discussion was desirable for the students, but it should not be the only channel as face-to-face consultation and online forum for lengthy discussion are still important for after-class learning of students.

14:45-16:00 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 1

Room B | Symposium: Critical Thinking Capability and the Asia-Pacific Context

Session Chair: Aristidis Galatis

Symposium: Critical Thinking Capability and the Asia-Pacific Context

The modern 'critical thinking' tradition has, it is true, primarily been led by key thinkers and developments from the West; from Charles S. Peirce (1905), John Dewey (1909), Edward Glaser (1941) and Robert Ennis (1962) to Peter Facione (1990), Matthew Lipman (1991) and, more recently, Richard Paul and Linda Elder (2001). Studies on Communities of Philosophical Inquiry (CPI) theory and practices and the ever-expanding Philosophy for/with Children (P4/wC) programmes are just some examples of how Western educational traditions have continued to shape international discourse and practice around critical thinking. However, the importance of being able to identify, develop, implement, assess and report on this 'super' capability across the educational spectrum, is not merely a Western import but a world-wide phenomenon. Nevertheless, critical thinking studies in the East remains in its infancy. This symposium, therefore, seeks to investigate, from Asian and Asian-Pacific perspectives, emerging issues in the understandings and practices of critical thinking capability and its development. The question of whether socio-cultural environments influence competency levels and performance patterns of critical thinking will be explored (Wu, 2018; Dong, 2015; Atkinson 1997; Nussbaum, 1997; Fox, 1994). Is there a need for a departure from the familiar Western-centric understandings of critical thinking criteria, assessment frameworks and pedagogical strategies? If so, how do (or should) they differ from those applied to western contexts? Presentations will focus on the experiences of selected Asian countries, exploring how socio-cultural factors impact practices of teaching, learning and assessment.

59138 14:45-15:10

Community of Inquiry – A New 'Kriterion'

Aristidis Galatis, University of Melbourne, Australia

A significant development in philosophy of education and the teaching of critical thinking, especially in the West, has been the advent of community of inquiry practices; dialogic-oriented pedagogies 'often touted as an exemplar of democracy in action' (Burgh & Yorshansky, 2011. See also Lipman, Sharp & Oscanyan, 1980). Questioning and meaning-making become a communal affair. Using the Socratic, or elenctic, method of inquiry as its blueprint, educational theorists and pragmatists C.S. Peirce and John Dewey, originators of the community of inquiry concept, have spawned several critical thinking movements, including Matthew Lipman's well-known Philosophy for Children program. The idea that there is more to teaching and learning than the mere discovering of 'facts' and determining of 'truths' has gained increasing traction. In the meantime, the ability to be able to identify, develop, implement, assess and report on critical thinking capability has introduced a new sense of urgency amongst educators; further increasing the appeal of established critical thinking teaching methods. However, can Community of Inquiry practices and normativities genuinely fill this void and be grafted on to non-Western centric educational contexts, subjectivities and ways of knowing? This paper seeks to explore this question by auditing what a community of inquiry is, identifying possible sources of friction and suggesting tentative solutions.

59144 15:10-15:35

Critical Thinking in the Context of Asia: A Way Forward

Pha Tran, The University of Melbourne, Australia

Cuc Nguyen, The University of Melbourne, Australia

Shelley Gillis, The University of Melbourne, Australia

Critical thinking (CT) has been recognized as one of the most important skills for university students to enter the 21st century workforce. In the context of Asia, recent research findings have found CT a challenge for Asian students when doing overseas study in western universities (Chen, 2017; Davies, 2013; Rear, 2017; Song, 2016). Though language proficiency apparently has its role in their academic performance overseas, research into factors influencing these students' CT have gained insights related to culture, curriculum, teaching and learning practices in their home countries such as China and Japan (Zhang, 2017; Manalo et al., 2013; Tian & Low, 2011; Lun, 2010). Cultural and educational backgrounds have an impact on the way students express their critical thinking; as a result, this paper will provide a critical analysis of the significance of culture in teaching and assessing CT based on evidence from empirical research conducted in some Asian countries. It then will highlight the need of establishing an academic organization to support the teaching and learning practices of critical thinking in Asia. A proposal for potential collaborations on research to enhance deeper understanding of the Asian cultural and educational characteristics to appropriately and effectively integrate critical thinking into education will also be discussed.

58649 15:35-16:00

Epistemological Beliefs the Key to Enhance Critical Thinking for Higher Education Students in the East: Take China as an Example

Zhihong Sundance Sun, The University of Melbourne, Australia

Higher education students from the East are normally perceived to be less competent in critical and creative thinking compared with those from the West (Davies & Barnett, 2015; Ng, 2001; Atkinson 1997; Fox, 1994). In the context of higher education in China, scholars and educators have suggested that students are not adept at critical thinking as they tend to passively accept knowledge from authority or experts and rely on rote learning rather than participate in knowledge production (Wu, 2019; Qian, 2018; Wu, 2018; Dong, 2015; Levin, 2011). In other words, what needs to be developed to improve critical thinking for students are their attitudes to knowledge and knowing defined as epistemological beliefs. However, the current critical thinking pedagogy and assessment of higher education students in China are mainly focused on cognitive skills, specifically logic and reasoning skills. Thus, there is a mismatch between what needs to be developed for critical thinking and how it is cultivated in practice. Firstly, this article reviews the relationship between epistemological beliefs and critical thinking. Secondly, by further analyzing the relationship between epistemological beliefs and dimensions of critical thinking, the argument is presented that epistemological beliefs in comparison with dispositions can describe the attitudinal dimension of critical thinking in a more substantive and systematic manner. Improving students' epistemological beliefs is the key to enhance critical thinking for Chinese higher education students. Lastly, suggestions are presented for developing epistemological beliefs in the context of higher education in China, which could be utilized in other eastern regions.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Sunday, November 01

Parallel Sessions

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

10:10-11:50 | Japan Standard Time (UTC+9) Sunday Live Stream Session 1

Room A | Higher Education

Session Chair: José McClanahan

55233 10:10-10:35

A Research on Administrative Staff's Abilities of International Program of Universities in Taiwan

Chen-Yi Yan, University of Chiayi, Taiwan

Cheng-Cheng Yang, National Chiayi University, Taiwan

Facing the trend of internationalization of higher education, there are more and more international students in Asia. Taiwan is no exception of this trend. In order to enhance satisfaction and learning experiences of international students in Taiwan, some universities in Taiwan establish international colleges or international programs to teach in full English and to help recruit more international students. This kind of colleges and programs are new type of academic departments in Taiwan and the functioning and improvement of this new type organization at university needs to be studied. Staff is one important core of international departments and programs. To explore the key abilities of administrative staffs of this kind of international programs in Taiwan is a very important topic and it really needs to be studied in current internationalizing higher education environment in Taiwan. Therefore, this research plans to interview 5 professors. I choose these 5 professors based on standards: he or she had at least 2 years experiences of managing international programs; he or she had at least 5 years experiences as professors in Taiwan. To collect their opinions on what are the key abilities that administrative staffs need to possess to manage international programs of universities in Taiwan. So far, based on the literature review, we already identify several important abilities: multi-cultural capacity, international perspective, foreign language, administrative procedure, basic research ability, and foreign affairs. I will interview each professor 2 times (30 mins each time) and analyze the protocols based on the above-mentioned core abilities as analytical categories. Implications of this study will be offered for international programs and international colleges in Asia and relevant education policies.

59149 10:35-11:00

Unpacking Mission Statements of International Universities Recognized for Innovation

Kate Montgomery, Southern Methodist University, United States

This research supports some of the mounting pressures higher education practitioners face in approaching innovation strategically while recognizing the mission-driven needs of the institution. Two research questions were examined. First, how do highly innovative universities balance traditional missions and innovation? Second, how do mission statements project isomorphic or distinctive rhetoric? This research was grounded in institutional theory given its relevancy to assessing the debate over legitimizing tendencies, such as symbolism and signaling. For the research design, the unit of analysis was at the institutional level, specifically, 85 of the top 100 international universities recognized for innovation by Reuters that have publicly accessible mission statements. For Phase I, content/archival sourcing of mission statements allowed for concept and in vivo coding using ATLAS.ti CAQDAS software. In Phase II, quota sampling was used to more deeply explore six universities: University of Tokyo, National University of Singapore, Stanford University, Harvard University, University of Oxford and KU Leuven. Most universities featured fell closer to central tendencies which would suggest isomorphism in projecting the scope of their mission statements. The National University of Singapore varied most strongly with the least descriptive rhetoric. Phase II allowed for the incorporation of a qualitative investigation – for instance, Oxford's intentional reference to innovation as opposed to Harvard focused solely on traditional mission. This exploratory study piques research interest to pursue additional studies such as investigating the strategic plan alignment with missions and investigating explanatory, causal studies.

58832 11:00-11:25

Reflections From a Field Trip to an International Trade Show

Ghazala Khan, Monash University Malaysia, Malaysia

This study reports findings of students' perceptions of a field trip. Analyses is based on the reflections of 92 second year marketing communication students from a field trip to an international trade show. A content analyses of the reflective exercise resulted in two themes Pre and Post visit. In the Pre-visit stage, many students were sceptical of the field trip and were somewhat reluctant to visit. Several students failed to see the relevancy of the field trip and expressed concerns that it would be a waste of time, dull and boring. Post-visit reflections revealed both cognitive and non-cognitive outcomes. Students were able to connect theory to practice and gain new knowledge. An appreciation of B2B business practices was also noted. Non-cognitive learning outcomes included enhanced teamwork, bonding with course mates and a general sense of enjoyment. An overall shift in attitude was observed between pre and post visit stages. It is recommended that marketing units include field trips to enable students to bridge the gap between theory and practice.

58859 11:25-11:50

Differential Treatment at the Workplace: Effects on Faculty and Their Perceptions of Professionalism

Saima Nomaan, Higher Colleges of Technology (HCT), Al Ain Men's College, United Arab Emirates

No discrimination/equal opportunity for all in the corporate and public sectors is lauded and implemented ubiquitously in numerous contexts around the world and is considered an integral part of professionalism. The governments, the laws and the institutional policies in several countries worldwide, including the Gulf, also proclaim the provision and implementation of the differentiation-free work environment to their employees. This type of environment is particularly important in the educational workplace setups since it is crucial that students and faculty are treated equally without any discrimination based on gender, caste, creed, ethnicity or religion and that there is no/minimal practice of preferentialism, nepotism or cronyism to maximise the student and teacher potentials and productivity. However, contrary to these proclamations, it has been observed that the differential treatment of employees exists in many institutions and affects the workforce in several ways. This small-scale exploratory study explores the impact of differential treatment employed on the faculty by their managers at the workplace in a major higher-educational set up in one of the Middle-Eastern countries and how it affects faculty's perceptions of their professionalism, motivation and performance. Using the qualitative research design, the data was collected by means of interviews and the relevant government and institutional policy documents review. The data analyses indicated that contrary to governmental and institutional policies, favouritism is the most exercised form of differential treatment in this educational institution by the managers. Consequently, it negatively affected employees' perceptions of their professionalism and motivation and subsequently, their performance.

10:10-11:50 | Japan Standard Time (UTC+9) Sunday Live Stream Session 1

Room B | Education Policy: Taiwan Perspective

Session Chair: Tzu-Bin Lin

55488 10:10-10:30

A Research on Traditional Arts and Crafts Apprenticeship in Taiwan: To Compare Perspectives of Mentor and Apprentices of Wood Work

Hsiu Shan Shen, National Chiayi University, Taiwan

Jason Cheng-Cheng Yang, National Chiayi University, Taiwan

The advancement of industrialization influenced the decline of traditional arts and crafts. However, no matter how the governmental agencies making efforts of preserving traditional arts, it is still declining in the context of Taiwanese society. Thus, this study plans to explore how and why current workers of wood work are willing to receive traditional mentor education, and to explore the potential problems and improvements of traditional wood work mentor education system. This study also plans to know the role of modern school education in the traditional worker preparation system of Taiwan. The scope of traditional arts and crafts refers to hand make traditional arts and spreading in local diverse ethnic groups. Traditional apprenticeship in this study refers to a concept that apprentice will learn knowledge and skills in the real situation and contexts. They learn from observation, practical works, and reflections from mentor's teaching or daily works. This study adopts case study as research method. This study chooses a wood work workshop in Chiayi. The researcher conducts several times in-depth interviews with one master and three apprentices. The researcher plans to conduct three times of half-hour interview for each research participant within three months. Three times, a total of twelve in-depth interviews. In this way, we can explore how the masters and apprentices can develop the profession of woodwork, the benefits of apprenticeship in the cultivation of wooden masters, and the differences between traditional school education and the cultivation of apprenticeship.

55692 10:30-10:50

Development of the Chinese Tea Ceremony Class in a Junior High School in Taiwan

Jung-Hua Chang, National Chiayi University, Taiwan

Yu-Liang Chang, National Chiayi University, Taiwan

Experiential theme-oriented class has been widely adopted by schools to foster the "Feature School Plan" proposed by the Taiwan government in 2007. The Feature School Plan aimed to integrate diverse local resources into the formal curriculum to enrich students' learning experience and, at the same time, strengthen their recognition of local culture. Schools have to first determine an educational theme that is closely related to the local culture or local educational ecology, then a unique curriculum will be developed by a sequence of cooperation and collaboration efforts among the principal, teachers, and community stakeholders. Fly School(Pseudonym) is a mid-sized junior high school located in the southern part of Taiwan, and the school is currently developing a theme class focusing on Chinese Tea Ceremony, which include the history of tea ceremony, techniques of tea planting, introduction of tea equipment, procedures of making teas, and etiquette of tea ceremony, etc. Action research was selected as the major research method because the development of the tea ceremony curriculum is an ongoing project, and the researcher is one of the major practitioner who actively participate in the whole curriculum development process. By determining the research problems of implementation and conduct research on solving these problems, we are expecting to continually improve the quality of the curriculum as well as providing recommendations for similar educational situations.

55690 10:50-11:10

The Development and Challenges of Music Gifted Education in Taiwan

Min Chia Yeh, National Chiayi University, Taiwan

Hsuan-Fu Ho, University of Chiayi, Taiwan

Music education can accelerate pupils' brain development, increases human connections, and relieve learning stress, and therefore, it has been stressed by Taiwan government since the start of its new educational system in 1949. Thereafter, in 1960, the Taiwan government selected and fiscally supported a group of music gifted children to learn music overseas, which has represented a milestone in upgrading its music gifted education, and has thus encouraged many public schools to establish music experimental classes for nurturing music gifted students. Later, the implementation of the Special Education Act in 1984 has further rectified the name of the music experimental class into music gifted class, and a great deal of special education funding were allocated to music gifted education. However, the Revision of the Special Education Act in 2009 determined to expel music as a gifted education, which not only dramatically shrink the fiscal supports to music gifted education, it also seriously deteriorated the value of music gifted education perceived by schools, parents and the general public. This research is thus aimed to identify the major challenges currently facing music gifted education in Taiwan, and to calculate the relative severity of each challenge. Analytic hierarchy process (AHP) was adopted as the major research method, and a self-developed AHP questionnaire will be administered to 20 music education experts in Taiwan. Based on the research findings, recommendations will be provided for the government and schools to revamp their music gifted education.

10:10-11:50 | Japan Standard Time (UTC+9) Sunday Live Stream Session 1

Room B | Education Policy: Taiwan Perspective

Session Chair: Tzu-Bin Lin

55691 11:10-11:30

Food and Agriculture Education in Taiwan

Yu-han Chuang, National Chiayi University, Taiwan

Yueh-chun Huang, National Chiayi University, Taiwan

Food and agriculture education is a new type of pedagogy focusing on the integration of classroom theoretical instruction and farming practical experiences. Through hands-on learning of food, nutrition, health, and agriculture, this new pedagogy allows students to build decent attitude, knowledge and skills on food production, and has thus been promoted by UNESCO and many major countries in the world. Taiwan is no exception, and the government has promoted the "ecological campus program" as well as established the renowned "Natural Ecology Learning Web System" since 1995. Thereafter, many schools and a variety of non-governmental organizations successively strengthened the content and extension of this program. Despite its tremendous value and popularity only a research was devoted to this new pedagogy in Taiwan. This research is thus aimed to understand how food and agriculture education might influence students' eating behavior. A self-developed questionnaire was adopted as a main research instrument, and the questionnaire will be administered to 200 high school students in Taiwan. Finally, we are expecting to provide the government and schools with practical recommendations for refining their food and agriculture education.

55687 11:30-11:50

A Research on Relationship between Behaviors of Watching Anime and Learning Perceived by Bachelor-Level Students

Manling Wang, National Chiayi University, Taiwan

Jason Cheng-Cheng Yang, National Chiayi University, Taiwan

Japanese anime is very popular in the world. In Taiwan, many kids are familiar with Japanese anime and it influenced them a lot. Before, there are many paper style comic books. Now, due to the development of ICT and smartphone, it is much easier to read and watch Japanese comics and cartoons. Comics and cartoons are contradictory cultural things in Taiwan; some school teachers think it is not good for students' learning. While some other younger teachers believe anime have educational benefits, some anime have educational contents and knowledge and science. Some anime can encourage students' passion to work hard. Some anime can help students learn international perspectives and diverse cultures. Thus it is interesting and meaningful to know diverse people's perspectives on types, behaviors, contents, and benefits of watching Japanese Anime. This study designs a questionnaire to survey college students and school teachers' perspectives on types, behaviors, contents, and benefits of watching Japanese Anime in Taiwan. This study plans to survey 50 college students and 50 school teachers and to QAAA use descriptive analysis and T-test to know the differences of perspectives of watching Japanese Anime. Implications of this study can offer discussions and implications for popular cultures and youth education studies.

12:00-13:40 | Japan Standard Time (UTC+9)

Sunday Live Stream Session 2

Room A | Higher Education

Session Chair: Justin Sanders

55231 12:00-12:25

A Case Study of Design Interactive Response System Applied to Engineering Education on Learning Outcome of Students: Example on a Course in Department of Chemical Engineering

Hung-Chun Tai, National Chung Cheng University, Taiwan

Yuan-Yao Li, National Chung Cheng University, Taiwan

STEM education is the core of education reforms in many countries. However, there are relatively fewer studies focusing on how to improve STEM education especially from the perspective of enhancing student learning outcomes. University education met many challenges in Asia, and Taiwan is no exception. STEM departments at universities can be a driver of leading STEM education reform. This study chooses one department of chemical engineering in one university in Taiwan as the case. The study is to explore learning outcomes and possible influencing factors of using interactive response system in chemical engineering education. Through case studies, focus group will be interviewed with semi-structured interview outlines. The data will be studied by spindle analysis, using the developed interactive response system integrated into the mobile vehicle. At the same time, in order to understand the students' understanding of teaching materials, knowledge and concepts, it is important to create an interactive environment between instructor and students in the classroom so that the quality of the learning will be enhanced. As a result, we hope that the study can provide some suggestions for the follow-up research and the integration of engineering education.

57346 12:25-12:50

How to Help Students Excel in Qualitative Research Methods

Yukiko Inoue-Smith, University of Guam, Guam

Researchers make use of highly diverse qualitative methods, using a set of techniques to collect and analyze non-quantitative data. What types of assignments will systematically enhance students' understanding of qualitative research methods? And how to tap students' real-life experiences in ways that highlight the importance of the assignments? This paper describes master's level qualitative research course assignments that employ student-centered and masterly learning approaches. Addressing three distinct but connected assignments for students, the paper substantially discusses the increasingly important issues of how best to create course assignments of qualitative inquiry, and how to assess student outcomes in fieldwork. In a graduate research course offered in 2019, teacher education students were given three interconnected assignments: 1) doing effective interviews and careful observations; 2) writing organized fieldwork reports; and 3) presenting orally qualitative data informatively. Scoring rubrics were used to evaluate these assignments, emphasizing the technical-rational domain rather than the knowledge domain. Most students completed the work at satisfactory levels. Even more important is that students' direct experiences with ethnographic interviews and observations showed them how valuable such methods are, as qualitative research tools. Students also learned that one key to getting good data from interviewing, is to ask well-thought-out questions. These types of assignments provide the best learning experiences for students. Meaningful learning occurs through practice, by finding connections between classroom experiences and the outside world. Meaningful learning also occurs when students take responsibility for their own learning. This is particularly true in qualitative research courses.

58989 12:50-13:15

A "Big" PBL Problem: What Supports or Hinders Student Motivation?

Shyamli Mehra, Republic Polytechnic, Singapore

Emilia Idris, Republic Polytechnic, Singapore

This study examines student perceptions and motivations toward solving a "Big" Problem over multiple lessons in a problem-based learning (PBL) environment, both from student and staff perspective. It was conducted as a mixed-methods research, involving a quantitative student survey and qualitative in-depth interviews. The intervention used was a big problem introduced in 'Qualitative Research Methods' module where Year 2 polytechnic students were given 4 weeks to solve it. The online survey captured student (N=71) perceptions through three subscales- Intrinsic goal orientation, Extrinsic goal orientation and Self-Efficacy for Learning and Performance, adapted from Motivated Strategies for Learning Questionnaire (Duncan & McKeachie, 2005). It also included some open-ended questions to explore the reasons behind the responses. In-depth interviews were conducted with lecturers (N=2) to gather their perceptions of student engagement with a big problem, through observations in class and student reflection journals. Triangulating the findings, we infer that both staff and students see value in including big problems in the curriculum, despite facing some facilitation / problem solving challenges respectively. Further statistical analysis reveals, there is no correlation between mean motivation scores and assessment grades for this problem. The study gives educators the conviction to design big problems of higher difficulty, where relevant. It also provides researchers the impetus to conduct research to help staff and students adapt to big problems with a combined grade across multiple lessons. Follow-up research may be done to study student motivation towards large problems using other subscales such as task value, and/ across multiple disciplines.

58641 13:15-13:40

Applying Systems Thinking in Undergraduate Teaching: Why CU Boulder Has One of the Most Beautiful Campuses in the Nation

Ping Xu, University of Colorado, United States

"Why is CU Boulder one of the most beautiful campuses in the nation?" The answers often refer to the iconic Lyons-stone walls and limestone trims. This type of response reflects the weakness in conventional education that perceives architecture as an individual silo isolating from other disciplines. To challenge this mainstream mindset, in a theory and method class at an undergraduate level, I designed a project that leads students to research this topic. The project approach includes five components: 1) study "Systems Philosophy" (by Ludwig Van Bertalanffy and Ervin Laszlo) to understand the built environment as an integrative system and conduct an analysis of the system structure and its functions; 2) research case studies of ancient practices that shaped cultural landscapes to inspire our approach applying the concept of Systems Thinking; 3) research CU Boulder campus and organize groups with different emphases, from large scale to small-scale, from sky, earth to people; and 4) conducted field investigations at the campus and interviews with students, locals, and professionals in architecture and landscape. In the end, we have discovered that the central theme of the campus design is "Student is first", which is one of the most significant factors to make this campus successful. This project not only has trained the undergraduate students to research on a sustainable built environment of CU Boulder but also inspired students' challenging thinking with debating on the trendy design theories. Moreover, this project has also enhanced undergraduate students' Systems Thinking, a fundamental worldview in the contemporary era.

