ACEID 19

PROGRAMME & ABSTRACT BOOK

INDEPENDENCE & INTERDEPENDENCE

The 5th Asian Conference on Education & International Development

MARCH 25–27, 2019 | TOKYO, JAPAN

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

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URBAN INCD INCERC

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

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

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Conference Theme:
"Independence & Interdependence"

The 2019 conference theme for The Asian Conference on Education & International Development (ACEID) is "Independence & Interdependence", and invites reflections on the desirability, extent and limits on independence and autonomy for ourselves, our students, and the institutions and structures within which we work, teach and learn. We do not educate, nor are we educated, in vacuums, but in such contexts and constraints as families, groups, and societies; of nations and cultures; of identities and religions; and of political and financial realities.

The technological and logistical advances of globalisation have enabled us to become independent and empowered as never before, but have also made us more dependent on the very things allowing autonomy. While technologies allow us to communicate with those on the other side of the world, they can also separate us from those nearby, and contribute to alienation, or loneliness. And yet this increased interconnectedness offers great opportunities to work together to solve some of the world's most pressing issues, and reminds us of our responsibilities towards each other. Our independence is contextualised in the relations we enjoy with others; in our families and communities, shared institutions, in our wider societies, geographical and political entities, and finally, as a part of the one world we all share.

How do we help students and teachers alike navigate and curate the vast information available? How do we encourage individual growth while also underlining the importance of belonging and of the reciprocal responsibilities and privileges of education? How do we help students build the skills and attitudes necessary for positive engagement in distributed, globalised communities that so often lead to polarisation and alienation instead? How do we educate with independence and interdependence in mind? How do we engage meaningfully in "international development" through education? What are the successes and failures of the international system in addressing some of the most pressing concerns of our time?

These and many other questions will be addressed at the conference, and we look forward to coming together to exchange ideas and explore new research paths together.

This conference is organised by IAFOR in association with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) in Osaka University, Japan.

Letter of Welcome

Dear Colleagues,

Welcome to the 5th Asian Conference on Education & International Development, and to the wonderful city of Tokyo.

In the global political context, we are witnessing increasing authoritarianism and nationalism, where othering, dehumanising, and policies of exclusion abound in countries which have until recently served as more positive models of inclusion. As individual nations struggle to provide safety and security to their own citizens, identity-based politics thrive, and the international rules-based system and supranational organisations such as the UN and EU are facing crises of legitimacy.

This conference offers a timely coming together and underlines the extent to which we are less independent than we might sometimes think; whether individuals, communities or nations, we are reliant on those that also share our planet. It also offers a strong reminder that in the context of education and international development, while there will always be setbacks, things are, for many people and peoples around the world, getting better in terms of health, income levels, and general education.

There is no doubt that uncertain and fearful futures can lead us individually and collectively to dark responses, but this forum will provide a place for some 200 academics and practitioners representing more than 40 different nations to come together to share those fears, as well as their responses, in hopes of more optimistic possibilities.

For the past ten years, IAFOR has brought people and ideas together in a variety of events and platforms to promote and celebrate interdisciplinary study, and underline its importance. In the past twelve months, we have engaged in many cross-sectoral projects, including those with universities (the University of Barcelona, Hofstra University, UCL, University of Belgrade and Moscow State University), think tanks (the East-West Center, and the Asia Pacific Higher Education Research Partnership), as well as projects with the United Nations in New York, and most recently with the Government of Japan through the Prime Minister's office. With the IAFOR Research Centre at the Osaka School of International Public Policy at Osaka University, we have engaged in a number of interdisciplinary initiatives we believe will have an important impact on domestic and international public policy conversations.

It is through conferences like these that we expand our network and partners, and I have no doubt that ACEID will offer a remarkable opportunity for the sharing of research and best practice, for the meeting of people and ideas. I expect the resultant professional and personal collaborations to endure for many years.

I look forward to meeting you all.