12:00-13:40 | Japan Standard Time (UTC+9) Sunday Live Stream Session 2

Room B | Elementary Education: Taiwan Perspective

Session Chair: Tzu-Bin Lin

55693 12:00-12:25

The Strengths and Weaknesses of Mixed-age Teaching Policy Perceived by Elementary School Music Teachers in Taiwan

Wen-Wen Luo, National Chiayi University, Taiwan

Hsuan-Fu Ho, National Chiayi University, Taiwan

The mixed-age teaching was defined as a teacher instructs more than one age-group of students in the same classroom, and this type of pedagogical reform has been adopted in Taiwan since 2015, mainly to deal with the dramatic budgetary constraints in small schools. Although mixed-age classes might have the potential to foster cognitive skills and to increase the opportunities for students to select a class more adequate to his/her competence, many challenges are facing school teachers for implementing this new pedagogical mandates: Difficulties in content integration, strains in class management, obstacles in teacher recruitment, to name just a few. This research is thus aimed to compare the relative strengths and weaknesses of mix-aged teaching with single-age teaching, with a special focus on music education. Analytic Hierarchy Process (AHP) was adopted as the major calculating method for evaluating the relative strengths and weakness. A self-developed AHP questionnaire will be administered to 30 school music teachers in Chiayi County and City, Taiwan. Based on the research results, we will provide practical suggestions for the government and schools to revamp their mixed-age instructional designs in the future.

55685 12:25-12:50

A Research on Professional Ability of Lunch Secretary of Elementary Schools in Taiwan

Yi Wen Chen, National Chiayi University, Taiwan

Jason Cheng-Cheng Yang, National Chiayi University, Taiwan

School lunch is a very important section of school life. It relates to students' nutrition and health development. Lunch secretary is very important in the school to help deal with relating administration affairs. Now, in the Taiwanese school context, lunch secretary work is responsible by school teachers, thus how can school teachers have the professional abilities to promote administrative affairs of school lunch is an important research question in the field of school administration. What are the key professional abilities that school lunch secretary must possess is also an important research question. The main purpose of this study is to construct key professional abilities of school lunch secretary in Taiwan via literature review and document analysis. The literatures are previous research outcomes published in Taiwanese journals. Documents are collected from schools in Taiwan to know responsibilities and contents of work of school lunch secretary. After collecting relating literatures and documents, and to construct a questionnaire to survey the key professional abilities that should be possessed by lunch secretaries of school in Taiwan. This study plans to do questionnaire survey to administer 100 questionnaires to school teachers in Taiwan to collect their personal background variables and their opinions on professional abilities of school lunch secretaries. The professional abilities of lunch secretary are divided into two factors: personal characteristics and administrative skills. The statistical methods include descriptive analysis, T-test, and ANOVA. The results of this study will offer implications for schools and administrators.

55695 12:50-13:15

A Case Study of Promoting Bilingual Education in an Experimental Elementary School in Tainan

Tzu-Yun Huang, National Chiayi University, Taiwan

Shan-Hua Chen, National Chiayi University, Taiwan

Since 2016, Taiwan government has set the goal of being a bilingual country by the year of 2030. In 2016, Tainan city government established two pioneer bilingual experimental elementary schools, and the Content and Language Integrated Learning (CLIL) approach is adopted as the main teaching method. These experimental elementary schools were allowed to decide which subjects should be taught in English, such as science, art and physical education. In this research, the case school is one of these two experimental elementary schools. Currently, the school uses English to teach music, art and physical education classes. The purpose of this research is thus to understand the effectiveness and challenges of implementing bilingual education in the case school, teachers' perception of bilingual education and how they choose which subjects to teach in English, as well as the students' attitude to the bilingual classes. The research will adopt interview method, observation, and document analysis to ensure the reliability and validity of information. The interviewees will include students, administrators, and teachers who teach bilingual classes in the case school. Finally, we are expecting to provide the government and schools with practical recommendations for promoting bilingual education in the future.

55698 13:15-13:40

The Benefits and Challenges of the "Education Cloud" Perceived by Elementary and Junior High School Teachers in Taiwan

Long-Zhe Lin, National Chiayi University, Taiwan

Hsuan-Fu Ho, National Chiayi University, Taiwan

The advances of digital technology in the 21st century has accelerated the e-learning practices around the world. Different from the traditional chalk and board learning exercise, e-learning leverages the electronic devices and internet resources for knowledge delivering, which not only allows students to learn at anytime and anywhere, students can also learn at their own pace and path. To keep pace with the time and to be succeed in the global competitions, the Taiwan government established the "Education Cloud" in 2013 to provide school teachers with a decent internet instructional resource base, while many teachers lamented that the function and resources of the Education Cloud were somewhat meager. In accordance, the government has speeded up its endeavors to update the program. With large new educational functions and contents being integrated into the Education Cloud in 2014, the government mandated all schools to adopt it as their major internet instructional assistance foundation. This research is thus aimed to assess the major benefits and challenges of the Education Cloud perceived by school teachers, and to examine whether teachers with different background and using patterns may significantly vary in their perceptions of the Education Cloud. A self-developed questionnaire will be administered to 100 elementary and junior high school teachers in Taiwan, and based on the research findings practical recommendations will be provided for government and school administrators to further improve the effectiveness of the Education Cloud.

13:50-15:30 | Japan Standard Time (UTC+9)

Sunday Live Stream Session 3

Room A | STEM Higher Education

Session Chair: Brian Aycock

58798 13:50-14:15

Use of 3-Dimensional (3D) Models in Anatomy Education in Leicester Medical School

Anton Wong, University of Leicester, United Kingdom

Introduction: Anatomy is one of the most fundamental aspects of medical education and remains the cornerstone of the medical profession. The advancement of technology has allowed traditional pedagogy of dissection to be enhanced by more innovative methods, including use of 3-dimensional (3D) models. Methodology: An action research project was conducted to evaluate the effectiveness of 3D models in learning anatomy. First and second year students were introduced to 3D models of the femur and brain respectively. At the end of the module, a formative exam was conducted to assess the students' memory retention and anatomy recall. Students were also given a questionnaire to offer their thoughts on the use of 3D models in learning anatomy. Results: A total of 44 students responded to the questionnaire. The data across both cohorts supports the use of 3D models in learning anatomy. The formative assessment scores were satisfactory and encouraging. Overall, 94% of year one students and 54% of year two students had an assessment score of 70% and above. Conclusion: The study found the use of 3D models to be a more interactive and enjoyable way of learning. Students found 3D models to be useful in learning anatomy as it increases their visuospatial awareness. Results suggest that the use of 3D models improve memory and information retention. Further research needs to be done in this subject, but the use of 3D models should be implemented mainly as adjuncts to cadaveric dissections, rather than rendering cadaveric dissection obsolete.

58884 14:15-14:40

Coding for All: Coding Education for Liberal Arts Students in Hong Kong Higher Education

Eric Ho Chi Chow, Hong Kong Baptist University, Hong Kong

The purpose of this qualitative case study is to understand the effectiveness of introductory coding education offered by a publicly funded liberal arts university in Hong Kong. Of particular focus is the lived experiences of non-CS (computer science) students who attended the introductory coding courses offered at the university. The research question of this study are as follows: How do non-CS students describe their learning experience and challenges in self-efficacy beliefs development with respect to their participation in introductory coding education? Data collection included semi-structured interviews, document review of course syllabi, review of course projects, as well as review of assignments. Participants for the interviews included six non-CS students who attended introductory coding courses, and three faculty members who have taught introductory coding courses or worked in academic programs that included introductory education at the research site. Data was analyzed using descriptive coding and revealed the presence of an informal student hierarchy in the introductory coding courses. Unhelpful feedback from teaching assistants and instructors have failed to help some of the students develop coding self-efficacy, while learning from online resources through self-help and working with non-CS peers helped rebuild their self-efficacy. The students also reported successful transfer of learning to other courses or attempted to study advanced topics in coding outside the regular university curriculum. Interestingly, students who failed to gain coding self-efficacy were not afraid to transfer their learning to other courses.

58628 14:40-15:05

A Materials Library Created by Students, for Students: An Invaluable University Resource

Faith Nightingale, Queen Mary University of London Engineering School, United Kingdom

Andrew Spowage, Queen Mary University of London Engineering School, United Kingdom

A materials library, like other curated collections, contains valuable reference which can be used for a wide variety of purposes. It is highly desirable for universities, especially those with strong engineering and materials science programmes like Queen Mary University of London Engineering School (QMES), to have a materials library as it allows students to see, touch and experience different materials. In its innovative programme, QMES incorporates a comprehensive 26-hour materials library project in its 2nd year Personal Development Planning module. This project requires students to research potential materials, competitively communicate and market their choices to their peers to win support for the next stage, research and build a website about the material and finally use appropriate techniques to prepare a sample of the material for display. To take the project to the next level, in a year 3 module on materials characterisation, students must conduct actual experiments on their materials and expand their websites with real world test data. This affords an opportunity for students to integrate additional knowledge they have gained into an updated version of their websites. It is anticipated that as students move into their final year and need to complete final year and design projects the library will act as an invaluable resource. To test the effectiveness of the project, a survey was conducted in two parts inviting students to comment on the original material library project and the additional developments. The results, the teaching model and the lessons learned will be presented in this paper.

58400 15:05-15:30

Application of a Transition Survey to Help Student Identify and Close Gaps in Their STEM Knowledge, Skills and Reasoning

Andrew Spowage, Queen Mary University of London, United Kingdom

Xinru Deng, Queen Mary University of London, United Kingdom

The transition to higher education is paved with change and difficulties. Of the various dimensions associated with the transition the gaps in student's entry academic knowledge, skills and reasoning is perhaps the most under investigated. This work outlines the application of a transition survey following the approach of McCartan & Goodhew. An updated version of the transition survey was developed and deployed across two undergraduate programmes covering 240 engineering students from Queen Mary University of London's Joint Educational Institute in Xi'an China. The primary research question asked if the application of such a survey could support students to identify and close any gaps in their prerequisite academic background. The results indicated that the survey was a useful tool in identification and closing of any gaps in students academic background. Further, the work allowed a greater appreciation of the student's backgrounds to support refinement of the curriculum design and a more comprehensive understanding of diversity within the cohort. The work identified several important areas for further work and the considerable potential of using such a tool as part of a predictive analytics system designed to identify areas where specific students may have difficulty later in their programmes of study.

13:50-15:30 | Japan Standard Time (UTC+9) Sunday Live Stream Session 3

Room B | Primary & Secondary Education

Session Chair: To be announced

58227 13:50-14:15

Positivity in Numbers: Structured Modules in Logic With Positive Education

Alberto Dizon, Don Bosco Technical Institute, Philippines

This study focused on the development and validation of structured module in Logic with the integration of Positive Education following the five-core elements of PERMA Approach, the psychology of well-being and happiness. These elements which are positive emotions, engagement, relationship, meaning and accomplishment served as the foundations of the researcher in structuring the module. Moreover, the researcher studied how Positive Education helped the students improved their academic performances and alter the views of the students in learning Mathematics. Specifically, the study was conducted by attaining the following objectives: (a) to develop and validate a structured module in teaching Logic. (b) to verify the effectiveness of the structured module to the students between the experimental and control groups; low- and high- performing students. Moreover, the structured module was validated by the Mathematics specialists for the content, specialists who were inclined with Positive Psychology and Positive Education, and by the selected students from the experimental group using a questionnaire. The results from these validations were satisfactory and highly acceptable. Hence, the effectiveness of the content was documented. The findings revealed that the structured module helped the experimental group to improve their performance in the post-test, which was not observed among the control group. Likewise, the study also verified if the Positive Education approach was a factor for the improvement of the performance of both low- and high-performing students. Eventually, the results may be considered as manifestations that there was no significant difference between the scores, meaning that the structured module was effective. Also, the study proposed an action plan recommending a Positive Education Program to the institution to encourage positive perspective and possibly affect happiness in the life of the members of the community, while increasing the academic performance of pupils and students.

55688 14:15-14:40

Rethinking School Administrator Compensation Policies in Taiwan

Hsuan-Fu Ho, National Chiayi University, Taiwan

School administrators play the most crucial role to ensure the school system is operating effectively and efficiently. They are in charge of directing programs, supervise and support teaching activities, managing school budgets, and setting strategies to carry out school missions. However, in Taiwan, many schools can hardly find enough teachers to assume the administrative positions. The shortage of school administrators can be attributed to the devastating workload and inadequate compensation system. Taiwanese school administrators has to endure an overwhelming workload and stress without commensurate compensations, counting with their relatively limited vacations and opportunities for other fiscal allowances have thus led to the impediments of recruiting competent talents to assume the administrative positions. Sponsored by the Ministry of Science and Technology of Taiwan government, this research is thus aimed to estimate the relative workload of a variety of school members, which in turn will be utilized for constructing adequate compensation scale formula for school administrators. Finally, endeavors are promised to examine the political, economic, social and technical feasibility of the aforementioned compensation scales.

58556 14:40-15:05

Out-Of-Field Teaching in Ghanaian Basic Schools: A Matrix of Teachers Experiences

Stephen Kwakye Apau, University of Education, Ghana

Globally, the problem of out-of-field teaching still persist despite the frantic efforts of policy makers to ensure that qualified teachers are placed to teach subjects and grade levels they have been trained to teach. Though statistics on the phenomenon remains scanty in Ghana, available evidence indicates that it accounts for the poor performance of students in Basic Education Certificate Examination (BECE) especially in rural areas. The purpose of this study, therefore, was to explore the lived experiences of out-of-field teachers in the Basic Schools in Ghana. Using the multiple case-study design, twelve (12) teachers were purposely sampled for the study. Both interview guide and observation schedules were used to collect data from the respondents. Data collected from the respondents were analysed into themes. The findings of the study revealed that the teachers found themselves teaching out-of-field as a result of policy directive and not their own volition. Most of them have, therefore, not adjusted well to the demands of the classroom. They struggle to prepare appropriate lesson notes, conduct assessment and manage their classrooms effectively. The study concludes that students' performance in the rural parts of Ghana is likely to continue to dwindle unabated if policies that may limit its influence in the classroom are not pursued. The study, therefore, recommended that the Ministry of Education and its subsidiary agencies such as the Ghana Education Service should develop a policy framework to guide the recruitment and deployment of teachers. Such a policy should ensure that teachers are recruited based on their expertise and the availability space to teach in the schools.

13:50-15:30 | Japan Standard Time (UTC+9) Sunday Live Stream Session 3

Room B | Primary & Secondary Education

Session Chair: To be announced

55689 15:05-15:30

A Research on Needs and Willingness of After-School School Perceived by Six Grade Students in Elementary Schools of Chiayi City

Wenchen Wang, National Chiayi University, Taiwan

Yu-Liang Chang, National Chiayi University, Taiwan

After-school school is a concept similar to the idea of "cram school". This is a new term in Taiwan. Chiayi is a city that has the tradition of caring children's educational development. There are many cram schools and after-school schools in Chiayi city. The Taiwan government implemented the new curriculum guideline from 2019 to make the curriculums in primary and secondary schools diversified and thus college entrance exam system will also be adjusted to fit with this new trend. Literatures and existed studies asserted that cram schools in East Asian countries would change their marketing strategies to fit the transformations of college entrance exam. Because the Taiwan government transformed national curriculum guideline in the year of 2019 and this trend will influence college entrance exam in the near future and will also influence market strategies of cram schools and after-school schools in Taiwan. Therefore, this study plans to do a new survey on students' needs and willingness to attend after-school schools in Chiayi City after the implementation of this new policy. The participants of this study are 200 six-grade primary school students in Chiayi city. The survey will use a self-developed questionnaire which is divided into two sections: willingness and needs of attending after-school school. Needs include items about "curriculum", "facilities", "technology", "issue", "language", "international perspective", "entrance exam", and "skill". Willingness includes items about "time", "fee", "location", "teacher quality", "size", "education ideal", "brand", and "peer effect". The potential findings are to compare needs and willingness of six-grade primary school students with different background variables in Chiayi City and thus can have implications for managers of after-school schools.

15:40-16:55 | Japan Standard Time (UTC+9)

Sunday Live Stream Session 4

Room A | Curriculum Design & Development

Session Chair: Christine Coombe

58016 15:40-16:05

Developing Student's Creativity Using Design by Analogy with Word Trees

Hung-Hsiang Wang, National Taipei University of Technology, Taiwan

This study aims to understand the effect of the Design-by-Analogy (DbA) WordTree method, proposed by Linsey (2007), on the individual's development of creativity. The method was introduced to two training workshops using near-sources and to two others using far-sources. The Creativity Assessment Packet (CAP) and the Kaufman Domains of Creativity Scale (K-DOCS) were used in the pre-test and the post-test for the participants, who were 100 students of a university. The progress of each participant's creativity was examined. Results reveal that the participants' domain-general creativity and domain-specific creativity both largely rose after taking the whole training workshops. The ideas generated in the workshops also show that the far source and the near-source are equivalent in enhancing idea generation by analogy. Future studies should conduct controlled experiments to compare the method with others.

58638 16:05-16:30

English Education Curriculum for Global Researchers in Medical Field

Eiko Kawagoe, Graduate School of Healthcare Sciences, Jikei Institute, Japan

I won a grant from the Japanese Ministry of Education, Culture, Sports, Science and Technology. The theme of this research supported by the grant is 'English Education Curriculum for Global Medical Researchers and Doctors.' With this grant, I developed two types of English language teaching educational programs for college students in the medical field: 1) I used two types of videos from YouTube as teaching materials: '2018 my Cancer Connection Cancer Survivorship Conference Medical Panel' (2018/10/01) and 'A New Era of Medicine with iPS Cells - Lecture by Professor Shinya Yamanaka' (2017/09/18). These are lectures by medical scientists from the University of Texas and Kyoto University. About 40 students watched the video in a required English class at Osaka University. English was easy to understand and very educational for them. YouTube proved to be very effective for learning medical English. 2) Two dentistry students, one pharmaceutical student, and one medical student from Osaka University participated in the Berlitz English Conversation Course in Medicine tailored for them. The course was designed to help medical specialists to present papers at international conferences. Afterwards, all of them found the course "very informative," "useful," and "very helpful" to learn English. All the respondents said that their motivation was "highly increased" and that they would like to continue with the course. There is no doubt that training by YouTube videos and for conference presentations can contribute to the development of future global medical researchers.

57025 16:30-16:55

Usage Application of Multimedia for Learning Values of Thai Literature to Develop Learning Achievement for High School Students

Kittipong Phumpuang, Naresuan University, Thailand

Patcharin Buranakorn, Huachiew Chalermprakiet University, Thailand

This qualitative research aimed to apply the multimedia for learning values of Thai literature with high school students in order to develop their learning achievement. Six classical Thai literature, including Niras Phukaotong; Pra Apaimanee; Lilit Talengpai; Mathana Phatha; Khunchang Khunpan; and Sangthong, were created as multimedia. Eight processes of producing the multimedia were as the following: 1) producing the storyboard, 2) storyboard reviewing by the scholars, 3) storyboard revising, 4) contents and media discussion, 5) production of the multimedia, including characters drawing; video filming; games testing; cartoons animating; graphic producing; motion pictures editing; and sound recording, 6) making of multimedia of the six classical Thai literature, 7) the multimedia assessing by the scholars, and 8) adjustment and completion of the multimedia. Evaluation of the multimedia was the excellence, assuring for efficient class usage. The researchers had applied the created multimedia of six classical Thai literature with 720 students from three high schools, 240 students per school. Scores of learning achievement of students after the application of the multimedia were significantly high, 0.05 statistic level, compared to the pretest before application of the multimedia. The results of the application were correlating to the research hypothesis.

15:40-17:20 | Japan Standard Time (UTC+9) Sunday Live Stream Session 4

Room B | Primary & Secondary Education

Session Chair: Bernard Motoneri

59140 15:40-16:05

Promoting Children's Emotion Word Learning at Elementary Schools in Japan: Examining Teachers' Efforts and Textbooks' Contents

Hiroshi Narimatsu, NTT Communication Science Laboratories, Japan

Naomi Watanabe, NTT Communication Science Laboratories, Japan

Sanae Fujita, NTT Communication Science Laboratories, Japan

Tessei Kobayashi, NTT Communication Science Laboratories, Japan

New curriculum guidelines set by the Japan Ministry of Education, Culture, Sports, Science and Technology (2020) emphasize children's development of self-expression including emotion expression. To learn about how elementary schools are working towards this new objective, the present study conducted semi-structured interviews with teachers and examined emotion word usage in Japanese textbooks. Interviews with teachers from three elementary schools revealed that there is no specific curriculum intended to promote children's emotion word learning and emotion expression. However, they see Japanese class, moral education, teacher-child interactions, and diary and essay assignments as great opportunities to teach students emotion words and how to use those words to express their emotions properly. The teachers believe daily school life is filled with emotion teaching; however, they also pointed out that the quality of emotion teaching varies among teachers due to the absence of a formal curriculum. We analyzed emotion word usage in the most common Japanese literature textbooks (grades 1-6) using 225 words recommended for school-aged children to acquire (Kotoba no takarabako, 2020). The results showed that across three publishers' textbooks, only 86 different emotion words appear on average. Also, 55 emotion words (e.g., happy, surprised, fun) are common across the publishers, suggesting that those words may be basic emotion words essential for communicating emotions. We conclude by discussing possible intervention ideas to promote children's emotion word learning.

55697 16:05-16:30

A Study of Junior High School Students' Extracurricular Reading Behavior in Taiwan

Ying-Tzu Lin, National Chiayi University, Taiwan

Hsuan-Fu Ho, National Chiayi University, Taiwan

Extracurricular reading are pleasure reading that falls outside the scope of formal school curriculum. Extracurricular reading has been stressed by most countries in the world because it has a significant number of benefits to students, such as exploring one's own interests, improving concentration, broadening perspectives, building higher self-esteem, and improving academic achievements, etc. Taiwan is no exception, and the government has thus promoted a sequence of extracurricular reading projects to improve students reading performances. The establish of the "Reading Instruction Talents Nurturing Center" in 2012, for example, was aimed to improve elementary school teachers' reading instruction skills; The "Morning Reading Exercise 123" mandated in 2013, for another example, was designed to dramatically increase students' extracurricular reading exercises. However, the results of these official endeavors were poor and miserable. Taiwanese students' performance in the Program for International Student Assessment (PISA) ranked as 23th place in 2015, dropping 15 spots from 7" in 2012. This research is thus aimed to recognize students' general reading behaviors, to identify the factors that has contributed to the governmental project failure, and to build policy alternatives to indeed lift students' reading performance. A self-developed Likert five-point scale questionnaire will be administered to 100 junior high school students in Taiwan. Finally, based on the findings, we are aiming to provide schools with practical implications and recommendations for guiding and improving their reading instruction projects.

58095 16:30-16:55

Establishment of the Common Understanding for in-school Lesson Study System: The Case of Shinshiro Elementary School in Aichi Prefecture

Daiki Yamashita, Nagoya University, Japan

This study investigates how a common understanding of the in-school lesson study system was established at Shinshiro Elementary School (SES), located in Aichi Prefecture of Japan. To this end, this study analyzes the school document entitled "Kangaeru", written by school principal Toshio Atsumi. At SES, the "Kangaeru" was distributed to all in-school members at every teacher training session. Based on the document, Atsumi delivered a lecture on the in-school lesson study research policy. The analysis of this study reveals that Atsumi recommended reference works as a strategy for establishing a common understanding of the in-school lesson study system: 1) Atsumi selected some books on the empiricist philosophy of education written by Professor Kaoru Ueda, a famous philosopher of empiricist education in postwar Japan. Atsumi had conducted joint research on problem-solving learning based on empiricist education as a member of the group under the supervision of Professor Ueda. Given this background, Atsumi recommended Professor Ueda's books as representatives of the empiricist philosophy of education. 2) Atsumi selected educational practice records by Fumio Nagaoka, Kihaku Saitoh, and Yoshio Toi. Nagaoka is a famous educational practitioner specializing in problem-solving learning for social studies, while Saitoh and Toi are authors of practice records—in which they proposed pioneering educational methods—that were read by many teachers after postwar Japan. Atsumi recommended these records as the guiding principle for the creation of lesson plans on the grounds that they provided highly valuable viewpoints for educational practice.