Dr Joseph Haldane
Chairman and CEO, IAFOR

Organising Committee

Steve Cornwell
IAFOR & Osaka Jogakuin University, Japan

Joseph Haldane
The International Academic Forum (IAFOR)

Barbara Lockee
Virginia Tech., USA

Ted O'Neill
Gakushuin University, Japan

Justin Sanders
Osaka University, Japan

Haruko Satoh
Osaka University, Japan

Conference Guide

March 25, 2019
Monday at a Glance

10:00-10:30   Conference Registration & Morning Coffee | Orion Hall Foyer (5F)

10:30-10:45   **Announcements & Welcome Address | Orion Hall (5F)**

10:45-11:00   **Recognition of IAFOR Scholarship Winners | Orion Hall (5F)**

11:00-11:45   **Keynote Presentation | Orion Hall (5F)**
                       Education and Displaced People: The Case of the Japanese
                       Government Project to Assist Refugees
                       Yozo Yokota, Center for Human Rights Affairs, Japan

11:45-12:15   **Plenary Panel | Orion Hall (5F)**
                       Education and Displaced People
                       Yozo Yokota, Center for Human Rights Affairs, Japan
                       Haruko Satoh, Osaka University, Japan (moderator)

12:15-12:30   **IAFOR Documentary Photography Award | Orion Hall (5F)**

12:30-12:45   Conference Photograph | Orion Hall (5F)

12:45-14:00   Lunch Break | Orion Hall (5F)

(Continued on the following page.)

March 25, 2019
Monday at a Glance

14:00-14:45   **Keynote Presentation | Orion Hall (5F)**
Between Aspiration and Reality:
Cultural Conflict in a University Classroom
Haruko Satoh, Osaka University, Japan

14:45-15:45   **Featured Panel Presentation | Orion Hall (5F)**
Independence and Interdependence:
Educational Cooperation Across Borders
Naoki Umemiya, Japan International Cooperation Agency (JICA), Japan
Mark Williams, International Christian University, Japan
Suvendrini Kakuchi, University World News (Tokyo), Japan
Chie Kato, Temple University, Japan
Justin Sanders, Osaka University, Japan (moderator)

15:45-16:00   Break | Orion Hall Foyer (5F)

16:00-17:00   **Conference Poster Session | Orion Hall (5F)**

17:30-19:00   **Conference Welcome Reception | Garb Central**
Meet in the Toshi Center Hotel Lobby at 17:15

March 26, 2019
Tuesday at a Glance

09:15-09:45   Coffee and Tea

09:45-11:25   **Parallel Session I**

11:25-11:40   Break

11:40-12:55   **Parallel Session II**

12:55-14:00   Lunch Break | Room 702 Foyer (7F)

14:00-15:40   **Parallel Session III**

15:40-15:50   Break

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

18:00-20:00   **Official Conference Dinner (optional extra)**
                     Meet in the Toshi Center Hotel Lobby at 17:15

March 27, 2019
Wednesday at a Glance

09:00-09:30   Coffee and Tea

09:30-11:10   **Parallel Session I**

11:10-11:30   Break

11:30-12:45   **Parallel Session II**

12:45-14:00   Lunch Break | Room 702 Foyer (7F)

14:00-15:15   **Parallel Session III**

15:15-15:30   **Closing Session | Room 703 (7F)**

Monday Schedule | March 25, 2019

	10:00-12:45	12:45-14:00	14:00-15:45	15:45-16:00	16:00-17:00	17:30-19:00
Orion Hall (5F)	Plenary Session	Lunch	Plenary Session	Break	Conference Poster Session	Welcome Reception

Tuesday Schedule | March 26, 2019

Time	Room 703 (7F)	Room 704 (7F)	Room 705 (7F)	Room 707 (7F)	Room 708 (7F)
09:45-11:25	Teaching Experiences, Pedagogy, Practice & Praxis	Design, Implementation & Assessment of Innovative Technologies in Education	Challenging & Preserving: Culture, Inter/Multiculturalism & Language	Learning Experiences, Student Learning & Learner Diversity	Education & Difference: Gifted Education
11:25-11:40	Break				
11:40-12:55	Higher Education	Teaching Experiences, Pedagogy, Practice & Praxis	Curriculum Design & Development	Learning Experiences, Student Learning & Learner Diversity	International Education
12:55-14:00	Lunch				
14:00-15:40	Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability	Teaching Experiences, Pedagogy, Practice & Praxis	Design, Implementation & Assessment of Innovative Technologies in Education	Learning Experiences, Student Learning & Learner Diversity	Teaching Experiences, Pedagogy, Practice & Praxis
15:40-15:50	Break				
15:50-16:50	Knowledge Creation	Learning Experiences, Student Learning & Learner Diversity (workshop)	Cross-Cultural Education	–	–
18:00-20:00	Conference Dinner (details on page 13)				

	Room 703 (7F)	Room 704 (7F)	Room 705 (7F)	Room 707 (7F)	Room 708 (7F)
09:30-11:10	Teaching Experiences, Pedagogy, Practice & Praxis	Primary & Secondary Education	Educational Research, Development & Publishing	Educational Policy, Leadership, Management & Administration	Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
11:10-11:30	Break				
11:30-12:45	International Education: Mathematics & Science Education	International Education	Higher Education	Teaching Experiences, Pedagogy, Practice & Praxis (workshop)	–
12:45-14:00	Lunch				
14:00-15:15	Teaching Experiences, Pedagogy, Practice & Praxis	Teaching Experiences, Pedagogy, Practice & Praxis	Higher Education	Higher Education	–
15:15-15:30	Closing Session		–		

Lunch & Dinner

Lunch on Monday, Tuesday and Wednesday is included in the conference registration fee. Lunch is by pre-reservation only and is available at the below times. If you ordered lunch, you can come to the registration desk and collect your lunch box.

Lunch Times

Monday, March 25	12:45-14:00
Tuesday, March 26	12:55-14:00
Wednesday, March 27	12:45-14:00

Conference Dinner

The Conference Dinner is a ticketed optional event (5000 JPY) on Tuesday, March 26.

The Conference Dinner is held in a private function room at a restaurant near the conference venue, and offers conference participants an excellent chance to enjoy delicious food in a relaxed setting while getting to know each other and making new connections outside the main conference environment.

Conference Dinner attendees should meet in the Lobby (1F) of the Toshi Center Hotel at 17:15 on Tuesday, March 26. The group leaves for the restaurant at 17:30. Please remember to bring your name tag to the Conference Dinner. Dinner starts from 18:00.

Restaurant name: Watami Akasakamitsuke 坐・和民 赤坂見附駅前店
Restaurant address: 107-0052, Akasaka, Minato-ku, Tokyo 3-9-4, Akasaka fan and buildings 2 ·3F
住所〒107-0052 東京都港区赤坂3-9-4 赤坂扇やビル2・3F

Toshi Center Hotel
Directions & Access

The Toshi Center Hotel Tokyo is located in the Nagata-cho business district of Tokyo. Access to the hotel is convenient by Tokyo Metro from Nagatacho Station, Kojimachi Station and Akasaka-mitsuke Station.

From Narita International Airport
By Rail

1. From Narita Airport (all terminals) take the Narita Express to Tokyo Station.
2. Transfer to the JR Yamanote Line (Clockwise towards Shinagawa) from Tokyo Station and get off at the next stop, Yurakucho Station (JY30).
3. From Yurakucho Station transfer to the Tokyo Metro Yurakucho Line (Y18).
4. Get off at Nagatacho Station (Y16).
5. Exit the station at exit 9b and cross the street. Follow the walkway straight for about 100 meters. The Toshi Center will be on your right, and there are signs in both Japanese and English.

By Airport Limousine Bus

From Narita Airport take the airport limousine bus to Tokyo Garden Terrace Kioicho. Tokyo Garden Terrace Kioicho is located across the street from the Toshi Center Hotel.

From Haneda Airport
By Rail

1. Take Tokyo Monorail at Haneda Airport Station for Hamamatsucho Station
2. Transfer to the JR Yamanote Line at Hamamatsucho Station to Yurakucho Station
3. From Yurakucho Station transfer to the Tokyo Metro Yurakucho Line (Y18).
4. Get off at Nagatacho Station (Y16).
5. Exit the station at exit 9b and cross the street. Follow the walkway straight for about 100 meters. The Toshi Center will be on your right, and there are signs in both Japanese and English.

By Airport Limousine Bus

From Haneda Airport take the airport limousine bus to Tokyo Garden Terrace Kioicho. Tokyo Garden Terrace Kioicho is located across the street from the Toshi Center Hotel.

From within Tokyo

Take the Tokyo Metro to Nagatacho Station. Nagatacho Station (Y16, Z04, N07) is served by the Hanzomon Line (Z), Yurakucho Line (Y), and Namboku Line (N).