15:40-17:20 | Japan Standard Time (UTC+9)

Sunday Live Stream Session 4

Room B | Primary & Secondary Education

Session Chair: Bernard Motoneri

58127 16:55-17:20

Stand Alone Worksheets for Basic Mathematical Computation Skills Development

Jaymar L. Bonaobra, Bicol University, Philippines

Richard Lorente, Bicol University, Philippines

The recent National Achievement Test (NAT) results proved the mathematics performance of Filipino learners fall below the DepEd's 75% MPS target. Additionally, international assessments including TIMSS and PISA revealed similar poor results of Filipino students in math. This study developed "Stand Alone Worksheets" (SAW) to address least mastered computation skills; it revealed the developed Grade 6 basic mathematical computation skills preparatory to Grade 7 and performance gains of the mathematically challenged Grade 5 completers along basic mathematical computation skills. A one-group pre-test and posttest pre-experimental design was used in this study. There were 880 pupils from three (3) representative large schools in Albay of S.Y. 2018-2019 screened from where the lowest 25% participants were taken. Fifteen (15) worksheets were developed covering multiple operations on whole numbers, estimations and four basic operations on fractions and decimals. The SAWs increased the pupils' performance. The said improvement is statistically significant @ $\alpha=0.01$. Further, the SAWs can be adopted/modified to enhance learners' performance level, and that teachers should focus on deepening pupils' conceptual understanding of basic computation skills. This paper suggests that a better mathematical performance is achievable in both primary and secondary levels when teachers focus on developing basic math skills among students.

Monday November 2

A dark, high-contrast photograph of a man in a suit holding a document, standing in front of a blurred audience. The man is the central figure, holding a white document with both hands. The background is dark and out of focus, showing the silhouettes of other people.

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

Workshop Presentation: Yvonne Masters Embracing Difference, Finding Commonality – Collaborative Research and Writing

Monday, November 02 | 11:35-12:35 | Japan Time (UTC+9)

Academia can be a lonely place. We are all encouraged to research and to publish, but often the desire to succeed can lead to creating individual silos, places where sharing is seen as dangerous. In this workshop/presentation I want to encourage participants to consider ways in which we can pull down the silos and work together on both research projects and in writing. Both research and writing can be interdisciplinary, international and intercultural. There are challenges in doing this and the need for both trust and the suspension of ego. However, the benefits can be exponential. Let's explore together!



Yvonne Masters

Yvonne Masters is an independent researcher in Australia. She has been involved with IAFOR for several years as a member of The Asian Conference for Education Organising Committee, as co-facilitator of The Asian Undergraduate Research Symposium, and as a member of the International Academic Advisory Board. Yvonne is the current Editor-in-Chief of the *IAFOR Journal of Education*, a Scopus indexed Open Access journal on education which will publish four issues in 2020 and six issues in 2021.

Yvonne was a teacher and teacher educator for over 40 years and is still passionate about education. She was a senior lecturer in Professional Classroom Practice in the School of Education, University of New England, Australia, a position that she accepted after five years as Director of Professional Experience in the same School. Prior to taking up her position at UNE, she had 30 years' experience in secondary schools including in the roles of Curriculum Coordinator, Deputy Principal and Principal. Her teaching experience spans three Australian states. Her research interests centre on undergraduate research, academic publication, teacher education and policy, professional experience, teacher identity, online learning and virtual worlds. Yvonne was awarded her PhD, focused on school principalship, from Deakin University.

She is an active researcher and gained, in collaboration with other researchers, 4 Internal UNE School of Education Research grants; was a partner in a \$200,000 ALTC (OLT) grant, VirtualPREX: Innovative assessment using a 3D virtual world with pre-service teachers; in 2014 achieved a UNE Seed Grant for a one year project to explore teacher quality; and in 2015 gained a \$50,000 OLT seed grant to develop resources to assist pre-service teachers to gain online teaching skills to assist them in teaching wholly online into virtual schools.

Yvonne serves as a reviewer for several education journals and is a senior reviewer for IAFOR conferences. She presents on a variety of education topics including publishing as an academic, teacher education policy, undergraduate research, and online teaching at a range of conferences, both Australian and international.

Workshop Presentation: Sam Holtzman & Armando Zuniga

Structures for Teaching Art & Design – A Faculty Development Workshop

Monday, November 02 | 12:45-13:45 | Japan Time (UTC+9)

Learn about the primary structures and principles behind teaching and learning in Art & Design and begin to develop an outline for your own course or project. We will cover Backwards by Design, Scaffolding, Parameters for Creativity, and Critique and Grading, using an visual diagram that offers an opportunity for audience members to create their own project and problem-based assignment for their students to understand creative process and applied creative production.



Sam Holtzman

Sam Holtzman has a PhD in educational leadership, policy, and evaluation from the University of Virginia and has lived and taught around the world. Originally from Palo Alto, he grew up moving around, and continued after graduate school, moving to Japan, back to the bay where he worked with students and faculty on visual literacy, critical thinking, and teaching for diversity, equity and inclusion, at the California College of the Arts and San Jose State University. In 2013, he joined ArtCenter College of Design to become the first dedicated director of faculty development at an AICAD college.



Armando Zuniga

Dr Armando T. Zúñiga began his position as Director of the Writing Center during the Summer Term of 2018. Along with the responsibilities of this directorship, Dr Zúñiga is also Faculty Director of English Language Learning and Assistant Professor of Humanities and Sciences. Prior to working at ArtCenter, he was Assistant Director for the Loyola Marymount University's Center for Equity for English Learners (CEEL). Accordingly, he has taught graduate-level courses in effective practices and pedagogy for English Language Learners (ELLs). Additionally, he has consulted in the area of second-language acquisition and cultural diversity internationally.

He earned his doctorate in Organizational Change and Leadership from the Rossier School of Education at the University of Southern California (USC). His dissertation research was a qualitative study of the influence that knowledge, motivation, and the organization have upon the goal attainment of instructional coaches for teachers of ELLs.

10:10-11:25 | Japan Standard Time (UTC+9) Monday Live Stream Session 1

Room A | Psychology and Education

Session Chair: Cynthia Northington Purdie

59060 10:10-10:35

Analytics of Behavior Semantics for Understanding Constraint Conditions Hidden in Formative Process of Real-world Learning

Koryu Nagata, Shizuoka University, Japan

Masahiro Tada, Kindai University, Japan

Masaya Okada, Kyushu University, Japan

An alternative of classroom learning is situated learning by behaving in the world (e.g., environmental learning in a natural field). Among various types of human intelligence, this research is interested in understanding the process mechanism that human intelligence is formed through learner-learner and learner-environment interactions. Here, we assume that a learner's cognition, interpretations and behavior in the world are positively or negatively affected by various levels of constraint conditions given by his/her body, cognition, and surroundings. For example, a learner may not generate a certain type of effective real-world behavior if he/she does not know basic knowledge (i.e., cognitive-level constraint). At the place where interesting objects do not exist in the world, a learner's active inquiry will be restricted (i.e., environment-level constraint). To mine a learner's prospective behavior for making multi-view understanding of the world, we developed technologies (1) to multidirectionally sense a learner's behavior in the world, (2) to parameterize time-series behavior with different semantics, and (3) to extract constraint conditions hidden in the formative process of real-world learning. This research applied our analytical framework to our experiments of environmental learning with 30 participants in an experimental forest. Our initial results showed that the semantic-level data of behavior enabled us to understand the cognitive state and constraints of learners, and to find the changing points of learning situation. This illustrates our framework can be a theoretical basis to understand the mechanism of situated intelligence emerging in the world.

59091 10:35-11:00

A Real-time Engagement Assessment in Online Learning Process Using Convolutional Neural Network

Shofiyati Nur Karimah, Japan Advanced Institute of Science and Technology, Japan

Shinobu Hasegawa, Japan Advanced Institute of Science and Technology, Japan

Engagement is one of essential components in a learning process to provide personalized intervention pedagogy. Since there is a paradigm-shift on information and communications technology (ICT) in education, fostering learner's engagement is not only for traditional classrooms but also for distance learning settings such as online learning. In this paper, we propose a practical use of a real-time engagement assessment through facial expression by optimizing convolutional neural network. We built a face recognition and engagement model to be applied in a web-based learning application. The deep learning model is experimented on open Dataset for Affective States in E-Environments (DAiSEE) with hard labeling modification. Extracting images from every 10 seconds video were done to prepare the dataset to be fed into the neural network. Some hyper-parameter tunings are conducted to achieve high accuracy (more than 90%). The engagement states are recorded to perform an evaluation of the learner's during any online learning activities such as reading, writing, watching video tutorial, online exams and online class. The results demonstrate the potential improvement for interactive distance learning by taking into account engagement assessment.

58906 11:00-11:25

Condition Branding & Resistance: An Analysis of Brand Sentiment of ADHD Among American Students and IAD Among Chinese Students

Brandon Chicotsky, Texas Christian University, United States

A marketing phenomenon called "condition branding" influences a wide scope of stakeholders impacted by Attention Deficit Hyperactivity Disorder (ADHD) and Internet Addiction Disorder (IAD). The Center for Disease Control and Prevention (2017) estimates 11% of American children are diagnosed with ADHD. The majority of the diagnosed population are under the age of 17 in the United States, with a substantial amount of diagnoses currently attending college. In China, IAD is associated with youth populations, which also extends to college students (Ni, Yan, Chen, & Liu, 2009). The current analysis investigates sentiments regarding ADHD and IAD treatments with condition branding as a central factor. The study's overarching question asks: "Is there any unfavorability among consumers regarding ADHD and IAD as a result of condition branding about which we are not aware?" Respondents of the study are college students recruited from four regional university environments of both private and public universities from the southwest, southeast, northeast, and northwest of the United States (for the ADHD test group) and Guangdong Province and Hebei Province in China (for the IAD test group). Students' opinions in the current analysis provide insight into principles that extend beyond national borders regarding potential backlash to condition branding. Cross-cultural inquiries are critical for identifying potentially generalizable results (Brislin, 1976), which informs academe while also empowering stakeholders impacted by, or directly involved in, condition branding campaigns.

10:10-11:25 | Japan Standard Time (UTC+9)

Monday Live Stream Session 1

Room B | Education, Sustainability & Society

Session Chair: Grant Black

58898 10:10-10:35

Hope for the Tago Ng Tago: Self-efficacy and Resilience of Undocumented Filipinos in United States Higher Education

Gloria Montiel, Claremont Graduate University, United States

Undocumented students in the United States are among the most academically vulnerable populations. One in six Filipinos in the US is undocumented (Migration Policy Institute, 2018), and the University of California President reports that 40-44% of undocumented students at the University of California system are Asian and/or Pacific Islander. However, virtually nothing is empirically known about their experiences in the educational pipeline. Leveraging Banduras' (1999) concept of self-efficacy & Masten and Powell's (2003), this study explores the factors that help nine Filipino undocumented students to persist in education despite risks associated with an undocumented status. Data were collected through structured interviews and thematically analyzed (Botatzis, 1998). Findings show that despite not having specific information related to their undocumented status and needing to keep their status secret, even within family circles, undocumented Filipino students built self-efficacy and resilience through (1) internalization of motivation from their families; (2) internalizing the value of education from familial expectations, and; (3) designing their own strategies to navigate their undocumented status in their pursuit of higher education. This study is one of the first to center on undocumented Filipino students. It also advances the use of asset-based lenses to analyze the undocumented student experience, which has historically focused on risk. Its findings can serve K-12 schools and institutions of higher education to build specific mechanisms to support undocumented students of diverse backgrounds to ensure equitable access and experience.

56005 10:35-11:00

What's Noteworthy and What Needs to be Taken Note of: An Exploratory Examination of a Learning Center for Refugee Children

Jennifer Tan, HELP University, Malaysia

This paper examines the initiatives of a faith-based, non-governmental learning center set up to teach basic literacy and numeracy skills to a group of Rohingya refugee children in Malaysia. Using the four criteria mentioned in the SAFE Approach; Sequenced, Active Focused, Explicit, the purpose of the study is to highlight the noteworthy practices of the center as well as to identify what are some essential weaknesses that need to be taken note of in order for sustained teaching and learning to happen. Based on the exploratory nature of the research purpose, face-to-face, in-depth, semi-structured qualitative interviews and observations were used to collect the study data. Findings showed that while good intentions to serve the community seem to drive the initiatives, there is a dire need to see a shift in focus to training and development of human resources, particularly towards the teachers and volunteers who scaffold the children as they begin the challenging process of navigating a new educational environment. Finally, this paper concludes with some recommendations for a more sustainable program; particularly in the area of teacher/volunteer development.

58909 11:00-11:25

Creating Hope: Embracing Differences through Dialogue

Maria Guajardo, Soka University, Japan
Mandeep Taneja, Soka University, Japan

The year 2020 forced dramatic changes within higher education as universities in Japan quickly shifted to emergency remote learning due to Covid-19. The challenges for students, including adjusting to online instruction, were compounded by separation from friends, and a disconnect from participation in university life. Simultaneously, social activism in the United States encapsulated by the Black Lives Matter movement revealed deep schisms defined by discrimination and institutional racism against Blacks, Indigenous, and People of Color (BIPOC). The need to address human divisions in society presented a challenge to create an engaged learning experience for university students, where new ways of thinking about the 'other' could emerge. Turning to educational pedagogies centered on praxis and humanism (Burger, 2019; Freire, 1998; Palmer, 1998; Torres, 2014; Wiesel, 1986), a general education course was redesigned. Six themes (democracy, dialogue, community, creativity, power, and freedom) were the base for building an innovative learning experience for 30 students in a 14-week course. This exploratory case study relied on two key informants, the professor and a graduate student assistant. A dialogic process (Bradley, 2017) between the two key informants unpacked relational pedagogy and revealed the impact of an engaged learning experience, that was both personal and hopeful. Findings reveal a dialogic group process that moved students from the destructive power of despair to a community of hope by building connections, community, and at the same time embracing challenges. An operational model for embracing differences through dialogue will be shared along with Seven Action Rules for Engaged Learning.

13:55-15:10 | Japan Standard Time (UTC+9) Monday Live Stream Session 2

Room A | Roundtable Session

Session Chair: Monty Satiardarma

59141 13:55-15:10

Cross-Cultural Perspective on Family Stress During COVID-19 Pandemic: Finding Helpful Support and Coping Services for Families With Children

Naomi Watanabe, NTT Communication Science Laboratories, Japan

Maiko Ikeda, Integral Psychoeducational Services California, United States

Yayoi Watanabe, Hosei University, Japan

Junko Iida, University of Tsukuba, Japan

Baiba Martinsone, University of Latvia, Latvia

Sandra Gudiño Paredes, Tecnológico de Monterrey, Mexico

This is an unprecedented time that COVID-19 has impacted our lives multidimensionally and globally: social distancing, school closure, restricted businesses, teleworking, etc. These changes could cause stress, anxiety, and/or any other mental health issues. Purposes of this roundtable are: a) to present the results of a web survey designed to capture such psychological changes and coping occurring in families with children across the globe; b) to learn about how the threat of COVID-19 is affecting families across the globe as taking government policies, education system, current status of the disease, and other culturally-specific factors into consideration and c) to discuss what universal as well as culturally-specific support and coping services would be. Panelists of this roundtable represent four countries: Japan, Latvia, Mexico, and USA. In each country, families with children (age 0-18) completed a web survey investigating their stress level, causes of their stress and support they seek for. At the roundtable, panelists will present preliminary results on changes in stress before and after COVID-19 pandemic began and relations between families' stress and needed support services. Then, they will talk about each country's situations and the results in details. Based on those findings, the roundtable highlights cultural similarities and differences in families' response to COVID-19. Implications of the findings and future analysis ideas will be discussed with audience.

13:55-15:10 | Japan Standard Time (UTC+9)

Monday Live Stream Session 2

Room B | Online & Blended Learning Approaches

Session Chair: Michael Menchaca

59095 13:55-14:20

Self-regulated Learning Recognition and Improvement Framework

Minh-Tuan Tran, Japan Advanced Institute of Science and Technology, Japan
Shinobu Hasegawa, Japan Advanced Institute of Science and Technology, Japan

Self-regulated learning (SRL) is a learning approach whereby learners actively set learning goals, then monitor, control their learning progress, and finally reflect on their learning performance. In the last three decades, SRL has drawn attention not only from researchers but also from schools and universities that aim to equip their learners with self-study ability. With the development of distance learning and e-learning technologies, SRL has become a crucial ability for learners. Profoundly, in the last several months, the strike of COVID-19 has isolated students, teachers, and dramatically challenged the current learning and teaching approaches; COVID-19 seems to force learners to self-regulate their own study without options. Understanding SRL maturity is necessary for the educational growth and knowledge fulfillment of individuals. Although there have been increasing studies and models about how SRL works and is measured, it still remains a challenge for research on the principles whereon SRL exists, operates and the foundation for SRL intervention for improvement. Aiming for these principles, we propose the SRL Recognition and Improvement Framework to support the process of recognizing one's SRL maturity level and improving SRL ability. This framework is a set of educational principles, models, and factors based on which formulas, techniques, and environments for supporting SRL recognition and improvement are developed. The framework is constructed on the foundation of the theory of metacognition and cognition, the philosophical habit of the mind, and existing SRL models and measurement methods. We also demonstrate the experiment design for validating the framework and conducting empirical studies.

59128 14:20-14:45

Education in Times of Change: The Place of Relational Pedagogy in a Blended Tertiary Teaching-Learning Space

Susie Kung, Manukau Institute of Technology, New Zealand

Literature indicates that educational online technologies (EOT) have transformed the delivery of teaching and learning in the tertiary environment. The COVID-19 pandemic has also expedited the need for online learning platforms to aide flexibility in learning. This presentation outlines a current research project that builds on two previous research projects that aimed at discovering best teaching-learning environments through the eyes of student teachers (2013) and their lecturers (2018). The findings from both these projects suggest that relationship is the cornerstone of effective teaching-learning spaces. Importance is placed on the preparation of a place and space for relational learning that privileges narrative pedagogies. Both locally and globally, there is a drive to replace traditional learning spaces with technologically enhanced learning spaces. This current on-going research project seeks to investigate the impact of blended teaching-learning spaces on relational pedagogy. The project is underpinned by the research question: How might the student-teacher relationship continue to grow and flourish in an increasingly online/blended tertiary teaching environment? This study employs the case study approach methodology and the participants are student teachers enrolled in a teacher education programme in New Zealand. Data is collected through a survey to collect baseline data, followed by focus group interviews. Initial key findings suggest that having moved into a blended teaching space, students still place great value on relationships as the foundation for effective learning. This presentation will discuss some key initial findings from this research project as catalyst for dialogue on teacher education in times of change.

59101 14:45-15:10

When Future Becomes the Present: A Survey About On-going Online Classes as a Creative Measure During the COVID-19 Pandemic

Marlon Gado, De La Salle Medical and Health Sciences Institute, Philippines

On-line distance learning is one of the most creative measures during the COVID-19 Pandemic in the Philippines. This study sought to determine the on-line learning readiness of faculty and students among the (6) colleges and Senior High School of De La Salle Medical and Health Sciences Institute (DLSMSHI), Philippines. DLSMSHI shift to online learning as a creative measure against the COVID-19 Pandemic. A total of 126 faculty members and 1,677 students participated in the online survey, mostly four (4) point Likert scale and open-ended questions. This study, which utilized a descriptive research method, revealed that the majority of students and faculty agree that learning should continue during a crisis. However, the data result shows students were not ready to participate in an online class while faculty members are ready to teach online. The researcher concludes that the following aspects were relevant in preparing for an immediate shift to the on-line course during a crisis: (1) informing new students and faculty that computing devices and internet connection are necessary for academics; (2) establishing blended learning readiness programs, (3) having a pool of online learning champions, and (4) minimal but consistent use of the Learning Management System (LMS) enables the faculty members and students to sustain their skills in using the on-line environment. This study recommends that LMS should be in place throughout the school year, including the conduct of blended learning readiness training. Also, students' limitations concerning participation in online classes should always be considered by the faculty and administration.

Monday Live Stream Session 3

Room A | Support and Wellbeing in Education

Session Chair: Monty Satiardarma

58645 15:20-15:45

Trauma Informed Response to Intervention in Education

Cathy Little, The University of Sydney, Australia

A traumatic event is one that threatens injury, death, or the physical integrity of self or others causing horror, terror, or helplessness. There exists little current, contextual evidence on educator's knowledge of trauma, their understanding of the impact of trauma on student learning, and the use of interdisciplinary responses and practices toward students who are victims of or experiencing trauma. This paper presents the initial results of a study undertaken to ascertain 1) a baseline of what educators currently know about trauma informed interventions, and, 2) what supports they believe are necessary to the development of cross-disciplinary responses to student trauma. Using a mixed-methods design, 200 school teachers and school administrators responded to a survey designed to elicit their understandings of trauma and existing response practices in schools when dealing with student trauma. Focus groups were then held with teachers to ascertain their current knowledge of trauma-informed frameworks and identify perceived challenges to implementing trauma-informed support. Results suggest teachers generally have limited knowledge about trauma-informed response to intervention frameworks. Teacher responses toward supporting students who are victims of or experiencing trauma were affectual in nature and often emotionally rather than rationally based. Teachers reported school leadership and 'systemic blinkering' as a significant factor to the implementation of trauma-informed responses. The main challenges to supporting students who have experienced or are currently experiencing traumatic experiences were a lack of resources and appropriate professional development opportunities.

58820 15:45-16:10

Better Scores, Happier Parents? How Children's Academic Performance Affects Parental Well-being

Hongyu Yu, Beijing Foreign Studies University, China

It is well known that Chinese parents tend to have high educational expectations for their children. Ultimately, the parental sense of well-being is potentially influenced by children's academic performance. Conventional qualitative studies treat the relativity of the two as the reflection or continuance of generationally-shared traditional Confucian ideology of collectivism, which strongly emphasizes education and kinship. Although such a viewpoint is widely accepted in a culturist way, it is unsupported by substantial data analysis and possibly one-sided and insufficient if put in the context of contemporary Chinese society. In this paper, I challenge the conventional understanding in the following ways by conducting quantitative research using China Family Panel Studies (CFPS) to quantitatively show that the parental well-being is indeed affected by their children's academic performance. I extract key variables from parents' well-being, education level, and satisfaction with kids' academic results using factor analysis. The relationship between these variables and parents' life satisfaction is then analyzed using a random effects model. I find that 1) the logic association between parental well-being and children's academic performance is not merely relative but causal; 2) the exact effect of children's academic performance is equally moderated by the parental hukou status and educational levels. A sensibility analysis is conducted to confirm the findings. Finally, I argue that in addition to Confucian values and the ideology of collectivism, the cross-generational desire for social mobility serves as another origin of the direct causal link between the parental sense of well-being and children's academic performance.

58653 16:10-16:35

Setting the Stage for Clinical Supervision Using Evidence-based Practice in the Philippines

Elaine Marie Aranda, De La Salle University, Philippines

Knowledge, skills, and values determine the competency of a practicing psychologist. They define how effective and efficient is the delivery of mental health services. This is achieved through an organized and systematic clinical supervision program that uses evidence-based practices. Most clinical supervisors are trained in a variety of orientations contributing to diversity in practice. It is a clear and persistent challenge in the Philippines to set-up an evidence-based clinical supervision for mental health professionals as a basis of evaluating psychologists before they actually handle clients with mental health concerns. Clinical supervision in mental health services utilizes different approaches in defining standards by which supervisors evaluate psychologists before they proceed to actual practice. Supervisors are expected to be objective in competently qualifying psychologists and using evidence-based clinical supervision will consider different factors in evaluating supervisee. However, there are instances where supervision assessments are subjective, implicated by supervisor-supervisee relationships, alliance, and values. This paper explores the adaptation of evidence-based practice in evaluating the competency level of psychologists to reduce diversity in clinical supervision. This is to address the lack of standardization in the practice of professional psychology especially in the Philippines. Setting the stage for evidence-based clinical supervision in the Philippines would change the landscape on how new breed of mental health professionals are supervised, trained, and equipped with competencies that match the standards and quality of the local or even the international mental health practices.