Exit the station at exit 9b and cross the street. Follow the road straight for about 100 meters, walking past the Junior High School. The Toshi Center will be on your right, and there are signs in both Japanese and English. Family Mart is on the left.

Address

Toshi Center Hotel 都市センターホテル
Hirakawa-cho 2-4-1, Chiyoda-ku, Tokyo 102-0093
〒102-0093 東京都千代田区平河町2丁目4-1
Tel +81(0)3-3265-8211
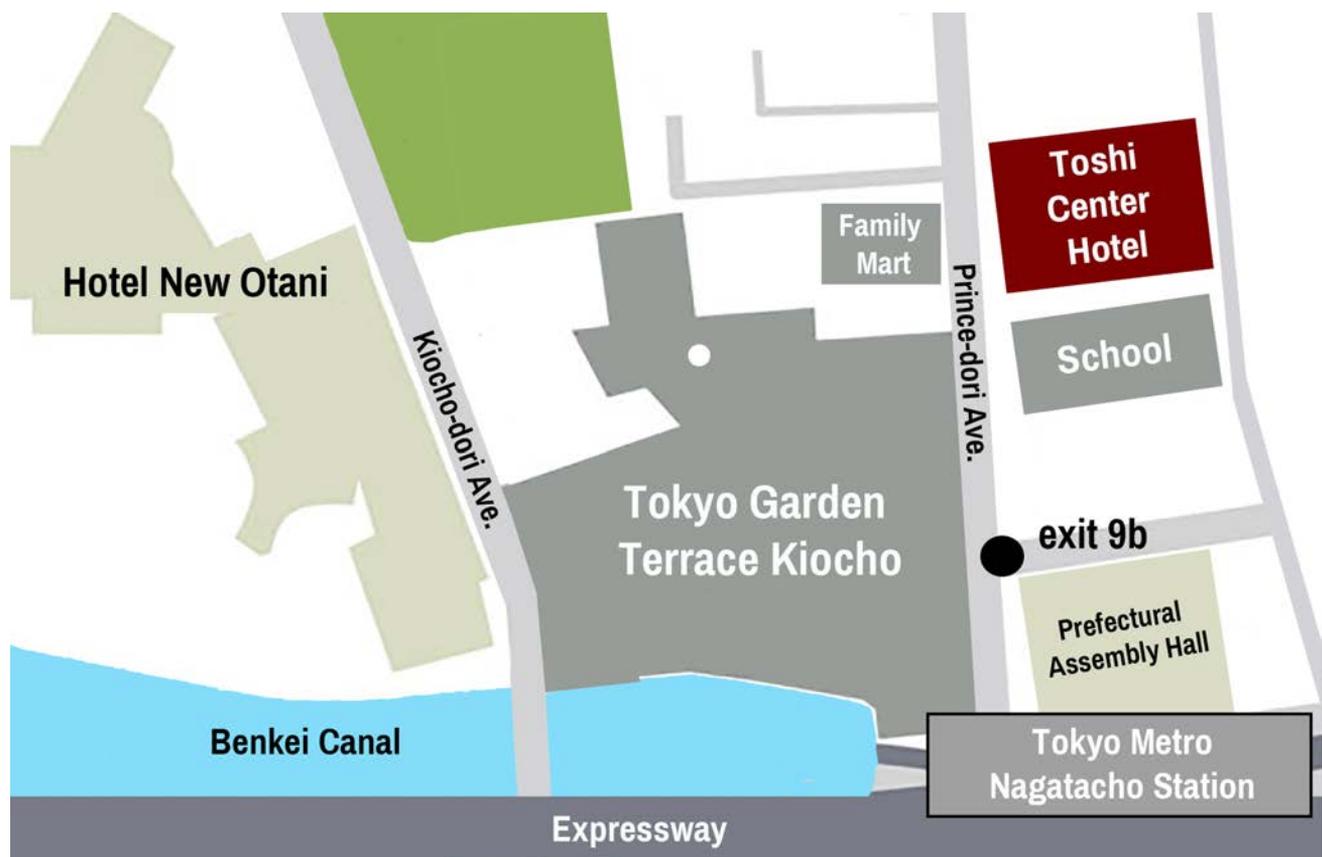
Toshi Center Hotel
Floor Guide

Second Floor | 2F
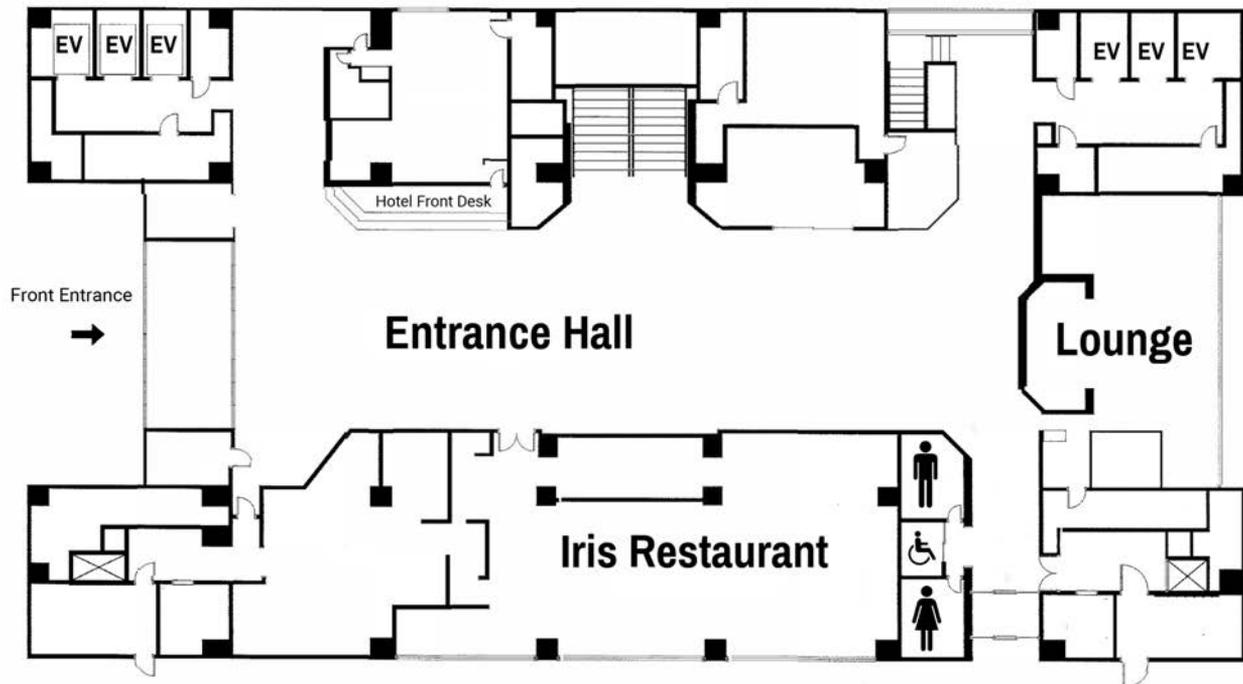
Fifth Floor | 5F
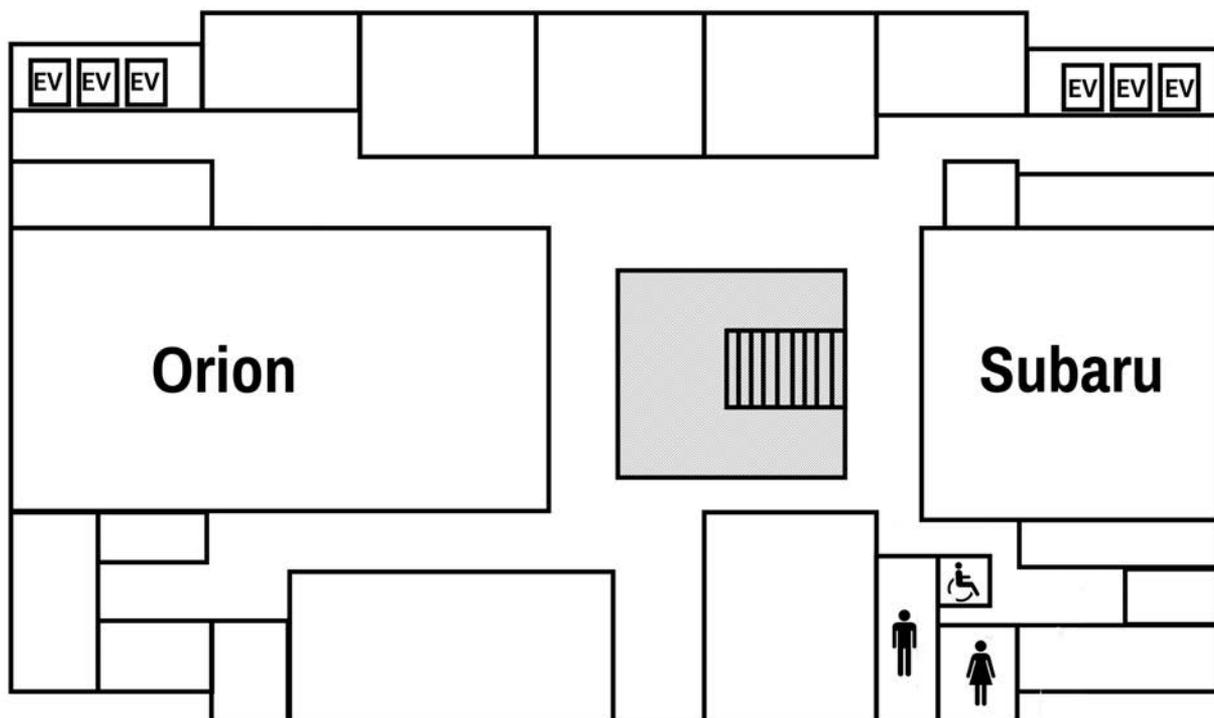