53857 16:35-17:00

Self-harm and Non-suicidal Self-injury (NSSI) Tendencies Among Children: Effect of an Intervention Program

Ma. Dominique Sta. Cruz, De La Salle Santiago Zobel School, Philippines

Self-harm according to research is an increasing global concern, which is not just of today. It has been beginning to be alarming that in the recent generation self-harm and Non-Suicidal Self-Injurious (NSSI) behavior have been rampant especially in the younger ages. This study aims to determine the prevalence of self-harm and non-suicidal self-injury tendencies and the common form of self-harm among those who are in late childhood up to the earlier years of adolescence. Moreover, this action research also gauges the overall psychological distress of the respondents in the dimensions such as subjective well-being, problems and symptoms, life functioning and, risk and harm. It was participated by 301 school-going adolescents under ages 9 to 11 years old and employing a standardized self-report questionnaire (Clinical Outcomes Result Evaluation). The findings indicate that the most common form of self-harm is cutting (71.43%). Results also show that the dimension risk and harm determines an individual being at risk to themselves or others by having thoughts of hurting oneself. Findings suggest that prevention program such as wellness intervention can be developed and implemented to promote skills to minimize risk-taking behavior such self-harm and self-injury.

15:20-17:00 | Japan Standard Time (UTC+9)

Monday Live Stream Session 3

Room B | Learning and Culture

Session Chair: To be announced

58866 15:20-15:45

Before Thinking Mind: The Role of Capping Phrases in Korean Seon Buddhist Kongan

Hugh Schuckman, University of Utah, Asia Campus, South Korea

Byung-Hoon Oh, University of Utah, Asia Campus, South Korea

Whereas the Seon (Japanese Zen, Chinese Ch'an) Korean project of personal awakening is said to be 'beyond words,' language plays a central role in the Seon Buddhist monastic curriculum. Perhaps most linguistically important is the practice of meditating with kongan (Jpns. Koan), or short cases recorded from earlier meditation masters (Hyewon & Mason, 2013). These brief mind puzzles are meant to challenge students to drop their attachments to name and form, while pushing them to awaken to a pre-cognitive state (Buswell, 1992; Park, 2010; Heine & Wright, 2003). Much recent scholarship has focused on 'capping phrases,' or esoteric commentary written by venerable Japanese Zen Masters appended to Koan (Hori, 2013). However, no research on Korean Seon capping phrases is currently available in English. Given the relevance of this topic to cultural linguistics, this presentation will categorize and decode capping phrases written by Seon Master Seung Sahn Sunim of the Korean Kwan Um school of Buddhism. Through archival research of Seung Sahn's lectures as well as semi-structured interviews of several living Korean Seon masters in the Kwan Um School of Buddhism, this presentation will highlight the importance of capping phrases in making Korean Kongan culturally and personally relevant to contemporary Seon Buddhist practitioners.

58808 15:45-16:10

Students' Reactions Towards Cultural Differences Presented in Foreign Language Learning Contexts – A Critical Multimodal Investigation of Maltese GFL Classrooms

George Cremona, University of Malta, Malta

When adolescents learn a Foreign Language [FL], they encounter different texts through which they start forming their representations of the culture and the people of the contexts where the target language being studied is used as a native L1 language (Majala, 2015). In this light, the paper will present the findings of a one-year data collection venture from Maltese German as a foreign language [GFL] classrooms. Through interviews and drawings, students learning GFL were asked to share insights about people living in Germany. The analysis of the collected data indicates that these students, while learning the foreign language maintained an us-them mentality. Instead of learning from observed similarities and differences, students ended up frequently and starkly only identifying differences which glorify Maltese people and view people living in Germany through an ambivalent less positive light. The analysis of these differences indicate that student perceptions are built on essentialist comments (Gelman, 2011) based on very limited stereotypes and non-informed cultural, historical and social biases (Sadker and Sadker, 2010). As a reaction and as a conclusion, based on the outcome of these findings, the paper will present the original multimodal PACKS checklist (Cremona, 2018). This checklist serves as a tool through which GFL students, helped by their teachers, will start seeking to proactively instead of passing judgements about cultural differences, learn that it is only through encountering cultures and belief systems unlike their own, that they can learn anything about the flaws and limitations inherent in their own perspectives.

58925 16:10-16:35

Multinational Students' Culturally Versatile Adjustment and Readjustment Experiences Through Study Abroad in Japan

Naomi Tsunematsu, Hiroshima University, Japan

This research examines how culturally diverse exchange students from North America, Europe, Oceania, and Asia experienced cultural adjustment and readjustment through their study abroad in Japan. These multinational students participated in the Hiroshima University Study Abroad Program (HUSA)* with strong interest in Japanese culture and language, and studied at Japanese university for one year or one semester. Qualitative research method is used to examine the narratives of culturally diverse students who had different cultural distance to Japan. By incorporating the analysis of multinational students' multifaceted perspectives in their engagement with experiential learning projects to work with local people, value of integrating different belief systems and its intellectual challenge is also presented. The research revealed each student experienced cultural differences between their home culture and Japanese culture variably from multiple perspectives. Students experienced cultural dilemma and incongruence as well as positivity. Cultural differences became collective strength and innovative power when multinational students fully utilized their versatile resources to be proactive. Knowing the value of diversity and its generative power through study abroad becomes an asset for students to make a difference in global world. *Hiroshima University has concluded exchange agreements with 94 universities in North America, Europe, Oceania, and Asia in 31 countries and two consortiums (the University Studies Abroad Consortium [USAC] and the University Mobility in Asia and the Pacific [UMAP]) in the world (as of January 2020). Approximately 40~60 students attend the HUSA program annually, and they study at Hiroshima University for one semester or one academic year.

58847 16:35-17:00

Understanding the Role of Mary in the Catechetical Documents Issued in the Philippines

Andrew Joseph Chanco, University of Santo Tomas, Philippines

The Blessed Virgin Mary plays a vital role in the history of salvation. She was chosen to become the Mother of God and given by Christ to become the Mother of All. The Church in the Philippines is called Pueblo Amante de Maria, which means a people in love with Mary. It is one of the characteristics of the Christian Faith of the Filipino people wherein their approach to Christ is through and with Mary. Mary becomes the central inspiring force in bringing about a deeper evangelization for the people to preserve and have a fuller maturity in the faith. This paper, seeks to look at Mary's place in the Catechetical Documents issued by the Catholic Church in the Philippines. In presenting the said theme, the following topics are discussed: first, Mary in Catechesis by having a general outlook on her role and mission; second, the Catechetical situation in the Philippines by looking into its context; and third, the place of Mary in the Philippine Catechetical documents by presenting her as the Inspirational Model that must be emulated especially of the Filipino people.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



ACE2020 Virtual Presentations

Watch Virtual Presentations on the following webpage:

vimeo.com/channels/ace2020

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

ACE Virtual Presentations

Adult, Lifelong & Distance Learning

58650

The Development of Adult Learning and Education for People With Intellectual Disabilities in Japan: A Literature Review

Ayame Suzuki, Shizuoka Prefectural Fuji School for Special Needs Education, Japan

The aim of this article is to review the literature on adult education for people with intellectual disabilities in Japan. The review also aims to compare adult education in Japan with that of other countries and to explore its issues. It was concluded that the Japanese government established a formal education system for secondary students with disabilities but that few welfare facilities, post-secondary institutions, or adult education facilities have initiated adult education for people with intellectual disabilities. The main strategy used to identify relevant literature was a search in CiNii for scientific articles, using the following combination of keywords: "lifelong learning" OR "social education" AND "people with disabilities." The search produced 338 publications. After examining effective literature, these studies showed that adult education for people with intellectual disabilities altered their educational concept and expanded it, a process influenced by the development of domestic special education and changes in international views on human rights, including normalization. Adult education began as alternative education for people with disabilities exempted from compulsory education. The reviewed studies showed that adult education centers became widely established, influenced by the heightened awareness of human rights in the world. This review shows that adult education for people with intellectual disabilities has enabled them to develop and expand their activities. Moreover, the few studies that have been conducted offer useful insights into the effects of adult education on individual lifestyles.

58747

Exploring the Experiences of Post Graduate Education Students Doing Their Studies Through Blended Distance Learning in South Africa

Kudakwashe Mamutse, University of South Africa, South Africa

This qualitative study seeks to explore the experiences of Post Graduate Certificate in Education (PGCE) students who are doing their studies through blended distance learning in a South African institution. The students attend their lectures through tele-conferencing three days in a week from 17H00 to 20H00 per day. In some cases, the lectures are pre-recorded and just played for the students. The study uses critical discourse analysis as a theoretical framework to explore the experiences of these students. Data was collected using focus group and in-depth individual semi-structured interviews. The data were analysed using content analysis, and the findings were reported in form of themes. The study found out that irrespective of the tele-conferencing through which they get their tuition, the students felt that they need more guidance especially on hands-on aspects such as lesson planning. The participants also felt that it would be best to have the lectures every day. The study concluded that the institution should put in place a tutorial system that would help students when they face challenges. The study also concluded that the institution needs to come up with a comprehensive framework that would ensure that not only would the students complete the course, but also, they need to develop professionally.

ACE Virtual Presentations

Assessment Theories & Methodologies

58877

Performing Arts: Assessment of Learning in Grade 7 Mathematics

Ruth Revilla, Bicol University, Philippines

Jocelyn Goyena, Bicol University, Philippines

This study determined the effect of performing art as an assessment in Grade 7 Mathematics in the academic achievement of the Grade 7 students of Bicol University College of Education Integrated Laboratory School, the school year 2019-2020. Specifically, the study sought to answer the following sub-questions: (1) What lessons in Grade 7 Mathematics may be developed with performing arts as assessment? (2) What performing arts are presented by the students during the assessment of the lesson? (3) What mathematical concepts are evident in the performing arts? (4) What is the effect of the developed lessons on students in terms of conceptual understanding, 21st-century skills, and motivation in learning mathematics. The researcher employed a pre-experimental research design particularly a pretest-posttest design. Both qualitative and quantitative methods were utilized in analyzing the result in the lesson implementation. The qualitative data were obtained from the students' journals and teachers remarks on the observation sheets. In the quantitative method, data were obtained from the pretest and posttest scores of the students. The results revealed that students' conceptual understanding, 21st-century skills, and motivation in learning mathematics were enhanced and improved. Based in the teacher-observers, the students participated actively in the class discussions and performed well during the assessment of the lesson. With these, the students' 21st-century skills such as communication, collaboration critical thinking, and creativity were developed and enhanced through performing arts in the assessment of the lessons for Grade 7 Mathematics.

ACE Virtual Presentations

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

55466

Doing Multicultural Education in Times of Trouble: A Case of PBL in Bilingual Arab-Jewish School in Israel

Raz Shpeizer, Kaye Academic College of Education, Israel

Orit Freiberg, Kaye Academic College of Education, Israel

Israeli society, like many contemporary societies, consists of various cultures and sub-cultures. This diversity finds expression in Israel's education system, albeit through segregation, since the system is divided into culturally-based educational sectors, most prominently among Jews and Arabs. This segregation strengthens mutual cultural alienation rather than intercultural dialogue. Against this tendency, a few bilingual-bicultural Arab-Jewish schools have been established in Israel, one of which is situated in Beer-Sheva, a city in the southern region of Israel, whose demographic consists predominantly of Bedouins-Arabs and Jews. The bilingual school in Beer-Sheva was built on multicultural and intercultural principles. The school's underlying pedagogical assumption is that there should be a connection between the school's educational agenda and the forms of teaching that it deploys. Thus, in order to advance social transformation in the spirit of multiculturalism and interculturalism, a pedagogical approach that fosters students' activism, initiative, critical thinking and collaborative abilities needs to be adopted. Such an approach can be found in PBL (project-based learning), a proactive, student-centered, group-oriented and practice-oriented teaching method. Therefore, in this lecture we explore a case study of a one-year PBL initiative that took place in Beer-Sheva's bilingual Arab-Jewish school. Through a rich and thick description, we expose the different layers of the case and provide a holistic picture of it, arguing that the study's findings affirm the positive connection between PBL and a multicultural agenda. Based on these findings, we offer some guidelines for the implementation of PBL in the context of multicultural and intercultural education.

58976

Developing Future International Hospitality Employees' Cultural Intelligence and Intercultural Competence

Yu Chih Chiang, Fu Jen University, Taiwan

Kazuharu Owada, Ritsumeikan University, Japan

In response to the international trend in hospitality industry, hospitality groups in the world are actively expanding global markets. There is a need of international talents with intercultural competence when local companies attempt to develop new markets in other countries as well as when foreign companies would like to enter a new territory. College students are one of the main labor sources in the hospitality industry. Companies usually target student employees with excellent performance as their candidates of management trainee program, highlighting the urgency and importance of hospitality students' intercultural competence. However, culture-related training is limited to individuals in current hospitality education. For example, overseas internships usually are obtained by students who have excellent language skills and economic support. Therefore, this study aims to develop hospitality students' cultural intelligence and intercultural competence using mixed research and experimental design for teaching intervention in a multinational distance course. Research sample will be about 40 to 60 hospitality students who enroll in the multinational distance course. The pre and post-tests will conduct at the first and last weeks of the distance course for course effectiveness. Qualitative data will be analyzed using NVivo 12 Plus, a qualitative data analysis software, and t-test will be utilized to analyze quantitative data using SPSS 20.

ACE Virtual Presentations

Counselling, Guidance & Adjustment in Education

58480

Building Resilience and Self-care Strategies Manual for Promoting Counselors' Wellness

Rosemarie Tayoto, De La Salle University, Philippines

Counselors' well-being is very essential in the fulfillment of day to day task of providing counseling services to their clients. It is expected that a counselor with positive physical, mental, spiritual, and emotional state will be able to develop therapeutic alliance, demonstrate empathy, and design appropriate intervention plan to address client's presenting concern. On the other hand, prolonged exposure to individuals experiencing high level of stress may place counselors at risk on vicarious stress, secondary stress disorder, compassion fatigue, and burnout. Thus, it is at utmost importance that school counselors should prioritize their own mental health. This current manual aims to provide set of group intervention activities that will enhance resiliency and self-care strategies in order to promote counselors' wellness. Counselors' level of professional vitality, personal vitality, professional stress, and personal stress will be measured using the Skovholt Practitioner Professional Resiliency and Self-Care Inventory (Skovholt, 2014). This will serve as a sounding board for counselors to reflect on their current state of well-being and self-care practices. The manual will be consists of 6 sessions (two hours every session) which will be scheduled on a weekly basis. Strategies will include group sharing, individual journaling, creative works, reflections, and processing. At the end of the group intervention, counselors are expected to have their own self-care plan that will aid them to maintain positive mental health amidst the challenges brought by personal and professional life.

58474

College Students Informal and Formal Ways of Seeking Help: Who's to talk with?

Maria Cristina Firmante, De La Salle University, Philippines

Records show various ways to better understand help-seeking behavior. Literatures also showed that despite the fact that free counseling is available in the campus; only limited numbers of students are accessing the said service. The current study investigated the college students' informal and formal ways of seeking help among 488 samples enrolled at a private university in Metro Manila. These college students were 18.5 years old on average [219 or 44.8% are males and 269 or 55.1% are females]. Findings reveal that 57% have not received or sought counseling while 43% were found to be aware of the presence and have received or sought a counseling service. Half or 55% proportions have expressed a need to talk their concerns if offered and 45% expressed no interest of expressing their concerns. The present study revealed that these college students marked preference for informal ways of seeking help specifically to their friends, parents, and other significant others but also showed interest in accessing the formal ways of seeking help. These results highlight the needs to explore better mechanisms as to how the campus-based counseling can maximize students' informal ways of seeking help. Working with students significant others can be explored by creating a peer support system and easy access to counseling. Furthermore, results point the need for the school counselors to further promote the services of the campus school counseling centers by educating the students, parents, and campus stakeholders of the benefits of counseling.

58473

Suicide Intervention Experiences and Practices of School Counselors: Basis for Development of Practice Guidelines

Joel Navarez, De La Salle University, Philippines

The current study investigated the Filipino school counselor's knowledge, attitudes, and competencies in suicide intervention as well as their experiences and practices in suicide intervention. The study also aimed to develop and standardize suicide intervention guidelines. The study has two (2) phases. Phase 1 utilized the descriptive and generic qualitative inquiry methods of research. Purposive and convenience sampling was applied and participants were college counselors from the National Capital Region (NCR), Luzon, Visayas, and Mindanao. Results revealed that counselors do not have high level of knowledge on suicidal behaviors, have some negative attitudes toward suicidal behavior, and need to acquire better intervention skills. The findings also showed that the trainings received by counselors are not enough to advance their suicide intervention skills which would help enhance positive attitudes towards suicide risk assessment and management. Some common experiences of the counselors in suicide intervention were focused on the areas of accountability, stigmatizing attitudes of parents, and confidentiality issues. Phase 2 of the study was the development of suicide intervention practice guidelines using the Delphi process. The tentative guideline was based from the content analysis of interventions taken from literature and from the actual intervention practices of counselors as seen from the findings of the qualitative study of Phase 1. After three (3) Delphi rounds and the consensus from sixteen (16) mental health experts, 145 recommended actions can be implemented by school counselors in suicide.

58865

Exposure Therapy as an Intervention for Social Anxiety Disorder: A Case Study of a College Student

Josephine Indah Setyawati, Universitas Indonesia, Indonesia

Adhityawarman Menaldi, Universitas Indonesia, Indonesia

Social anxiety disorder or SAD is defined as intense fear or anxiety of one or more social situations where one might behave embarrassingly or be observed and be negatively evaluated by others. This anxiety makes individuals distance themselves from daily social situations. Individuals with SAD are more likely to have impairments in various areas of functioning and experience reduced quality of life. Interventions are given to reduce anxiety symptoms in social situations. Common interventions given to SAD clients are cognitive behavior therapy, exposure therapy, social skills training, and relaxation. Exposure therapy is recognized as one of the most effective interventions to decrease social anxiety symptoms. This kind of anxiety could happen to college students as well. This clinical case study examines a 21-year-old college student, "Deasy", who presents symptoms of SAD based on the DSM-5, including avoidance and excessive anxiety of social situations, difficulties in daily social functions, fear of being in crowds, and excessive anxiety to interact with others. This anxiety also made her afraid to actively participated in the learning process because she worried to be looked foolish by her lecturer and classmates. The exposure therapy was used to decrease her anxiety toward five social situations that she tends to avoid, especially in the college context. She gradually confronted fear-inducing social stimuli from the least to most feared. The result of this therapy showed that CBT was an effective intervention to reduce social anxiety symptoms as measured with the Social Phobia Inventory.

ACE Virtual Presentations

Curriculum Design & Development

58509

Developing Advanced Critical Thinking Skills in Education Systems: Higher Order Thinking Processes in an Era of Rapid Change

Nathaniel Edwards, Yamaguchi National University, Japan

This paper examines the close connections between critical thinking and cognitive development, logic, and emotionality and the growing importance of promoting and developing higher-order thinking processes in education systems and work environments in an era of rapid change. Students and employees require advanced critical thinking skills to carefully evaluate and effectively use vast amounts of information and data from a growing number of sources. Educational institutions in many countries have given priority to the development of critical thinking skills in curricula, most notably at the university level. Teachers at all levels of education have been advocating the use of critical thinking skills in classes in recent years. Critical thinking skills can be improved by training students in the use of Socratic dialogue and by promoting an advanced self-awareness of thinking processes (Braun, 2004). Logical reasoning, problem-solving and related skills are important elements in critical thinking, but emotions may also play an important role in thinking processes. Emotions may influence logical, objective thinking and a certain level of emotional self-awareness and self-control may enhance critical thinking processes (Ruggiero, 2004). Critical thinking has become an important topic in education systems in many countries, and the need for self-aware, resilient, and resourceful students and employees who can think critically, flexibly, creatively, and independently is increasing.

59092

On Curriculum Development of CBE for Fine Arts Specialty of Art Talent Classes in Junior High School

Yu Ting Lai, National Changhua University of Education, Taiwan

This essay aims to unfold the process of fine arts speciality curriculum development of the Art Talent Classes in Taiwan. In order to construct the curriculum of Art Talent Classes, the junior high school sets up a curriculum development board. The committee of school curriculum board comes from administrators, fine arts teachers, representatives of PTA, and outside art education experts. The board comes into several difficulties such as internal and external factors are involved, as well as the problems faced by different art subjects. A strategy for solving these problems is emerged. This study employs interview, document and observation to collect data. It is hoped that we can view the features of competency-based arts education curriculum development process of the case school.

58899

Preparing Pre-service K-6 Teachers Online for a Socially Distanced World

Tony Pellegrini, Southern Utah University, United States

Preparing teachers to teach in K-6 classrooms has been and must continue to be a very practitioner-based process to prepare these teachers to meet the ever changing needs of 21st Century learners. In our continuing paradigm of face to face and brick and mortar instruction, we have been able to establish tools and patterns to provide structure and gatekeeping to assure that appropriately trained individuals are prepared to address our K-6 learner's needs. In the more asynchronous, virtual, and socially distanced world in which we are entering, these same needs of pre-service educators exist. Institutions of higher education tasked with teaching, supervising, and recommending these learners for licensure are faced with unique and challenging dilemmas with nurturing their learners success in both of these worlds. Tony's presentation will invite participants to walk alongside him as he outlines and identifies the value-added activities and approaches the Teacher Education Department at Southern Utah University has adopted to engage face to face and synchronous learners and their learning while simultaneously engaging their distance, online, and asynchronous learners to prepare themselves to meet the needs of their learners in our new socially-distanced world.

ACE Virtual Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

58931

Study on Computer-adaptive Testing: Proposal of a Scaffolding Tool

Hirofuka Azuma, Tokyo Denki University, Japan

Hironobu Takenouchi, Tokyo Denki University, Japan

Tatsuyuki Takano, Kanto Gakuin University, Japan

Takashi Kohama, Tokyo Denki University, Japan

Osamu Miyakawa, Tokyo Denki University, Japan

A multiple-choice method is one of the major methods in Classical Testing Theory used at university, in certification exams, and so on. This method enables faculty to score a test easily while requiring a certain amount of quizzes to estimate examinees' abilities with a certain accuracy. This also requires time to answer for examinees and time to create quizzes for faculty. Then it can be considered to adopt CAT, Computer-Adaptive Testing. CAT is another testing theory that reduces the number of quizzes to theoretically half compared to the existing multiple-choice method while keeping the accuracy of estimating examinees' abilities almost the same; however, it is necessary for each quiz to have its own difficulty. In this study, a programming exercise tool with a scaffolding method is going to be suggested aiming at generating quizzes with various difficulties automatically. A scaffolding method is a method that helps examinees to solve problems by providing some hints gradually. By using this tool, what elements are associated with reduction in difficulty can be examined, and they will be used to a quiz generation. Students will be required to answer half the number of quizzes and faculty will need to create much less ones than before. This tool also supports beginners to avoid bias in a difficulty distribution by providing very basic quizzes so that the beginners will be encouraged to brush up their skills and more detailed classification will be acquired.