Sixth Floor | 6F
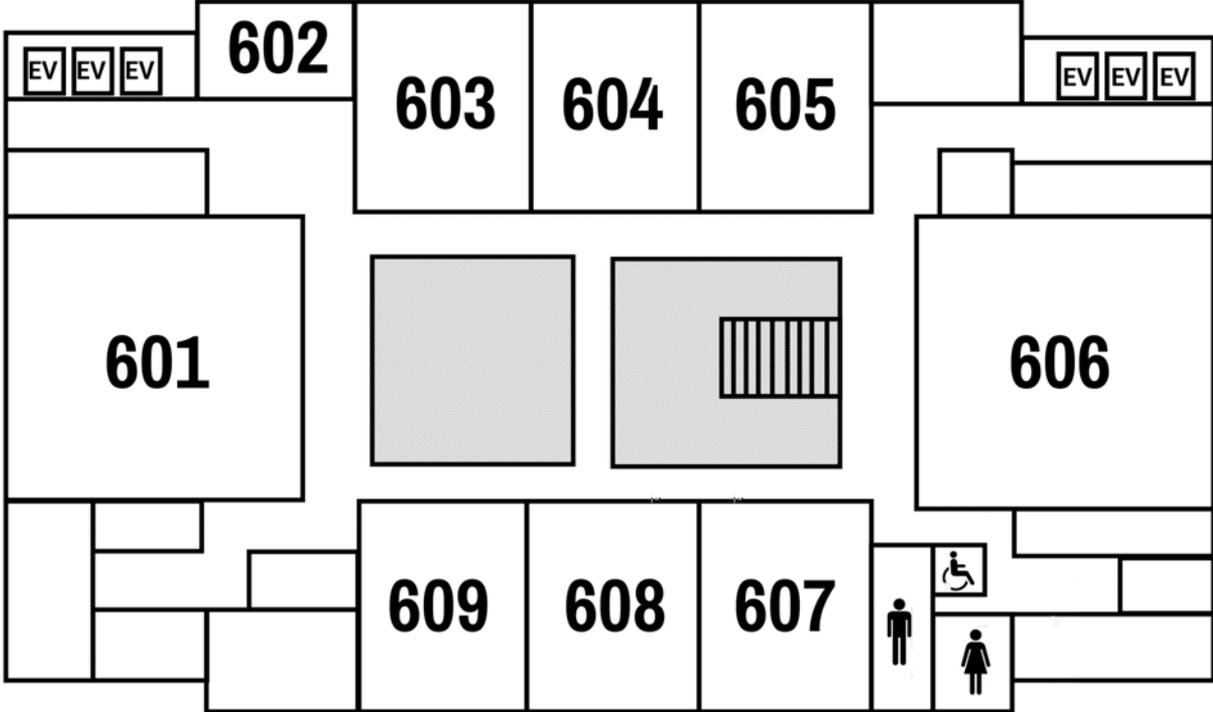
Seventh Floor | 7F