59172

A Framework for Designing Metacognitive Scaffolds in Ill-structured Problem-solving Using e-Learning Authoring Tools: A Design and Development Study

Qing Zhang, SUNY-Oswego, United States

Barbara Locke, Virginia Tech, United States

Problem-solving has been studied in many disciplines (Jonassen, 2011; Lazonder & Rouet, 2008; Lester, 1994), however, it has not been explored extensively in the field of instructional design (Jonassen, 2000, 2011). Given the importance of solving ill-structured problems in daily life, there is a need to create effective instruction to teach such skills. Metacognition is regarded as key to solving ill-structured problems (Lin, Hmelo, Kinzer, & Secules, 1999; Jonassen, 2000). Therefore, metacognitive scaffolds can be integrated into computer-based curricula to teach problem-solving skills. Interactive features in eLearning authoring tools can be used effectively to design metacognitive scaffolds. The rich affordances of such tools allow designers, instructors, and other stakeholders to present and tackle a problem with utilizing a wide variety of media attributes. Given these affordances, a need exists for guidance on how to leverage the features of such environments to support meta-cognitive scaffolding. This study focused on the development a computer-based interactive content design framework to guide the design of metacognitive scaffolds in ill-structured problem-solving instruction. The framework was composed by synthesizing research and practical literature, and then evaluated by experts. The completed framework includes metacognitive strategies, instructional design strategies, interactive media types, question prompts, and feedback. Instructional designers, instructors, and other key stakeholders could follow the guidelines to create metacognitive-based ill-structured problem-solving instruction using e-Learning authoring tools.

59130

A Prototype System With Speech Recognition Function for Practicing Speaking English

Harumi Kashiwagi, Kobe University, Japan

Min Kang, Kobe University, Japan

Kazuhiro Ohtsuki, Kobe University, Japan

We developed a prototype system with a speech recognition function to practice speaking English. While examining English learning in Japan, it was found that many students do not use English outside language classes. Therefore, speech recognition technology can help create opportunities to speak English. By incorporating Microsoft Windows' speech recognition function, the system attempts to identify which spoken words and sentences are recognized. During a pilot study, it was experimented with 17 Japanese university students. The students were asked to recall the correct English word from a picture provided by the system. A survey questionnaire was administered collecting the students' responses to the speech recognition function. The results of the speech recognition rate indicated that most of the words were recognized accurately, and the students' speech was correctly reflected by the system to a significant extent. The results also indicated that 88% of the students had a positive attitude toward the function. However, they might be less confident if their speech is repeatedly found to be incorrect. These results suggest that speech recognition create opportunities for students to practice their English. Further studies are needed, but both the systems' recognition rate and the students' motivation for practicing English must be considered when speech recognition are used for language instruction.

ACE Virtual Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

58817

Analysis of Educational Difficulties, Proposals and Challenges in Light of COVID-19

Carmen Burgos, Institute for Research in Social Sciences and Education, University of Atacama, Chile

Javiera Martínez, Institute for Research in Social Sciences and Education, University of Atacama, Chile

The health context related to the COVID-19 virus has implied challenges for several areas, among them the educational field stands out. The research project known as DIFPRORET covered various educational challenges; however, in this specific article, the aim is to analyze the perception of 112 people about the use of digital platforms through three questions: the educational difficulties encountered in the period of confinement, the main challenges we must overcome to address education in periods of confinement, and what are the most relevant proposals made by the subjects in this period. For the analysis of the questions, multivariate analyses were employed: multidimensional scaling and hierarchical clusters. It was observed that two of the main educational difficulties are the organization of time and the preparation of activities in confined contexts. Nevertheless, the proposals point to different levels that go from individual competences of the student-teacher to the society, with the discussion on the access to resources. This corresponds to a broader dimension such as social inequality.

59122

Designing Learning for Students' Affective and Cognitive Engagements

Siti Raihana Husainni, Nanyang Technological University, Singapore

To ensure continuous student engagement in teaching and learning (T&L), The Singapore Ministry of Education (MOE) emphasises on the design of learning experiences that encourages Joy of Learning. The design of learning materials takes into consideration, students' affective and cognitive engagement to improve teaching and learning in the classroom. In the teaching and learning of Mother Tongue Languages (MTL), these considerations have been instrumental in guiding curriculum resource developers in designing T&L materials, especially digital resources, which encourage students to build a strong foundation in Mother Tongue Language, develop greater confidence in using their Mother Tongue language in daily lives, and concomitantly, keeping the language alive. This focus in ICT is the result of the Mother Tongue Languages (MTL) review in 2010 where the incorporation of ICT in T&L of MTL was recommended to inculcate active and proficient users of MTL. This was further accelerated with the roll out of Student Learning Space (SLS) made available to Singapore schools in 2018. These innovations gave rise to different types of digital resources to engage students in the learning of MTL. These design considerations of digital resource development bring about positive feedback from secondary school students and teachers in engaging students affectively and cognitively.

ACE Virtual Presentations

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

58953

Exclusion/inclusion of Persons With Impairment: A Study on the Role of Language Vocabulary

Mansi Pandey, National Institute of Educational Planning and Administration, India

The aim of this research was to examine the role of language in the lives of persons with impairment and how meanings get attached to words that make it discriminatory against a certain section of the society. This research questioned the routinization and normalization of these insulting words used for persons with impairment. To overcome the limitations of a single design, mixed method approach (sequential explanatory) was chosen for this research. The research involved collection and analysis of quantitative data followed by a collection and analysis of qualitative data. 20 persons with impairment were interviewed between the age group of 20-35 years along with 70 responses collected through the method of questionnaire from both persons with and without impairments. The findings of the research highlighted various themes such as normalization and acceptance of words like 'cripple', 'freak' and 'abnormal' etc in our everyday vocabulary, the dichotomy between 'normal' and the 'other/deviant', differences between the terms handicap, disabled and impairment. It also highlighted the role socialization plays in establishing such stigmas and stereotypes in the society and important of the social model of disability in creating an inclusive environment.

59032

Vocational Skill Training Model to Embody Social Independence of Mild Intellectual Disability People

Zubaedah Wiji Lestari, Universitas Islam Nusantara, Indonesia

N.Dede Khoeriah, Universitas Islam Nusantara, Indonesia

Nani Nur Aeni, Universitas Islam Nusantara, Indonesia

Vocational skills for people moving towards adulthood, including for mild intellectual disability people, are requisite competencies. By having vocational skills, mild intellectual disability people may empower themselves and raise their confidence to live in society as it will become the power to increase their social independence. Mild intellectual disability people have the right to work appropriately follow their abilities. However, mild intellectual disability people face the problem in terms of their skills that do not meet the required skills and standards needed in the business and industrial world. Based on that problem, this study aims to develop a vocational skills training model that appropriate for post-school mild intellectual disability people. The participants of this study are post-school mild intellectual disability people, instructors, and social workers in the rehabilitation service for disabilities in West Java Province, Indonesia. The research followed stages proposed by Borg & Gall by collecting the data through observation, interviews, and focus group discussion. The research conducted successfully developed a vocational training model for mild intellectual disability people based on their competence and environmental conditions. Some theories related to intellectual disability and vocational skills supported the developed model. The determination of components and quality indicators for the preparation and training process as the core of the vocational skills training model carried out through conceptual, theoretical, and empirical studies. Furthermore, the study also found that vocational skills training model for mild intellectual disability people has five components, namely: identification, assessment, focus on the abilities of persons with environmental conditions.

59147

What Play Does ASD Have in 3D Media Art Class

Meng Ting Ou, National Changhua University of Education, Taiwan

Most art-making such as drawing and painting are visual. However, the three-dimensional medium in visual art such as sculpture and installation art are spatial forms. Compared with painting, 3D media has the actual volume and spatial relationship with other objects. In handling 3D medium to make a work of art, students need to make sense of the feeling and relationship from their material via hand and eye. They need no transition from the real world into 2D. The traits of autism spectrum disorder (ASD) include abnormal responses to sensory stimuli. Some children with ASD have delayed development with fine and gross motor skills. These traits relate to the cognitive, psychological and social dimensions. Arts teachers or parents of children with ASD often use visual cues as main strategy in their classroom to stimulate cognitive development. Therefore, this study wants to know what behaviors and appearances students with ASD present when art class using 3D media with visual and tactile properties.

ACE Virtual Presentations

Educational Policy, Leadership, Management & Administration

59190

Instructional Coaching for School Principals – Lessons and Findings From the Peruvian Principal Mentoring Programme

Pamela Valdivieso Matta, Ministry of Education, Peru

In Peru, the role of principals has been traditionally associated with administrative duties at school. However, in recent years the Ministry of Education of Peru (MINEDU) has been promoting an education reform oriented towards the improvement of school management, which implies empowering principals in their role as pedagogical leaders. This reform has become even more critical considering the poor principal performance both in the results of the National Principal evaluation and in the national school management indicators (MINEDU,2018), showing that for the most part, principals in the country are still unclear about the best practices to improve their pedagogical leadership strategies. Given this scenario, the MINEDU launched in 2019 a principal instructional mentoring pilot programme for government schools, aimed at strengthening principals' leadership skills. The programme promotes the use of school evidence to enhance pedagogical practice, school planning and collaborative work. The programme has now been implemented nationwide and its design has been adapted to address the new challenges posed to principals in the scenario of home school learning faced by COVID-19. By using programme monitoring and evaluation data, the study will explore the influence of the programme on principal's performance. Our findings show that the MINEDU mentoring programme has been significantly successful in enhancing principal skills to effectively support pedagogical practice, the creation of professional learning communities and school planning. These preliminary results show the relevance of developing further studies to better understand the importance of developing programs that use school evidence and data to improve the school management.

58922

Predictors of Management Performance of Higher Educational Institutions (HEIs): Basis for Structural Model

Jesse Zamora, Mindoro State College of Agriculture and Technology, Philippines

Organizational climate, culture and innovations are dimensions crucial in management performance, effectiveness and survival of HEIs. This descriptive-correlational and comparative study aimed to develop a structural equation model that predicts the management performance of HEIs using the data gathered through a validated questionnaire from top officials and senior faculty of public and private colleges in Oriental Mindoro, Philippines. Key informant interviews substantiate the results of the survey. ANOVA results show that only indicators of organizational climate are significantly different specifically teamwork and recognition. Multiple linear regression reveals that only organizational climate and organizational culture were significantly related to management performance. Path analysis indicates that organizational climate has higher effect to organizational culture than it does in the management performance but organizational culture has higher impact to management performance of HEIs than the organizational climate to management performance. The fitted regression model confirms that management performance is best predicted by the organizational culture's shared rights, shared sayings, shared doings and a combination of organizational climate and innovation. Said predictors can greatly affect the management performance in terms of planning, directing, staffing, controlling and organizing. This study recommends for administrators to give more attention to assessing the personnel fairly, give recognition to their exemplary performance to boost their morale, emphasize teamwork, planning and attain cordial organizational climate and better organizational culture to ensure more success in the management of Higher Educational Institutions.

ACE Virtual Presentations

Educational Research, Development & Publishing

58651

Cognitive Representation of Social Identity of Collectivistically and Individualistically-oriented Primary School Students

Alla Gudkovskaya, Institute for Research on Social Phenomena, Russia

Michael Goryachev, Institute for Research on Social Phenomena, Russia

Collectivistic and individualistic cognitive orientations are considered as a result of the influence of the factors that led to their development on the one hand, and on the other as a mechanism of their carriers' perception and understanding of the world. The ratio of the number of people with collectivistic/individualistic orientations is a distinctive feature of a particular culture. Of the 54 examined Russian children aged 9-10 years, 63.0% were identified with a collectivistic orientation, the rest - with an IO (individualistic orientation). To assess identification features a content analysis of the narrative "I am a person" was used. IO children use a significantly greater number of words in the narrative. The value is based on a greater frequency of verb forms, indications of desires and preferences. The category of evaluation is used by 90% of the IO group, and 29.4% in the KO group. The data are consistent with the studies on emphasizing differences in individualistic cultures and on smoothing contradictions in collectivistic ones (Nisbett, Peng, Choi, 2001). The use of components of social identity in the narratives - family, age, friends, territory - occurs approximately at the same rate in both groups (64.7% of KO, 60% of IO). Significant differences were noted in the "I am a person" identity (63.6% of KO, 36.4% of IO). Such level of ingroup requires a shaped ability to generalize in social space and can be considered as a sign of a higher level of social identity development. The reported study was funded by RFBR, project number 19-513-22010

58611

What Parents and Teachers Say About Their Relationships in ECEC: A Study in Rural China

Yan Li, Independent Scholar, Belgium

Jiacheng Li, East China Normal University, China

Jochen Devlieghere, Ghent University, Belgium

Michel Vandenbroeck, Ghent University, Belgium

A growing body of literature refers to the potential of parental involvement (PI) as a critical educational remedy and solution for a diversity of issues in ECEC. However, the reflection of mainstream values and assumptions and the lack of attention to cultural differences in this existing body of literature has been criticized. In this article, we, therefore, conducted 15 focus groups to explore parents and teachers' perspectives on what they perceive as 'good' for children in ECEC and on the relationship between families and schools in rural China. The findings indicate that parents and teachers' consider ECEC as a long-term investment in terms of social and intellectual capital. Furthermore, the conflicts between teachers and parents in our study on learning ideas were downplayed by 'pushed-down' reforming policy, and PI was featured by including parents into the life of youyuan, as well as the pedagogicalization of parents. This article concludes with a discussion about the findings and the potential of building relationships of mutual exchange, connectedness and solidarity.

59150

Developing a Textbook of Writing Pantun, Syair, and Acrostic Poetry by Using the Website www.rimakata.com and kbbi.kemdikbud.go.id

Armilia Sari, Sriwijaya University, Indonesia

This study was aimed to develop a textbook of writing pantun, syair, and acrostic poetry by using the website www.rimakata.com and kbbi.kemdikbud.go.id. The researcher used the Research and Development (R&D) method with the ADDIE model (Branch, 2009) which the steps were Analyzing, Developing, Implementing, and Evaluating. The results of the need analysis with a closed questionnaire showed that 94% of students needed a textbook of writing pantun, syair, and acrostic poetry. The textbook consisted of four chapters; Tutorial in Writing Pantun, Tutorial in Writing Syair, Tutorial in Writing Acrostic Poetry, and Anthology. In the three beginning chapters, there were three types of evaluations; completing the first two lines called 'sampiran' and the second two lines called 'isi', matching the rhymes, and writing poetry exercise. The textbook draft was validated by three reviewers. After being revised, the researcher conducted three tests of formative evaluation with students. The textbook draft was revised again based on students' suggestions.

58217

The Study of Factors That Affect Zhuhai Undergraduates' Willingness to Get Master Degree in Hong Kong

Hu Dongxue, HKBU-BNU United International College, China

Li Pingzhong, HKBU-BNU United International College, China

Liao Han, HKBU-BNU United International College, China

Liu Meiling, HKBU-BNU United International College, China

Zhou Jingyi, HKBU-BNU United International College, China

Previous research is limited in analyzing students' willingness to study abroad in specific political settings. This paper used Push-pull model to develop a model that link political, economy and cultural factors with Zhuhai undergraduates' willingness to get master degree in HK. We tested this model with the data got from five universities in Zhuhai and the sample size of 150. Regression results showed that perceived safety and cultural adaptation positive influenced Zhuhai undergraduates' willingness to get master degree in HK. Two hypotheses proposed in the paper were verified. While perceived cost of living and tuition fee have low effect on Zhuhai undergraduates' willingness to get master degree in HK.

ACE Virtual Presentations

Educational Research, Development & Publishing

59155

Education System in Pakistan: A Case Study of South Waziristan

Muhammad Irfan Mahsud, National Defence University, Pakistan

There are two types of education systems in Pakistan, Madrassa system and mainstream education. The Madrassa system focuses religious education primarily. This system flourished during the Afghan War when thousands of Madrassas were created to manufacture Jihadist to fight the Soviet. The school system provides education in the public and private sectors with focus on the promotion of Western models leaning. The private sector provides better education as compared to public sector schools. Unfortunately, the lack of higher education institutions is huge impediment in scientific innovation and research-oriented education in the tribal areas particularly in South Waziristan. The literacy rate in Pakistan in general is 65 percent. The literacy ratio in South Waziristan is low which is approximately 20.3 percent in 2007 (USAID, 2012. p.13). The paper will explore the reasons of low education ratio in South Waziristan. It will examine the nature of state policies regarding literacy in the area. The study will employ ethnographic based data collection tools, such as semi-structured interviews, informal discussions and personal observations to reach its findings. The interview respondents will include students, teachers, members of the concerned communities, tribal elders, members of civil societies and NGOs, professionals and related government personnel (both serving and retired).

ACE Virtual Presentations

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

58743

University Speaking Assessment as Collaborative and Self-effective Skill Development

Kinsella Valies, University of Shizuoka, Japan
James Herbach, University of Shizuoka, Japan

Educators generally agree that the mastery of speaking skills is a necessity for most EFL and ESL learners (Ounis, 2017). While scholars debate which aspect of speaking should be a priority, interactional or transactional, Klingen links both usages. 3 of Klingen's (2000) 12 functions of speaking: personal, descriptive and explanatory are relevant to this project. The impetus of this research is deeply rooted within the immediate needs of our students and their future professional goals. Student comments gathered from previous workshops and course evaluations reflect the desire for more focus on speaking skills. The aim of this action research is to improve confidence and communicative ability by implementing classroom-based speaking assessment tools. Research questions are: 1) To what extent can our speaking assessment tools help students better express themselves in English? 2) To what extent can teaching towards this assessment help improve self-efficacy, awareness of, and confidence in students' ability? This study took a mixed-method approach where assessment results provide quantitative data and pre- and post-course survey results provide qualitative data. The project structure not only proved helpful in assessing students' skills, but surveys showed that student confidence in their ability to express themselves in English increased by 4.2%, while general English skill increased by 13.9%. The median grade differential between finals and midterms was 25%. Future research will focus on the design and implementation of similar speaking assessment tools for first graders to start promoting autonomy and mitigating performance anxiety.

58946

The Teaching of Global Competence in Chinese as a Foreign Language Classrooms

Wanru Xue, Utah State University, United States

Learning Chinese as a foreign language involves not only acquiring linguistic skills but also having the ability to communicate in culturally appropriate ways in the target language environment. To act in culturally appropriate ways, one needs to obtain a sufficient level of global competence, which by Hunter, White, and Godbey's (2006) definition, is "the knowledge and ability to identify cultural differences, having the interest to interact with people from cultures outside of one's own, and utilizing linguistic and cultural skills to communicate most effectively in different contexts" (p.512). Although current literature has developed theoretical frameworks for teaching global competence in foreign language classrooms and investigated approaches to foster language students' global competence in a classroom setting, most of the research has a focus on the study abroad context (e.g., the effect of studying abroad on gaining global competence). There is a lack of research investigating how global competence is cultivated in Chinese in the home institution setting. Hence, this study will take the qualitative methods of classroom observation and teacher interviews and proposes to compare how instructors of Chinese as a foreign language perceive the level of importance of different components of global competence, and how the different components are emphasized in teaching practices. The implications of the research results will inform language educators and language program administrators on specific strategies to integrate the teaching of global competence in Chinese as a foreign language in the home institution setting.

59000

Attitudes of Filipino Senior High School Students Towards English: Implications for Teaching English

Jerusha Eve Ong, Centro Escolar University, Philippines

Attitude towards a language is a crucial factor in learning the target language. Language attitude can be behavioral, cognitive, or affective. This study aimed to determine the attitudes of senior high school students towards English according to their dimensions and compare them according to the learners' gender and type of school, which could provide valuable insights to the teachers of English. Descriptive-comparative method was utilized with the use of mean, standard deviation, frequency distribution, and t-test. There was a total of 133 respondents enrolled in the STEM strand in Marcelo H. Del Pilar National High School and Montessori De Sagrada Familia. A survey questionnaire was given to the respondents to determine their attitudes towards English. The study revealed that senior high school students have a positive attitude in each dimension of attitude towards English. Furthermore, there was no significant difference in each dimension of attitude when grouped according to gender and type of school. Since the results yielded only a positive attitude, these imply that further enhancement is necessary to achieve a highly positive attitude among the students through the help of teachers, parents, schools, and curriculum developers.

59142

Explore Alternatives in On-line/On-Demand Type of Language Teaching – The Case of TOEIC Preparation Course in a Japanese University

Arata Fujimaki, Tokai University, Japan

With the spread of Covid-19, many of the universities in Japan were required to introduce on-line/on-demand courses all the sudden in 2020 academic year. Concerning this new teaching system, there has been a strong debate whether the above stated educational system has a positive influence on the students. Last Spring semester in the 2020 academic year, the presenter taught TOEIC preparation course through on-demand teaching method. He has been teaching this course for a considerable long time including advanced, intermediate, and introductory level. However, for all the fact that the presenter has a long-time teaching experience, he has been forced to keep finding small changes in teaching method. With this urgent but educationally interesting background, in this presentation, firstly, the presenter will talk about the teaching methods he utilized throughout the semester together with the brief literature review of the on-line/on-demand type language teaching. Then, he will discuss on the survey result of the questionnaire he has distributed during the course in order to share how the students really felt and thought this new system. Lastly, he will explain the improvement of English language proficiency by showing the test result. In conclusion, as is stated above, the presenter will explore and suggest some of the benefit of the alternative teaching method in on-line/on demand type of language education in the case of TOEIC preparation course in the academic institution in Japan.

ACE Virtual Presentations

Higher Education

58657

Teaching (and Learning) in the Time of Epidemics: Reflection on Humanities Teaching in Higher Education

Amy Wai Sum Lee, Hong Kong Baptist University, Hong Kong

During the global Covid-19 situation, there was a general shutdown of daily operations, including education. In Hong Kong, which was among the first locations to be hit by the epidemic, face to face teaching stopped early in February 2020, which was the beginning of the second semester of the academic year. The higher education sector was the first to respond to the situation by shifting to online teaching immediately, and finally extending to the end of the semester. The sudden shift to the eLearning mode posed a lot of challenges to both teaching and learning, including feasibility and effectiveness. This presentation is a sharing of my professional practice in Hong Kong higher education during this second half of the academic year 2019-2020. Although it was generally felt that the humanities subjects encountered fewer challenges shifting to the eLearning mode, the outcomes of this semester was a strong reminder to us to review the current practice in teaching and learning, and to rethink how to engage with the new generation of learners and new circumstances. It is hoped that the presentation can share some observations about the challenges of e-learning, and facilitate some new thinking about how to conduct eLearning in higher education, more specifically relevant to the Hong Kong's unique cultural environment.

58502

The Development of Lesson Plan Based on CIPPA Model in Principles of Guidance Course

Karakada Nugkim, Kasetsart University, Thailand

Chakree Kerdsoomboon, National Dong Hwa University, Taiwan

The aim of this study was to develop the pedagogical approach under the concept of CIPPA instructional model in order to enhance the 26 students' logical and rational skills that enrolled in The Principle of Guidance course of the first semester in 2019. Classroom research was utilized for this research. The three significant research instruments employed for investigation are; 1) Lesson plan based on the CIPPA model 2) The respondent questionnaires 3) The application form of reflection and focus group. The findings indicated that According to students' opinion toward the benefits of activity participation, it was found that students have possibly learned and comprehended other perspectives of thinking knowledge/understanding learning process of the CIPPA model at the highest level, and the development of thinking process/ thinking skills for themselves and the others. Regarding reflection on behaviors in order to convey students' thinking/thinking skills expresses during participating learning activities are Creative, Analytical thinking, Step thinking, and Self-learning knowledge construction. In terms of activity participation, the supportive and encouraging activities which stimulated students to express their most thinking behaviors and skills were Collaboration, Conceptual summarization, and Presentation. According to the focus group of the learners' perspectives toward activity participation based on the CIPPA, it was found that participating in activities has strengthened Leadership skills, Communication skills, Adaptation, Positive attitudes toward themselves, and classroom participation.

58644

The Effect of College Service Quality on the Learners' Satisfaction at English Study Program of Higher Education

Sabarun, IAIN Palangka Raya, Indonesia

Hj. Hamdanah, IAIN Palangka Raya, Indonesia

The study was to investigate the effect of college service quality on the learners' satisfaction of English study program at IAIN Palangka Raya. Quantitative method was used to survey 173 L2 learners using 35-items of self- developed questionnaire to determine the most influential factor of the college service quality. The reliability and validity of the instrument were ensured. The assumption test, such as normality, linierity, multicollinierity, heterokedasticity, autocorreltion, was also counted before analyzing data. The data were analysed using multiple linier regression, t-test, F test and correlation. The finding revealed that: (a) the variables of tangible (x1), reliability (x2), responsiveness (x3), assurance (x4), empathy (x5), gave effect simultaneously to the learners' satisfaction ($F = 27.880$, $p = 0.000$). (b) Partially, each variable gave contribution to the learners' satisfaction as follows: tangible (x1), 02.23% reliability (x2) 16.86%. responsiveness (x3) 12.88%, assurance (x4), 05.40% empathy (x5), 09.20%. (c) The most influential contributed to the satisfaction was reliability, followed by responsiveness, empathy, assurance and tangible. The total effective contribution of those variables to the learners' satisfaction was 40.50%. The rest (50.50%) was influenced by other variables out of the study. It was suggested that the college improve the quality of service in terms of learning facilities, teaching laboratory, language laboratory, dormitory, cleanliness, safety, giving appropriate treatment and having more empathy and understanding the learners' needs. Further studies on quality service with broader scope and sample size was recommended.

58636

Assessing the Impact of a Community Extension Program Through the Lens of the Human Security Approach

Blenn Nimer, Notre Dame of Kidapawan College, Philippines

Higher education institutions fulfill threefold functions: instruction, research, and extension. The third function which is community extension used to play a supporting role and performed within the context of accreditation. Ideally, it must be integrated into the academic fabric of the institution. This study aimed to assess the impact of Children's Education Welfare Assistance (CEWA) programs, a community extension program of a higher education institution in the Philippines that operated for 15 years, on the human security of the beneficiaries, specifically on their economic, food, health, environmental, personal, community, and political security. CEWA simultaneously implemented three sub-programs, namely: Child Development, Family Development, and Institution Building. A multilevel mixed method was used in collecting data on three levels: Sponsored Children, Sponsored Family, and the Program Implementer. Documents, Survey Questionnaire, FGD, and KII were utilized in gathering the data. A researcher-made questionnaire was deployed after subjecting it to content expert validation, pilot, and reliability testing. Respondents were selected using a purposive sampling technique. Data were analyzed using document analysis, paired-samples t-test, and direct content analysis. Results showed that Child Development and Family Development were effective in alleviating the human security of the beneficiaries. Institution Building, on the other hand, failed in meeting its program objectives. Overall, the programs of CEWA had a huge impact on the economic, food, health, environmental, community, personal, and political security of the beneficiaries. Community extension programs that are long-term and holistic in approach can be an effective agent of societal transformation.

ACE Virtual Presentations

Higher Education

58992

Faculty Mentoring and Unmasking Gender Biases and Influences for Pakistan Returnee Doctoral Graduates From Abroad

Maleeha Ashraf, University College London, United Kingdom

Denise Hawkes, University of Greenwich, United Kingdom

Maryab Rab, British Council Pakistan, Pakistan

Wilson Eduan, University College London, United Kingdom

The mentoring of faculty is an important aspect in higher education for countries investing in training faculty abroad. This study explores the key challenges faced by young female faculty when returning from doctoral studies abroad and assuming leadership positions in higher education, without having had prior mentoring. The participants of this study were doctoral graduates who completed studies in UK and USA, and who are working in universities overseen by the HEC of Pakistan. A thematic analysis was conducted for interview data obtained from the British Council in Pakistan and consisting of mainly young female academics. The findings reveal outright discrimination against females, a lack of support for female faculty and the role of the socio-cultural context constraining them. Remedial mechanisms in the form of appropriately matched mentoring is needed to address the emerging concerns.

58985

Research Aptitude and Interest of Philosophiae Doctors and Masters Degree of State Universities and Colleges (SUCS) in Region III, Philippines

Gladys Ann Plaza, Bulacan Agricultural State College, Philippines

Susan Santos, Bulacan Agricultural State College, Philippines

Cecilia Santiago, Bulacan Agricultural State College, Philippines

Exploration and exposition of knowledge, specifically in terms of educational system and sustainable transformation is through research. This study determines the research aptitude and interest of faculty members who have master's and doctorate degrees to their research. Using descriptive method, this study utilized survey questionnaires that were distributed to 13 SUCs in Region III. On the academic profile, the academic rank for majority of master's degree holders is Instructor I, and for doctorate holders is Associate Professor V. Most respondents have no administrative designations, their degrees are attained within the past 1-5 years, aligned to their field of specialization, and their studies were mostly self-financed. On the traits of a researcher with good aptitude, master's degree graduates perceived themselves to be 'moderately like me' while doctorate degree holders perceived themselves to be 'very much like me'. For a researcher with research interest, both groups of respondents perceived themselves to be 'moderately like me'. With regards to administrative support received, most respondents are given budget from General Appropriations Act allocation, de-loading as the most common incentive, receive support for supplies and materials, and most grants come from government institutions. Results revealed that there is no significant relationship between research aptitude and academic profile of both types of respondents in terms of academic rank, designation, field of specialization, number of years graduated from master's or doctorate, and scholarship obtained. Only doctorate degree holders have significant relationship between research interest and academic profile but only in terms of academic rank and scholarship obtained.

59171

A Less Stressful, Yet Effective Procedure for Admissions to Medical Schools in Thailand

Pratchayapong Yasri, Mahidol University, Thailand

Norawit Titicharoenrak, Harrow International School Bangkok, Thailand

Traditionally, admissions to medical schools in Thailand have recruited prospective students through a score-based procedure in which students gaining relatively high scores from the national admission tests are prone to have a greater opportunity to get an offer. This is believed to induce stress and unfriendly competition among students. However, since 2016 onwards, a new procedure has been implemented alongside the traditional method where applicants are required to go through two selection stages. The first stage involves an intensive consideration of students' GPAs, English proficiency test, and an internationally standardised test. Nonetheless, this only looks for those passing minimum requirements. No matter how high their scores would be, applicants have an equal chance to be selected for the next stage. In the second stage, applicants are required to submit a portfolio that shows their participation in extracurricular activities throughout high school years including research, academic activities, social services, and other special talents. This list of activities is considered in conjunction with multiple mini-interviews where they are assessed their critical thinking and communication skills. The final decision to admit applicants solely depends on their past activities and their interview results, not the scores they achieve. This new procedure helps reduce stress from exam results and encourages them to develop essential skills through activities. Also, those getting accepted are believed to possess effective communication skills, collaboration, and critical thinking which are crucial for entering higher education and the workplace in the future.

ACE Virtual Presentations

Higher Education

58853

Academic Integrity Strategies in 2020: Positive, Preventative, Punitive

Lorna Waddington, University of Leeds, United Kingdom

Caroline Campbell, University of Leeds, United Kingdom

There is currently a gap in the UK's response to the ever-increasing threat of plagiarism. Through a systematic literature and policy review undertaken in the preparatory stages of a year-long project, we have identified the following areas in which deeper understanding will enable the development of strategies to support a positive environment which encourages students to study with integrity: 1. Innovative, effective practice in informing and educating students about academic integrity 2. Developing students' understanding of plagiarism, and all that entails, including the student voice 3. Training and support for staff in developing their awareness, detection and investigation of plagiarism with a specific focus on contract cheating 4. The 'dangerous' world of contract cheating and a focus on the ever-increasing importance of detection. In this presentation we discuss the current state of knowledge in regard to these areas, and outline our mixed methods approach to exploring them in our research context. Our project will use questionnaires and interviews with students and staff at the University of Leeds in order to articulate and delineate the issues that have opened the door to contract cheating, and to formulate strategies to tackle it. With the timing of the questionnaires being COVID-dependent, we may not be able to complete our thematic analysis by October but we will share highlights from our research and examples of good practice.

58801

Teaching and Learning With Technology: Educators' Perspectives of the Possibilities and Challenges

Marelize Malan, University of Johannesburg, South Africa

Technology has brought about an immense change to the world we live in and the use thereof has become a familiar aspect of tertiary education. Never before has the need for technology and use thereof in education been more amplified than with the coronavirus, COVID-19 pandemic, where learning had to continue remotely through online platforms. Although today's students are known for their digital skills, this knowledge does not always translate effectively into the learning environment. In a developing country such as South Africa, there is also a significant digital divide. The current study focused on the possibilities and challenges of learning with technology within tertiary education. A qualitative methodology was used to elicit the perceptions of educators through focus groups and interviews. Data were thematically analysed. The findings illustrate that effective learning can take place with and through technology, but that significant work is necessary to bridge the gaps that exist. More opportunities need to be given to students to interact with technology, while educators need assistance and training to ensure that they are comfortable and astute teaching with technology. Recommendations were made, notably, to improve infrastructure and access for students to technology as well as providing more content through videos. The study concluded that effective learning can take place through technology but that this requires educators with innovative ideas, students with a willingness to learn and with the proper infrastructure in place.

58797

The Quality of the e-courses Provided During the COVID-19 Pandemic From the Students' Perspectives

Agabat Elnour, Qassim University, Saudi Arabia

The aim of this study is to reveal the students' view of general course quality across online learning amidst the COVID-19 pandemic as well as how much of the standard e-courses could be actualised to arrive at the 80% streamlining level. The researcher utilised a test, produced for this context, which included 42 items to quantify the eight key features of e-course quality: course overview and learning objectives (competences), instructional material, evaluation and assessments, activities and learning interaction, technology, learner support and accessibility and usability. We planned the test answers on a 5-point Likert scale and ensured its validity and stability. An available sample of 288 female students from the College of Sciences and Arts, Rass/Qassim University, participated in the study. We found that the learning objectives (competences) implied scores ($M = 4.05$) were high, the learner support scores ($M = 3.57$) low and the overall degree mean score ($M = 3.77$) was moderate. Additionally, no significant difference was found between the female points of view under study, in terms of college, level of training and majors. The quality of e-courses scored lower than the normal streamlining level of 80% ($\alpha = 0.05$). The scores of the usage and normal levels in all the spaces were low except for the learning target, which scored over 80% ($M = 81$).

58659

A Study to Investigation the Role of Universities to Promote the Entrepreneurial Culture in Pakistan

Huma Kausar, International Islamic University, Pakistan

Anjum Naz, University of the Punjab, Pakistan

Higher educational institutes are playing an effective role to encourage entrepreneurial activities by developing entrepreneurial attitudes and capabilities among students. The purpose of current study was to identify the role of universities to promote the entrepreneurial culture among students. A quantitative inquiry was planned to understand the roles and responsibilities of universities to enable the students to be entrepreneurs. Survey technique was used to collect the data. Purposive sampling technique was applied to draw the sample from the targeted population i.e. final semester students of Master and Bs (Hons) programs from the faculties of management sciences and social sciences of Sargodha University. A questionnaire was developed and distributed among 300 participants of survey. Data was coded and analyzed by using statistical techniques e.g. frequencies, mean, and standard deviation were applied to analyze the descriptive data while the Pearson correlation test was applied to calculate the inter-factors relationship. It was found that there is a significant relationship between the role of University and students' attitudes to embrace the entrepreneurship, whereas a moderate positive correlation was found between the content of management and students entrepreneurial intentions. Keeping in view the findings of the study, researcher suggested that there is a dire need that universities should pay more intention to conduct entrepreneurial activities to develop the entrepreneurial attitude to start new ventures. Further, it was suggested that universities should teach entrepreneurship as a separate subject in non-business sciences to develop entrepreneurial attitudes and capabilities among their students to encourage the entrepreneurial culture in Pakistan.

ACE Virtual Presentations

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

58965

A Development of the STEM Interest and Attitude Scale for the Elementary School Students

Hsiu-chuan Yang, National Taiwan Normal University, Taiwan

Lung-Sheng Lee, Central Taiwan University of Science and Technology, Taiwan

This study aimed to develop a STEM interest and attitude scale suitable for the elementary school students in Taiwan. After reviewing relevant literature, a scale was drafted and used to assess 100 elementary students for conducting both item analysis and exploratory factor analysis. After that, unsuitable items were deleted and the revised scale was employed to assess 1,194 elementary students to conduct a confirmatory factor analysis, construct the scale model and confirm the overall fit, and test the internal structure. The scale developed by this research has four categories. Consequently, the results of this study are as follows: (1) The factor analysis concludes that each subject of STEM has two dimensions--"self-value orientation" and "social value orientation"; (2) Every sub-construct of the scale has a good fit--the factors measured by each item conform to the theoretical constructs, and the theoretical framework of the scale can be supported by empirical data; and (3) The scale has good internal consistency reliability. Therefore, the scale developed in this study has good credibility, validity and stability. It can be used to assess elementary students' STEM interest and attitude. Further studies can be generated around the scale and from its applications.

ACE Virtual Presentations

International Education

58957

International Student Migration: Pre-COVID Educational Paths of Chinese Undergraduate Students in the U.S.

Hong Li, Emory University, United States

Levin Arnsperger, Emory University, United States

Michael Cerny, Hertford College in the University of Oxford, United Kingdom

As of 2019, nearly 370,000 students from the People's Republic of China were enrolled at a U.S. college or university. Often employing a 'push-pull' model of international student migration, prior academic research has sought to identify the primary factors which motivate Chinese students' desire to receive an overseas education. However, the recent deterioration in U.S.-China relations, along with the COVID-19 pandemic, are expected to both alter and depress international patterns of Chinese student migration. Combining two datasets collected at Emory University in the past three years, our study investigates the pre-COVID educational paths of Chinese students from high school to American colleges and their motivations for pursuing undergraduate education in the U.S. Drawing from 190 surveys and 17 interviews of Chinese students at Emory University in the span of three years, our study highlights how Chinese students navigate the complex application process and identifies the key factors influencing students' decisions, such as with regards to the political and economic status quo of the United States and China, parent-student aspirations, and the perceived value of an overseas education. Furthermore, based on recent interviews with over 20 Chinese students at Emory University, we will discuss the unique challenges and concerns of Chinese students studying in the U.S. during COVID-19 that provide early insight into how online learning might shape future patterns of international student migration.

59107

Transforming International Pre-service Teachers' Pedagogy in the Era of Multiliteracy: A Case Study

Huijing Wen, Moravian College, United States

Valerie Shinas, Lesley University, United States

Higher educational institutions in the US witnessed a growing number of international students on campus. This group of students brought with them diverse linguistic, cultural backgrounds that are distinct from the mainstream American teacher candidates. Inherently, it poses challenges to the teacher education programs in the US how to best prepare them to be day-1 ready classroom teachers. Their status as international students prevent them from engaging in field-based experiences. It is necessary, then, for faculty to create experiences for international teacher candidates that support the development of the knowledge and skills for their future roles. The case study examined how an international pre-service teacher from China enrolled in a graduate-level literacy and technology course that aimed to develop the pedagogical and technological knowledge, negotiated her cultural identity in a Caucasian-dominated classroom through coursework and how she used innovative digital tools to support her future ELL students in language and literacy learning. The course artifacts of blog posts, digital storytelling product, unit plan, end-of-course reflections in addition to interview data were analyzed. Results showed that 1) the opportunities of exploring and using technological tools allowed international students' expression of their cultural and sociocultural perspective using culturally-specific images, sound, and language; 2) the course's scaffold and hands-on nature of project-based learning effectively supported international students to develop the knowledge and skills for their future roles by preparing them to create similar opportunities for their students.

vimeo.com/channels/ace2020

ACE Virtual Presentations

Knowledge Creation, Preservation & Access

58560

Innovative Spanish Teachers: The Case of Juan Macho Moreno

Rafael Salinas, Autonomous University of Barcelona, Spain

Isabel Alvarez, Autonomous University of Barcelona, Spain

This study focuses on the Spanish educator Juan Macho who led the fight against illiteracy and drop-outs in rural and urban Spain, on his contribution to the task of training women teachers, as well as on his collaboration in educational renovation and innovation in different Spanish Congresses during the period 1882 to 1908. His educational work culminated in teacher training, through the mission of the Free Teaching Institute (founded in 1876 as a project of educational renovation widely aligned with worldwide educators such as John Dewey, M. Montessori and alike), in which he directed a programme of in-depth educational reform, necessarily was founded on primary education, but also including the development of the National Pedagogical Museum project, and also the dissemination of knowledge through school libraries in places and circumstances where no such material had been available hitherto. This revolutionary author worked not only in the Spanish Schools but also in Puerto Rico, where he founded a number of pedagogical magazines aimed at providing a permanent source of training for teachers and keeping them abreast of the educational innovations that were coming to Spain. To sum up, the focus of his infectious energy and collaborative activity, as an active member of the National Teacher Training Association, switched to the development of professional teaching networks, whose aim was to campaign for a free, equal education.

vimeo.com/channels/ace2020

ACE Virtual Presentations

Language Development & Literacy

59121

Using Constructivist Pedagogies to Support Foreign Language Teaching in Remote Spaces

Valerie Harlow Shinas, Lesley University, United States

Huijing Wen, Moravian College, United States Lijing Luo, Conrad Schools of Science, United States

The COVID-19 pandemic and resulting school closures presented K-12 teachers with numerous challenges. This may have been especially true for foreign language teachers, whose teaching is centered on providing students with authentic opportunities to listen, speak, read, and write in the new language. We argue that teachers can overcome the challenges of disengagement and low motivation by designing engaging experiences that allow all students, including those with learning differences, to fully participate in remote language learning. This paper explores the challenges experienced by one Chinese language teacher in an American secondary school setting as she responded to the rapid pivot to remote teaching during the spring of 2020. The third author, a Chinese language teacher in a secondary school in the mid-Atlantic region of the United States, found the need to adjust her practice to meet the needs of her diverse population of students. Subsequently, the authors engaged in collaborative, reflective inquiry and review of the literature to examine remote teaching in the foreign language classroom. The authors gleaned recommendations for Chinese language teachers who must design instruction for diverse student populations for delivery in remote and hybrid teaching modalities. This paper presents a theoretical framework and recommendations for effective, project-based instruction that teachers can use to design effective language instruction for all learners.

ACE Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

58554

Aesthetic Quality Experiences Leading the Way for Learning How to Read and Write More Effectively

Bàrbara Pons, Autonomous University of Barcelona, Spain

Isabel Alvarez, Autonomous University of Barcelona, Spain

This study presents the way in which the creation of aesthetic quality experiences as objects of innovation contributes to improving the reading and writing skills of children between 4 and 6 in Catalonia, Spain. The concept of aesthetic quality experiences was developed by John Dewey in 1916, but was not really applied to the early stages of learning. These experiences possess certain distinctive features, among which is the fact that they are highly significant for children, and therefore enhance their motivation as they focus on the skill they are learning. The tests employed are based on a qualitative approach whereby, using a specific rubric, they measure the children's phonological awareness and reading speed. The sample consists of 53 children at the same school. The study presents the results obtained, and shows an improvement both in reading and writing, assuming that learning is mediated through significant Experiences. In conclusion we can state that all the pupils show improvements in several respects, even children with learning difficulties, which suggests that we should continue to apply aesthetic quality experiences throughout nursery and primary education.

58932

Strategy and Impact of Implementing Journal Article Presentation in First Year of Medical School

Nelofar Khan, Gulf Medical University, Ajman, United Arab Emirates

Introduction: Strong curricula at Gulf Medical University emphasizes on 'Evidence Based Medicine', intends further strengthening, encourages early introduction of journal article presentation in the medicine program. Objective: Strategy for successful implementation of structured journal article presentation during medicine year-I. Method: The batch divided into eight-groups of 12-students; each group assigned a faculty facilitator. Total 6-sessions of 2-hour duration arranged for each group, detailed schedule communicated well in advance. During each session, 2-students together presented a research article to their group members encouraging scientific discussion. Each student got an opportunity, expectations were appropriate to their level, little marks allotted, contributed to summative assessment. Anonymous student feedback taken to assess the impact and to improve. Result: Almost 90% students appreciated the experience as it improved their ability to critically understand and present journal articles. Acknowledged the positive influence on their interest in scientific literature and research design. Group discussions were beneficial in exploring and appreciating others point of view. Early mingling with the current scientific literature navigating databases was recognized as a first step in training, encouraging up to date lifelong learning. Conclusion: The important strategies credited for the success include: contribution to summative assessment; appropriately spaced scheduling; faculty facilitator to guide and monitor group progress; facilitators meeting to maintain uniformity between groups; availability of infrastructure and research database. Student's suggestion for improvement: Three students to work together for each presentation to reduce the burden. Many demanded preselected list of articles from which they can choose, however, opposed by the enthusiastic ones.

58968

Issues and Challenges Experienced by Undergraduate Students in Undertaking an Oral Communication Assignment in the Midst of the Covid-19 Pandemic

Wendy Hiew, Universiti Malaysia Sabah, Malaysia

This paper discusses the issues and challenges experienced by 91 first-year undergraduate students at a local university in Malaysia in undertaking an interview project in the midst of the Covid-19 pandemic, which required the use of mobile and computer technology as part of their group assignment. The assignment initially required each student to conduct an interview with international tourists. Unfortunately, due to the international border closure imposed by the Malaysian government to prevent the spread of the coronavirus, international tourism came to a standstill. Due to this circumstance, some adjustments were made to allow students to interview their colleagues or local residents during the Movement Control Order in Malaysia, which is equivalent to a partial lockdown. This study uses students' videos and portfolio assignments as primary data sources. The findings showed that students encountered four issues and challenges in completing the assignment: difficulty in finding participants for the interview, an interviewee who could speak in English, inconducive environment to conduct the interview and poor internet connection to conduct online interviews and to upload a video for submission to the lecturer. Despite all of these issues and challenges, student's individual online presentation and self-reflection indicated three major benefits of the assignment: students gained self-confidence in speaking and communicating in English, students learned the importance of listening skill by asking follow-up questions, and students learned the skill of video editing. This paper concludes with suggestions to improve the interview project, as online teaching and learning will be extended until the following semester.

ACE Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

58986

Comparing the Effect of Emotions on Hope Between Vietnamese and Taiwanese College Students

Ngoc Phung Sai, National Chengchi University, Taiwan

Yu-chu Yeh, National Chengchi University, Taiwan

The feeling of hopefulness is important for personal goal setting and success. Emotions and cultural background may be influential to the formation of hopefulness. Understanding their relationship helps effective cultivation of college students' beliefs of hope. This research aims to explore the effects of culture and emotions on hope beliefs between Vietnamese and Taiwanese college students. The measure of emotions included positive emotion and negative emotion; the measure of hope beliefs included the beliefs of goal achievement, pathway thinking, and agency thinking. Participants were 152 Taiwanese and 84 Vietnamese students. Inventory investigation was employed to achieve the goal of this study. The main findings are as follows: (1) Results of Pearson correlation revealed a positive correlation between positive emotions and hope beliefs, but a negative correlation between negative emotions and hope beliefs. (2) Results of Univariate Analysis of Variance (ANOVA) revealed significant nationality group differences on the total score of hope beliefs, positive and negative emotion. Taiwanese students' hope beliefs and negative emotions were stronger than those of Vietnamese students, whereas Vietnamese students' positive emotion was stronger than that of Taiwanese students. (3) Results of Multivariate Analysis of Variance (MANOVA) revealed significant nationality group differences on all aspects of hope beliefs. Specifically, Taiwanese students' hope beliefs of goal achievement, pathway thinking, and agency thinking were stronger than those of Vietnamese students. The findings suggest that although Vietnamese students feel less hopeful, they have stronger positive emotion than Taiwanese students; this may be because Vietnamese students are more hedonistic than Taiwanese students.

59145

Accessing the Impact of e-learning System on Learners at University Level in Sultanate of Oman

Subrahmanian Muthuraman, Arab Open University, Oman

Mohammed Al Haziazi, Arab Open University, Oman

Amani Al Balushi, Arab Open University, Oman

The present study attempted to examine the impact of e-learning system education on student's knowledge enhancement focusing on the teacher, content, technology, student. A structured questionnaire was used to collect data from 260 undergraduate students from Arab Open University, Oman branch and were analyzed with various statistical tools which can be used to find the relationship between the variables. However, it is relieved that there exists high effect (84%) e-learning on student's learning. Further it is noticed that there exists moderate effect (62%) of e-learning on knowledge enhancement. A multiple regression was run to predict the e-learning system from all four independent variables such as student, teacher, technology and content and it was proved statistically significantly predict the dependent variable thereby accepting the study hypotheses. The study also revealed that there are many benefits and challenges associated with e-learning system. Students were exposed to the e-learning system and feel more confident and comfortable while working on it. It is therefore recommended that post COVID-19, e-learning will become the most preferred way of education throughout the Globe. Some major efforts must be made to continue to improve the e-learning that fosters dynamic learning opportunities for students. It is essential to improve the technological skills in order to achieve the best goal of knowledge enhancement. Further this study can be conducted widely be carried out in all the higher education institutions across the country.

58857

Reflections on Emergency Remote Foreign Language Learning

Olga R. Bondarenko, Russian State University for the Humanities, Russia

The present paper is a response to the recent dramatic realignment of teaching processes in terms of speed and effort caused by the pandemic. The phenomenon was labelled 'emergency remote teaching' by Ch. Hodges and a team of scholars to distinguish it from systemic online teaching. Since the pedagogical context regarded is unprecedented and there is not much said and written about it yet, the author takes the liberty to share her small-scale tentative experience. The goal of this empirical research was to gauge first-hand tertiary students' perception of the drastic changes that took place in foreign language learning routines this year. The researcher was interested in students' general attitude to the change of classroom from physical face-to-face to a remote mode, restrictions imposed by it and students' readiness to continue remote language learning if necessitated in the future as high-degree indefinite prospects remain. To meet the goal a questionnaire of 8 queries was drawn up and offered to 21 tertiary students doing a bachelor's course in foreign regional studies at the Russian State University for the Humanities at the end of June 2020 after the term was over. The results were interpreted within the framework of the generations theory and computer-mediated communication theory. They showed that the majority of the respondents were hesitant about accepting remote language learning and preferred it in combination with physical face-to-face instruction. This study is a stage in the author's larger-scale investigation of emergency remote foreign language teaching as a pedagogical management challenge.

ACE Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

58818

Appreciating Diversity of Students: An Experience of Teaching in Pandemic COVID-19

Nazmona Mat Ali, University of Technology Malaysia, Malaysia

Norasnita Ahmad, University of Technology, Malaysia, Malaysia

Suraya Miskon, University of Technology, Malaysia

Covid-19 pandemic has caused a new norm in operational procedures of organizations, businesses, and even to our daily routines. The education sector also has been impacted by this pandemic, causing its core business in Teaching and Learning (TnL) to shift from conventional to an online platform. This paper presents our teaching experience of four (4) different courses with a total number of one hundred and fourteen (114) students. Each student comes from a different background that requires further attention and recognition of their diversity to ensure the continuity of the learning process in a pandemic situation. These differences are categorised into three main aspects. First, determine the academic qualifications where some first-year students enrolled from the matriculation programme, and some had a diploma before continuing into their degree programme. Second, there are students who worked as frontliners such as police and armed forces, and they faced constraints in learning time due to the implementation of the Movement Control Order (MCO). Third, the students are facing difficulties in accessing the internet. Therefore, the course delivery and assessments have been tailored and aligned to cater to these differences. The synchronous and asynchronous approach in online learning has been conducted alternately to deliver the course content. Apart from that, peer learning has also helped in enhancing their understanding. Hopefully, this endeavour could acknowledge the diversity of students and to ensure to achieve the learning outcome of each course. The impacts, challenges, and suggestions for improvements relating to appreciating the diversity of students in TnL are also discussed in this paper.

57467

Diversity Training in Graduate School

Susie Lamborn, University of Wisconsin-Milwaukee, United States

Graduate students in an Educational Psychology program completed a course on the Multicultural Family. Thirteen students agreed to participate in a study that used reflection essays that were part of the class assignments as data. A memoir reading was combined with traditional academic readings with content on multicultural families. Students completed reflection essays through an online discussion format in which they compared their college experiences to the life of a prominent African American from the local area. Using a qualitative approach, the final reflection essays were examined with thematic analysis. Two coders independently coded the essays for key themes. Differences were resolved through consensus. A set of 10 primary categories were organized under three broader themes of African American Experiences, Resources, and Identity Processes. African American Experiences included the primary categories of Personal Understanding, Racism is Current, Food Accessibility, and Historical Contexts. Resources included the primary categories of Family, Resilience, and Community. Finally, the theme of Identity Processes included Identity through Land, Similar Identity Search, and Awareness of White Privilege. In summary, the use of reflective essays and group discussions revolving around the memoir of a prominent, local African American seemed to be successful in contributing to diversity training. Findings will be discussed in the context of the need for continued diversity training in academic settings. These students will continue their professional lives in community and academic settings as educators and counselors who work with diverse individuals and families. In today's world, a strong commitment to diversity training is essential.

59148

Developing University EFL Learners Debate Speaking Skills Through Closed Facebook Groups and Zoom Lessons

Leveth Jackson, Keiai University, Japan

Students acquire communicative competence in a variety of ways hence a need for Higher education to provide diverse instructional strategies such as a debate (Kennedy, 2007). Kennedy(2007) advocates that this type of active involvement enables content in meaningful ways rather than passively consuming information. Students therefore, learn more effectively by actively analyzing, discussing and applying content when participating in debate classes. This study reports findings on the pedagogical feasibility of developing students debate speaking skills through the use of closed Facebook Groups and Zoom lessons. The research participants included 25 English as a Foreign Language (EFL) learners taking Debate classes at a private university in Chiba Prefecture, Japan during the first semester of the academic year 2019-2020. Data was collected from students critical reflections and in class structured surveys. The findings indicate that notwithstanding the structure and technological limitations, delivering debate presentations through closed Facebook Groups and Zoom lessons may help students develop their English speaking and presentation skills, build their confidence in speaking before an audience, and reinforce their English macro skills such as listening and reading. This paper concludes with the pedagogical implications for EFL teachers, curriculum developers and researchers.

57952

Encountering and Embracing Differences Through Experiential Learning: Business Classroom Design for Perspectives Broadening

Kant Thongtawee, Valaya Alongkorn Rajabhat University, Thailand

In this current disruptive, diverse world of digital economy and globalisation, classroom design for students in business management field to prepare them to face and embrace the dynamic world full of differences could be challenging. Through experiential classroom design, students could have the possibility to encounter different worldview from fieldwork, which could eventually broaden their perspectives, preparing them for the diversified environment of the real business world. This study aimed to explore the experiential learning techniques used in an undergraduate business management course in Thailand to broaden students' perspectives. The classroom was designed for students to directly encounter and interact with business entrepreneurs, to learn from their experiences on business techniques used through economic challenges. Qualitative methods of participant observation and in-depth interview were used in data collecting and analysis. It was found in this study that the experiential classroom design could provide students opportunity to gain different perspectives, broadening their understanding on real-world business management.

ACE Virtual Presentations

Mind, Brain & Psychology

59003

The Influence of Emotion on College Student Resilience in Taiwan

Yu-chu Yeh, Institute of Teacher Education - Research Center for Mind, Brain & Learning, Taiwan
Ngoc Phung Sai, National Chengchi University, Taiwan

Resilience is critical to learning and self-development. Understanding the factors that influence college students' resilience help them build up such positive strength. Emotion can be an influential factor to the development of resilience. This study therefore aims to examine the influences of positive emotion and negative emotion on college students' resilience in the aspects of problem solving, hope and optimism, emotional resilience, as well as empathy and relationship. Two-hundred and thirty-six college students in Taiwan participated in this study. The employed instruments were the Resilience Inventory and the Emotion inventory. The collected data was analyzed by Multivariate Analysis of Variance (MANOVA) and Univariate Analysis of Variance (ANOVA). The MANOVA results showed that positive emotion had a significant effect on the participants' overall performance of resilience; the following ANOVAs revealed that participants with a higher-level of positive emotion outperformed those with a lower-level of positive emotion on all aspects of resilience. In contrast, negative emotion had a significant effect on the participants' overall performance of resilience; the followed ANOVAs revealed that participants with a lower-level of negative emotion outperformed those with a higher-level of negative emotion on the aspects of problem solving, hope and optimism, and empathy and relationship. These results suggest that increasing college students' positive emotion and decreasing their negative emotion help enhance their resilience.

58871

Teachers' Characteristics, Teacher Burnout and Motivation to Leave

Sukritta Preechawong, King Mongkut's University of Technology Thonburi, Thailand
Anusit Anmanatrakul, 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 teachers especially vocational field is one of the most important problem of Thai education. The report from the Office of Vocational Education Commission 2019 revealed that Public vocational institutions lack teachers around 18,846 persons. There are many factors that affects teachers' retention such as welfare, stability, job position and burnout. This research aimed to study the variables influence motivation to leave of vocational teachers such as teachers' characteristics (age, gender, position) and teacher burnout. Questionnaire used in this study including 3 parts; 22 items of Burnout Inventory in teachers adopted from Maslach's (1981), 3 items of motivation to leave adopted from Skaalvik (2011) and teacher demographic such as age, gender, position. In this study, data were collected by 424 vocational teachers (from 10 provinces in metropolitan, north, northeast, east and south of Thailand). The results showed that position of teacher and burnout (emotional exhaustion, depersonalization and personal accomplishment) were correlated with motivation to leave while age and gender were not. Moreover, age of teachers correlated with emotional exhaustion and depersonalization whilst teachers' position correlated only depersonalization. It was recommended that the Ministry of Education should consider about policy for teachers in each position which got different welfare and should support early career teachers to retain in their profession.

59113

The Role of Cognitive Behavioral Therapy on Self-efficacy and Worry in College Students

Qaishum Masturoh, Universitas Indonesia, Indonesia
Adhityawarman Menaldi, Universitas Indonesia, Indonesia

Academic performance is influenced by many factors. Self-efficacy and anxiety have been known as predictors of academic performance in college students. Students with strongly perceived self-efficacy are more likely to use analytical thinking and devising successful courses of action effectively in academic settings. On the contrary, anxiety acts as a barrier for students to perform well. As the main component of anxiety, worry is a chain of intrusive thoughts that results in maladaptive behavior such as procrastination and self-criticism. Worry influences student's perception of a situation or their outcomes as threatening. Facilitating students in identifying and altering their cognitive processes may help them in decreasing their worry and increasing their self-efficacy (Smith, Berry, Tart & Powers, 2008; Situmorang, 2018). Cognitive Behavioral Therapy (CBT) method helps the individual to identify their irrational thoughts and alter them into more adaptive. This study aimed to evaluate the effectiveness of CBT in reducing student's worry and increasing self-efficacy. CBT was conducted in a group of six college students for five weeks via video conferences. The measurement of student's worry and self-efficacy was carried out three times using Student Worry Questionnaire and General Self Efficacy Scale. Friedman ANOVA analysis was conducted to evaluate the changes that occur within participants ($X^2(2)=7$, $p<.05$). The main results showed there was a significant change in worry level and there's no significant change in self-efficacy. This finding suggested CBT method has good potential to help college students in overcoming their worry. The limitation and implications of this study are discussed.

59135

Overcoming Academic Anxiety and Improving Hope of University Students: A Group Cognitive-behavioral Therapy (CBT)

Larissa Amira Giyani, Universitas Indonesia, Indonesia
Adhityawarman Menaldi, Universitas Indonesia, Indonesia

University students' anxiety is mostly caused by academic anxiety. It is a disruptive thought pattern followed by physiological responses and behavior as a result of concern regarding the possibility of having poor academic performance. It may cause detrimental effects such as procrastination, poor academic performance, and withdrawal from social relations. Fear and anxiety are causally influenced by cognitions, and that the cognitive distortions and dysfunctional beliefs affect the maintenance of anxiety disorders. Cognitive-behavioral therapy (CBT) facilitates the identification of thoughts, emotion, situations, and behavior that affect emotion and improve emotion by altering dysfunctional thoughts and behavior. CBT is an effective treatment for anxiety disorders (Cuijpers, Gentili, Banos, Garcia-Campayo, Botella, & Cristea, 2016). Furthermore, hope is generally regarded as a protective factor against anxiety. To bring out hope, agency and pathway thinking must be present. CBT protocols act as a resource for pathways and therapeutic relationship facilitates agentic thought. This research examined the effect of group CBT on university students' academic anxiety and hope. Group CBT was conducted in 5 sessions with six participants. The data were collected using validated pre-existing questionnaires: Student Worry Questionnaire and Snyder's Hope Scale for pre-test, post-test, and follow-up measurements. The data gathered was analyzed using Friedman's ANOVA. There is no significant effect of group CBT on reducing university students' academic anxiety ($x^2(2) = 3.20$ $p >.05$.) but there is a significant effect on improving university students' hope ($x^2(2) = 6.52$ $p <.05$.). The implications of hope as a protective factor for academic anxiety are discussed.

vimeo.com/channels/ace2020

ACE Virtual Presentations

Nurturing Creativity & Innovation: New, Innovative & Radical Education

59124

Improvement of Elementary School Students' Creativity Mindset Through Game-based Learning

Yu-chu Yeh, National Chengchi University, Taiwan

Yu-Shan Ting, National Chengchi University, Taiwan

Han-Lin Chang, National Chengchi University, Taiwan

Yu-Jung Lin, National Yunlin University of Science and Technology, Taiwan

This study aimed to use Game-based Learning System for Creativity Mindset (GLS-CM) to investigate whether the learning system would effectively improve pupils' growth mindset of creativity. The participants were composed of 132 pupils. The GLS-CM was employed to improve pupils' creativity growth mindset. The learning systems consist of eight games for enhancing dispositions and skills of creativity. Creativity Mindset Inventory was employed to measure the participants' creativity mindset; it included four factors: Growth-Internal, Growth-External, Fixed-Internal, and Fixed-External. The quasi-experimental design of a four-week experimental instruction was employed in this study. While the experimental group received the game-based intervention, the control group did not; however, both groups received the pretest and the posttest. Using Test (pretest vs. posttest score of creativity mindset) as the dependent variables and using Group (control vs. experimental) as the independent variable, we conducted repeated measure analysis of variance to examine the effects of Group on the improvement of creativity mindset. Significant differences were found on Fixed-External \times Group interaction; analysis of simple main effect revealed that the pupils in experimental group reduced their Fix-external mindset, whereas the control group pupils did not. The findings of this study suggest that the GLS-CM is effective in reducing pupils' creativity fixed-mindset. The GLS-CM emphasizes the importance of the brain functioning and the cultivation of a growth mindset, as well as the integration of creative thinking strategies and Bingo games. The findings suggest such game-based learning is effective in reducing fixed mindset of creativity.

vimeo.com/channels/ace2020

ACE Virtual Presentations

Professional Training, Development & Concerns in Education

58864

Vocational College Graduates' Employability in China – A Case Study Based on Graduates From a Vocational Teaching Program in Hunan

Gaojie Li, The Education University of Hong Kong, Hong Kong

In 2019, the State Council issued Reform Plan for China's vocational education. It symbolized that vocational education in China has entered a new stage. This paper aims to investigate the employability of vocational colleges graduates from the perspectives of the graduates. The research conducted open-end interviews with with 10 graduates who have one to five working experiences from two vocational colleges in Yueyang City, Hunan Province. Based upon the analysis of interview record, the research found main five themes: diploma influence, family influence, personal interests, professional knowledge and skills and transferable skills to describe their employability and what influence their employability. As the most important shareholders in vocational education, graduates' perspectives could give some implications for further educational reform.

ACE Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

58658

Emergent Curriculum Practice in the Malaysian Kindergarten Setting

Masayu Dzainudin, Sultan Idris Education University, Malaysia

Faridah Yunus, The National University of Malaysia, Malaysia

Hamidah Yamat, The National University of Malaysia, Malaysia

Iylia Dayana Shamsudin, Sultan Idris Education University, Malaysia

Children are the designer and creator of their learning when they were allowed to explore their learning environment by themselves. Considering that early childhood education is a foundation for children to strengthen their holistic learning development, this study was done to enhance children's ability as an active learner through the emergent practice in consideration of the Malaysian cultural context. The study takes place at a private kindergarten in Malaysia, involving two early years educators and 6 children age 5 years old. An action research design is applied to ensure the emergent practice is been explicit and profoundly implemented at the kindergarten in collaboration between researchers and educators. The two cycles of action research were done; the first cycle involves the observation and planning of the project work; the second cycle involves the implementation of the emergent practice. The findings show that the emergent practice would increase children participation during the teaching and learning process. Children also appear to be active learners as they were planning their learning based on their interest with guidance from the educators. The implication of this study reveals the value of children perspectives in enhancing their holistic learning development.

58648

Fundamentals of Automation Engineering: Recent Innovations in Teaching and Learning

H.P Agrawal, JK Lakshmipat University, India

Divanshu Jain, JK Lakshmipat University, India

Devika Kataria, JK Lakshmipat University, India

Gustavo Sanchez, JK Lakshmipat University, India

In this paper, recent innovations in teaching and learning related to the course "Fundamentals of Automation" are described. This course is introduced in the first year for freshmen, common for all undergraduate engineering programs. It focusses on creating required competencies for design and maintenance of automation systems. A hybrid Project Based Learning pedagogy is employed, based on three projects, namely, (1) Design and fabrication of a DC power supply, (2) Modelling and simulation of bicycle dynamics, and (3) Design of digital systems. The first two projects were completed as per the original plan, however the third had to be modified due to the disruption caused by lockdown. This project was planned originally to be implemented as hardware implementation of tachometer for sensing the revolutions per minute (RPM) for the bicycle wheels. The project was modified to simulation in of combinational circuit for seven segment display for RPM of bicycle wheel. The course plan has been modified and delivery of concepts has been done using online tools. The students have been shared with the handouts, e-books, solved problems and quizzes and evaluation matrix has been conducted using on-line Learning Management System (LMS). Feedbacks on learning as well as motivation grid have been sought from students and an open house session has been conducted with the parents to address their concerns. This paper discusses the course structure, planning, modifications in plans, challenges and solutions for implementation of this course during pre and post lockdown due to COVID 2019.

58678

Participatory Action Research: Empowering Entrepreneurship Education – Technical Vocational Education and Training College Lecturers

Molefi Motsoeneng, Central University of Technology, South Africa

The aim was to explore the potential of participatory action research (PAR) to instigate change in Technical Vocational Education and Training (TVET) College lectures' entrepreneurship education (EE) pedagogical content knowledge (PCK) often described as authoritarian, lecturer dominated and lack practical knowledge. Couched, with critical emancipatory theory (CER) whose criteria for quality are determined based on advancing the agenda for equity, social justice, freedom, peace and hope. A team of co-researchers was convened consisting of a Head of Department, two entrepreneurship education lectures, two students, an entrepreneur, and a learning facilitator in order to respond to the challenges and find solution that are owned by the team members, because they will be able to implement their solutions. The data is generated through a series of meetings, workshops and EE lecturers' experiences in the classrooms. The experiences from the PAR are discussed, drawing on CER to understand emerging themes such as reflexivity, development in entrepreneurship education and empowerment. The data is analysed using van Dijk critical discourse analysis (CDA). The paper concludes that PAR in South African lecturer education potentially offers a platform for educational development, despite the disempowering lecturer training.

ACE Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

58588

Blended Fashion and Textiles Pedagogy in the Age of Change

Martin Bonney, LASALLE College of the Arts, Singapore

Fashion has always been at the forefront of change, it is a social leader in its ability to adapt and innovate, however, it has in recent decades relied on an unsustainable growth at the planets expense and our own wellbeing. The consumption of all fashion from products to images has increased exponential with the rise of new technology and communication devices. This being well discussed as a system out of control. With the recent powerhouse Gucci, announcing the reduction of fashion shows to slow down fashion consumption approaching change, we need to question if education is fully supporting this with traditional pedagogy where studio-based learning is often separate to theory and new concepts of change. This research explores the learning journey of students studying on the BA (Hon's) Fashion Design and Textiles course in Singapore were a focus of blended learning and new experiences allow for theory and questioning materials and techniques underpin the hands-on practice and industry readiness. This new fashion pedagogy explores the rich and agile practice-based research incorporating traditional craftsmanships, indigenous tools, heritage methods from the region with a new blended studio-based pedagogy that combines new technology and innovation. Observed through new course structures and curriculum with sustainability at its core, teacher and student reflections over 2 academic years 2019 and 2020 provide an effective understanding for tacit and haptic knowledge of textiles and fashion expression and creativity supported through new technology for real-world requirements.

58545

Embracing New Identities with Batik

Martin Bonney, LASALLE College of the Arts, Singapore

Fashion is at the forefront of global technological advancements and mass communications as it embraces the internet age. We find ourselves interwoven in the ever-growing interconnectivity of visual fragmentation and cultural blurring, animated by social media. With this rise of globalisation and industrialization, we notice that the fashion system is layered with unsustainable contradictions spiralling out of control. Our cultural-social values continue being misinterpreted or generating conflict for popularity and commerce. Risking aspects of our material culture, as we push local craft to the margins. Batik from Southeast Asia offers a wealth of cultural importance that has in recent years become reduced to tacky tourist treasures. This heritage craft holds local modes of communication and a wealth visual identity mediating a rich past. It is important we rethink the traditional processes and embrace innovation to keep batik relevant and unlocking a global design language for its future. This research aims to explore new methods into unlocking the past to recognise the importance of local craft and the role designer's have towards innovating possibilities for culturally appropriate futures. Through a series of case studies conducted annually, across 2017-2019 in Singapore and Bali, Indonesia, the traditional craft of batik was questioned and explored. Enabling a visual discourse of complex cultural products and processes. Equipped with this knowledge future designer, educators are able to untangle the various contradictions within the fashion system and embrace new identities for the appropriate future of craft.

58566

Transformative Pedagogy: A Twenty-first Century Perspective Towards Improving Education

Alisha Souza, Don Bosco College, India

Education in the twenty-first century needs to break existing boundaries and adopt a new blend of teaching to meet the evolving demands of students. The need for teachers to unlearn methods of teaching that were consistently being used over the last few years and move towards perceiving not just education, but their role as well, in a different way, lies at the crux of this paper. This paper critiques the current form of teaching and learning happening in institutions and emphasizes the need for a shift in this structure, outlining methods that are more likely to be effective in the twenty-first century. The methodology used to gather information for this paper was a survey of different people associated with the education sector. The research sample included students, parents, teachers, and other stakeholders in the education process. It followed a qualitative and quantitative approach towards obtaining information to prove that there needs to be a transformation in the pedagogical approaches towards education in the twenty-first century.

58614

Personalising the Sringeri Padam (Poetry on Love) by Adapting Michael Chekhov's Psychophysical Techniques

Durga Mani Maran, LASALLE College of the Arts, Singapore

The purpose of the practice of Bharathanatyam (South Indian Classical Dance) is for the dancer and spectator to experience this aesthetic pleasure (Rao, A. 1997). Dance is meant to be sensorial, experiential and pleasurable. Have these core values of the practice been lost through transmission? The problems in the current landscape of learning Bharathanatyam include the codification of the form and the authoritarian style rooted in the teaching of the form leading many student dancers to feel incompetent and consequentially making the form unattainable. My intervention was aimed at making the learning of the portrayal of the emotion love (Sringeri Rasa) in the practice of Bharathanatyam, accessible to all levels of dancers through a sequential model that interrogated cognitive activities present in the engagement of a role performing the emotion. Through my intervention I 'reterritorialized' 'The Sensing' (Pulaneri Vazhakku)(Tamil) and used it as a mode of communicating the emotion love by adapting Psychophysical (Michael Chekhov) exercises. A 'psychological gesture' is a realistic movement developed to express the thought process of the character whereby a physical movement triggers the corresponding emotion. Through my study I designed two exercises; 'Moving flame' inspired by 'expansion and contraction' and 'oppositional tension' inspired by 'qualities of movement'. In this approach, the quality of the chosen movement conjures feelings that are converted into impulses. These impulses were studied through the lens of two dancers' (performances) before and after these exercises. Outcomes measuring the 'consequents' and data via videos, interviews, and reflective journals were collated. This research study is grounded in theories such as Progressivism, Experiential learning and Sanatana Dharma.

ACE Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

58518

Facilitating the Process of Interiorisation: Explorations of a Novel Approach in Fashion Technique Pedagogy

Lidya Chrisfens, LASALLE College of the Arts, Singapore

This thesis offers an exploratory journey on the experimentation of a novel approach to a fashion technique pedagogy using the Process of Interiorisation. This methodological approach will open up a line of research inquiry specific to fashion design. By exploring blind-draping and blind-drafting, this experiment explored how emotions and memories played vital roles in the interiorisation process to trigger imagination. The findings from this intense experiential process led to the discovery of Atmospheric Space, Collective Unconscious, Conceptual Space, and the Emergence of Imagination, all of which contributed to the creative output in a streetwear design. Simultaneously, they ground the theoretical frameworks for the methodology and pedagogy. This thesis adopts a relatively descriptive style in a personal reflection that helps me transform the way I teach, and makes me question the pedagogy that underpins my teaching practice. The style of journaling demonstrates my reflexivity, perceptions, and the insights that I had gained during this experimentation with a student subject.

59008

Teaching Music in the Times of the Pandemic: Pedagogical Pathways for Online Learning

Kris Ho, United International College BNU-HKBU, China

Victor J Rodriguez, Beijing Institute of Technology, China

The online learning environment demanded by pandemic conditions in China has offered opportunities for teachers to engage internet-savvy students, but also presented serious obstacles to unmediated face-to-face teaching. The possibilities for student collective collaboration in real time, the difficulties of teachers to connect with the sheer immediacy of music performance and its physical nuances, and the perceived loss of sound fidelity lost through Internet connections, have plagued teachers in the mainland. Teachers have had to adapt to a new online environment that has moved the classroom to the student's bedroom through the use of laptops and mobile devices. In this paper, we analyze these trends and others through an experiential study and analysis of the teaching of strings, percussion and piano in a mainland university music programme. We argue that performance teaching depends for its success on intimacy and proximity, its physical conditions, as well as emotional and personal closeness, its more psychological dimensions. Online teaching seems to represent their very opposites. While we find that teachers have struggled to correct student performance, foster concentration, demonstrate appropriate methods to play instruments, and guide ensemble performances, the avenues for correcting these problems rely on the establishment of classroom collaboration much more than just technical adjustments. In this respect, Carol Johnson has argued for a "transformation of pedagogical practice" that establishes cognitive, social and teaching presence. We find that what is needed is not a total transformation of pedagogy, but the means to translate the traditional classroom into the new online classroom

59056

Teaching Strategies Guidelines to Foster the Computational Thinking Ability in Higher Education

Virawan Amnouchokanant, 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

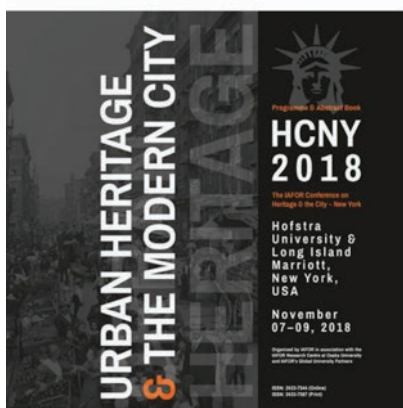
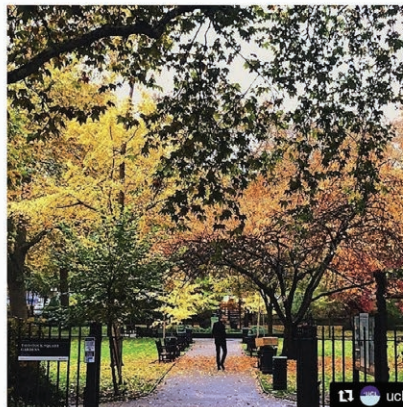
The purpose of this research was to identify teaching guidelines to cultivate the computational thinking ability of higher education students. This qualitative research study focused on seven Thai instructors from public and private institutions (Chulalongkorn University, King Mongkut's University of Technology Thonburi, Kasetsart University, Silpakorn University, Assumption University, and Microsoft (Thailand) Limited). All instructors have had teaching experiences in universities for more than five years and some always have used technologies in their classrooms to improve students' computational thinking ability. Data were collected through instructor focus group interviews. A semi-structured interview protocol was used as a guide. From the interview, we found that three elements for teaching guidelines to cultivate the computational thinking ability of higher education students were 1) learners' and instructors' role 2) learning strategies and 3) teaching tools. The instructor should use learner-centered teaching approaches. In classroom activities, the instructor should be a coach who provides guidance and give powerful questions that help the learners reflect and find a way to get the solution. Besides, this paper gathered learning strategies and teaching tools that were often used in computational thinking courses.

58833

Online Education in the COVID-19 Pandemic Era: Improving Outcomes Through Student and Faculty Feedback

Aki Yamada, Tamagawa University, Japan

The COVID-19 pandemic and the global response have impacted people's daily lives and traditional social norms dramatically. Higher education will be greatly impacted in the short-term, with specific policy changes still being figured out, and long-term impacts not yet known. It is impossible to predict when the COVID-19 pandemic will end, or how long each country's higher education systems will operate under new and unprecedented policy changes. Under these circumstances, institutions must investigate how to motivate both faculty and students, and preserve the quality of education. Globally, we are now witnessing the ongoing results of various forms of online education, and by focusing on these experiences, we can find ways to improve these new methods of education. This research is a case study analyzing student and faculty feedback on online education experiences within Japanese higher education. A qualitative analysis of interviews and questionnaires from 25 student and faculty sources is used to reveal how higher education students perceive online education and its pros and cons. This will include an examination of how online education is affecting student identity, personal challenges, and their ability and motivation for learning. Analysis of these points will be used to offer insight and guidance into how teaching methodologies and learning outcomes of online virtual education can be improved. Though focused on Japan, cultural factors will also be considered, with the hope that educators in other countries undergoing such educational shifts can draw from these learnings for comparative study.



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



ACE2020 Reviewers

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review.

We are grateful for the time, effort and expertise donated by all our contributors.

ACE2020

Review Committee

Professor Chingya Chiu

Chang Jung Christian University, Taiwan

Professor Dary Dacanay

St. Patrick School, Philippines

Dr Maria Guajardo

Soka University, Japan

Dr Minako Inoue

Health Science University, Japan

Dr Lewis Teo Piau Liew

Mas Gading Community College, Malaysia

Dr Sonal Mobar Roy

National Institute of Rural Development and Panchayati Raj, India

Dr Jasvir Kaur Nachatar Singh

La Trobe University, Australia

Dr Non Naprathansuk

Maejo University, Thailand

Dr Nhung Nguyen

Deakin University, Australia

Dr Marilyn Obod

Our Lady of Fatima University, Philippines

Dr Christopher Estibar Olipas

Olm Institute And Skills Training Center for Allied Courses, Inc., Philippines

Dr Elymar Pascual

Talangan Integrated National High School, Philippines

Dr Kittipong Phumpuang

Naresuan University, Thailand

Professor Metee Pigultong

Rajamangala University of Technology

Thanyaburi, Thailand

Dr Nitta Roonkaseam

Phranakhon Rajabhat University, Thailand

Dr Nilda San Miguel

Masapang Elementary School, Philippines

Dr Diana Po Lan Sham

Hong Kong Chinese Institute of Engineers, Hong Kong

Dr Ko Wai Tang

The Open University of Hong Kong, Hong Kong

Dr Tina Wong

Hong Kong Polytechnic University, Hong Kong

ACE2020

Senior Reviewers

Dr Albert Bulawat

Lino P Bernardo National High School, Philippines

Dr Carmen Burgos

Universidad De Atacama, Chile

Dr George Cremona

University of Malta, Malta

Professor Biljana Djoric Francuski

University of Belgrade, Serbia

Dr Wendy Hiew

Universiti Malaysia Sabah, Malaysia

Dr Hong Li

Emory University, United States

Professor Bashar Malkawi

University of Sharjah, United Arab Emirates

Dr Blenn Nimer

Notre Dame of Kidapawan College, Philippines

Dr Andrew Spowage

Queen Mary University of London, United Kingdom

Dr Mei Xuan Tan

Singapore University of Technology And Design, Singapore

Dr Jesse Zamora

Mindoro State College of Agriculture And Technology - Main Campus, Philippines

ACE2020

Reviewers

Dr Imtiaz Ahmad

University of Karachi, Pakistan

Professor Sarim Al Zubaidy

UB, Oman

Dr Sin Yu Cherry Chan

The Chinese University of Hong Kong, Hong Kong

Dr Yu Chih Chiang

Fu Jen University, Taiwan

Dr Brandon Chicotsky

Texas Christian University, United States

Dr Aristidis Galatis

University of Melbourne, Australia

Dr Alla Gudzovskaya

Institute For Research on Social Phenomena, Russia

Dr Masnida Hussin

University Putra Malaysia, Malaysia

Dr Thanh Tien Huynh

An Giang University, Vietnam

Dr Leo Joseph

S R University, India

Dr Amir Kalan

McGill University, Canada

Dr Harumi Kashiwagi

Kobe University, Japan

Dr Ghazala Khan

Monash University Malaysia, Malaysia

Professor Nelofar Khan

Gulf Medical University, Ajman, United Arab Emirates

Dr Susie Lamborn

University of Wisconsin-Milwaukee, United States

Dr Mizuki Mazzotta

Emory University, United States

Dr Shyamli Mehra

Republic Polytechnic, Singapore

Dr Gloria Montiel

Altamed Institute for Health Equity | Claremont Graduate University, United States

Dr Molefi Motsoeneng

Central University of Technology, South Africa

Dr Olga R. Bondarenko

Russian, Russia

Professor Valerie Harlow Shinas

Lesley University, Graduate School of Education, United States

Dr Raz Shpeizer

Kaye Academic College of Education, Israel

Professor Hung-Hsiang Wang

National Taipei University of Technology, Taiwan

Professor Ping Xu

University of Colorado, Boulder, United States

A-Z Presenters List

Agrawal, Hanuman Prasad JK Lakshmipat University, India	p. 75	Herbach, James Steven University of Shizuoka, Japan	p. 64
Alvarez, Isabel Autonomous University of Barcelona, Spain	p. 69	Hiew, Wendy Universiti Malaysia Sabah, Malaysia	p. 70
Alvarez, Isabel Autonomous University of Barcelona, Spain	p. 70	Ho, Ang-Cheng Kris United International College BNU-HKBU, China	p. 77
Alvarez, Isabel Autonomous University of Barcelona, Spain	p. 70	Ho, Hsuan-Fu National Chiayi University, Taiwan	p. 38
Amnouychokanant, Virawan King Mongkut's University of Technology Thonburi, Thailand	p. 77	Huang, Tzu Yun National Chiayi University, Taiwan	p. 36
Aranda, Elaine Marie De La Salle University, Philippines	p. 50	Husainni, Siti Raihana Nanyang Technological University, Singapore	p. 59
Arnsperger, Levin Emory University, United States	p. 68	Idris, Emilia Republic Polytechnic, Singapore	p. 35
Ashraf, Maleeha University College London, United Kingdom	p. 66	Iida, Junko University of Tsukuba, Japan	p. 48
Azuma, Hirotaka Tokyo Denki University, Japan	p. 58	Ikeda, Maiko San Diego County School District, United States	p. 48
Bonaobra, Jaymar Bicol University, Philippines	p. 42	Inoue-Smith, Yukiko University of Guam, Guam	p. 35
Bondarenko, Olga R. Russian State University for the Humanities, Russia	p. 71	Jackson, Leveth Keiai University, Japan	p. 72
Bonney, Martin LASALLE College of the Arts, Singapore	p. 76	Karimah, Shofiyati Nur Japan Advanced Institute of Science and Technology, Japan	p. 46
Bonney, Martin LASALLE College of the Arts, Singapore	p. 76	Kashiwagi, Harumi Kobe University, Japan	p. 58
Burgos, Carmen Universidad de Atacama, Chile	p. 59	Kausar, Huma International Islamic University, Pakistan	p. 67
Campbell, Caroline University of Leeds, United Kingdom	p. 67	Kawagoe, Eiko Graduate School of Healthcare Sciences, Jikei Institute, Japan	p. 40
Chan, Sin Yu Cherry The Chinese University of Hong Kong, Hong Kong	p. 28	Kerdsomboon, Chakree National Dong Hwa University, Taiwan	p. 65
Chanco, Andrew Joseph University of Santo Tomas, Philippines	p. 51	Khan, Ghazala Monash University Malaysia, Malaysia	p. 32
Chang, Jung Hua National Chiayi University, Taiwan	p. 33	Khan, Nelofar Gulf Medical University, Ajman, United Arab Emirates	p. 70
Chen, Yi Wen National Chiayi University, Taiwan	p. 36	Kung, Susie Manukau Institute of Technology, New Zealand	p. 49
Chiang, Yu Chih Fu Jen University, Taiwan	p. 55	Kwakyee Apau, Stephen University of Education, Winneba, Ghana	p. 38
Chicotsky, Brandon Texas Christian University, United States	p. 46	Lai, Yu Ting National Changhua University of Education, Taiwan	p. 57
Chow, Ho Chi Eric Hong Kong Baptist University, Hong Kong	p. 37	Lamborn, Susie University of Wisconsin-Milwaukee, United States	p. 72
Chrisfens, Lidya LASALLE College of the Arts, Singapore	p. 77	Lee, Amy Wai Sum Hong Kong Baptist University, Hong Kong	p. 65
Chuang, Yu Han National Chiayi University, Taiwan	p. 34	Lestari, Zubaedah Wiji Universitas Islam Nusantara, Indonesia	p. 60
Cremona, George University of Malta, Malta	p. 51	Li, Gaojie The Education University of Hong Kong, Hong Kong	p. 74
Dizon, Alberto Don Bosco Technical Institute - Tarlac, Philippines	p. 38	Li, Hong Emory University, United States	p. 68
Dongxue, Hu HKBU-BNU United International College, China	p. 62	Li, Pinzhong HKBU-BNU United International College, China	p. 62
Dzainudin, Masayu Sultan Idris Education University, Malaysia	p. 75	Li, Yan Ghent University, Belgium	p. 62
Edwards, Nathaniel Yamaguchi National University, Japan	p. 57	Lin, Long-Zhe National Chiayi University, Taiwan	p. 36
Elnour, Agabat Qassim University, Saudi Arabia	p. 67	Lin, Ying-Tzu National Chiayi University, Taiwan	p. 41
Firmante, Maria Cristina De La Salle University, Philippines	p. 56	Little, Cathy The University of Sydney, Australia	p. 50
Fujimaki, Arata Tokai University, Japan	p. 64	Lockee, Barbara Virginia Tech, United States	p. 58
Gado, Marlon De La Salle Medical and Health Sciences Institute, Philippines	p. 49	Luo, Wen-Wen National Chiayi University, Taiwan	p. 36
Galatis, Aristidis The University of Melbourne, Australia	p. 29	Mahsud, Muhammad Irfan National Defence University, Pakistan	p. 63
Giyani, Larissa Amira Universitas Indonesia, Indonesia	p. 73	Malan, Marelize University of Johannesburg, South Africa	p. 67
Guajardo, Maria Soka University, Japan	p. 47	Mamutse, Kudakwashe University of South Africa, South Africa	p. 54
Gudzovskaya, Alla Institute for Research on Social Phenomena, Russia	p. 62	Mani Maran, Durga LASALLE College of the Arts, Singapore	p. 76

A-Z Presenters List

Martinsone, Baiba	p. 48	Sta. Cruz, Ma. Dominique	p. 50
University of Latvia, Latvia		De La Salle Santiago School, Philippines	
Masturoh, Qaishum	p. 73	Sun, Zhihong Sundance	p. 29
Universitas Indonesia, Indonesia		The University of Melbourne, Australia	
Mat Ali, Nazmona	p. 72	Suzuki, Ayame	p. 54
University of Technology Malaysia, Malaysia		Shizuoka Prefectural Fuji School for Special Needs Education, Japan	
Mazzotta, Mizuki	p. 28	Tai, Hung-Chun	p. 35
Emory University, United States		National Chung Cheng University, Taiwan	
Mehra, Shyamli	p. 35	Tan, Jennifer Poh Sim	p. 47
Republic Polytechnic, Singapore		HELP University, Malaysia	
Montgomery, Kate	p. 32	Tan, Mei Xuan	p. 29
Southern Methodist University, United States		Singapore University of Technology and Design, Singapore	
Montiel, Gloria	p. 47	Taneja, Mandeep	p. 47
Claremont Graduate University, United States		Soka University, Japan	
Motsoeneng, Molefi	p. 75	Tayoto, Rosemarie	p. 56
Central University of Technology, South Africa		De La Salle University, Philippines	
Muthuraman, Subrahmanian	p. 71	Thongtawee, Kant	p. 72
Arab Open University, Oman		Walaya Alangkorn Rajabhat University, Thailand	
Nagata, Koryu	p. 46	Titicharoenrak, Norawit	p. 66
Shizuoka University, Japan		Harrow International School Bangkok, Thailand	
Narimatsu, Hiromi	p. 41	Tran, Minh-Tuan	p. 49
NTT Communication Science Laboratories, Japan		Japan Advanced Institute of Science and Technology, Japan	
Navarez, Joel	p. 56	Tran, Pha	p. 29
De La Salle University, Philippines		The University of Melbourne, Australia	
Ng, Elaine	p. 28	Tsunematsu, Naomi	p. 51
The Chinese University of Hong Kong, Hong Kong		Hiroshima University, Japan	
Nightingale, Faith	p. 37	Valdivieso Matta, Pamela	p. 61
Queen Mary University of London, United Kingdom		Ministry of Education, Peru	
Nimer, Blenn	p. 65	Valies, Kinsella	p. 64
Notre Dame of Kidapawan College, Philippines		University of Shizuoka, Japan	
Nomaan, Saima	p. 32	Waddington, Lorna	p. 67
Al Ain Men's College, United Arab Emirates		University of Leeds, United Kingdom	
Nugkim, Karakada	p. 65	Wang, Hung-Hsiang	p. 40
Kasetsart University, Thailand		National Taipei University of Technology, Taiwan	
Ong, Jerusha Eve	p. 64	Wang, Man Ling	p. 34
Centro Escolar University, Philippines		National Chiayi University, Taiwan	
Ou, Meng Ting	p. 60	Wang, Wen Chen	p. 39
National Changhua University of Education, Taiwan		National Chiayi University, Taiwan	
Pandey, Mansi	p. 60	Watanabe, Naomi	p. 48
National Institute of Educational Planning & Administration, India		NTT Communication Science Laboratories, Japan	
Pellegrini, Tony	p. 57	Wen, Huijing	p. 68
Southern Utah University, United States		Moravian College, United States	
Phumpuang, Kittipong	p. 40	Wong, Anton	p. 37
Naresuan University, Thailand		University of Leicester, United Kingdom	
Plaza, Gladys Ann	p. 66	Xu, Ping	p. 35
Bulacan Agricultural State College, Philippines		University of Colorado, Boulder, United States	
Preechawong, Sukritta	p. 73	Xue, Wanru	p. 64
King Mongkut's University of Technology Thonburi, Thailand		Utah State University, United States	
Revilla, Ruth	p. 54	Yamada, Aki	p. 77
Bicol University, Philippines		Tamagawa University, Japan	
Sabarun	p. 65	Yamashita, Daiki	p. 41
IAIN Palangka Raya, Indonesia		Nagoya University, Japan	
Sai, Ngoc Phung	p. 71	Yamauchi, Yutaka	p. 28
National Chengchi University, Taiwan		Soka University, United States	
Sai, Ngoc Phung	p. 73	Yan, Chen-Yi	p. 32
National Chengchi University, Taiwan		National Chiayi University, Taiwan	
Salinas, Rafael	p. 69	Yang, Cheng-Cheng	p. 32
Autonomous University of Barcelona, Spain		National Chiayi University, Taiwan	
Sari, Armilia	p. 62	Yang, Hsiu-Chuan	p. 68
Sriwijaya University, Indonesia		National Taiwan Normal University, Taiwan	
Schuckman, Hugh	p. 51	Yeh, Min Chia	p. 33
University of Utah, Asia Campus, South Korea		National Chiayi University, Taiwan	
Setyawati, Josephine Indah	p. 56	Yeh, Yu-Chu	p. 74
University of Indonesia, Indonesia		National Chengchi University, Taiwan	
Shen, Hsiu-Shan	p. 33	Yu, Hongyu	p. 50
National Chiayi University, Taiwan		Beijing Foreign Studies University, China	
Shinas, Valerie Harlow	p. 69	Zamora, Jesse	p. 61
Lesley University, United States		Mindoro State College of Agriculture and Technology - Main Campus, Philippines	
Shpeizer, Raz	p. 55		
Kaye Academic College of Education, Israel			
Souza, Alisha	p. 76		
Don Bosco College, Panjim Goa, India			
Spowage, Andrew	p. 37		
Queen Mary University of London, United Kingdom			

Tokyo, Japan, 2020

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
(kamc.iafor.org)

December 14–17, 2020

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

Hawaii, USA, 2021

January 06–10, 2021

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

The IAFOR International Conference on
Sustainability, Energy & the Environment – Hawaii
(iicseehawaii.iafor.org)

Tokyo, Japan, 2021

March 21–24, 2021

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

March 24–27, 2021

The Asian Conference on Language
(acl.iafor.org)

March 28–31, 2021

The Asian Conference on Psychology & the
Behavioral Sciences
(acp.iafor.org)

The Asian Conference on Ethics, Religion &
Philosophy
(acerp.iafor.org)

The Asian Conference on Aging & Gerontology
(agen.iafor.org)

May 23–26, 2021

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

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

June 02–05, 2021

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

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



Singapore, 2021

May 13–16, 2021

The Southeast Asian Conference on Education
(seace.iafor.org)

London, UK, 2021

July 15–18, 2021

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

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

July 22–25, 2021

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

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

Introducing the IAFOR Research Centre at Osaka University, Japan

The IAFOR Research Centre (IRC) is a politically independent, international and interdisciplinary think tank based at the Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:
www.osipp.osaka-u.ac.jp/iaforresearchcentre/

iafor

OSIPP-IAFOR
RESEARCH CENTRE
OSAKA UNIVERSITY

THE IAFOR RESEARCH CENTRE
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY
OSAKA UNIVERSITY

大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター

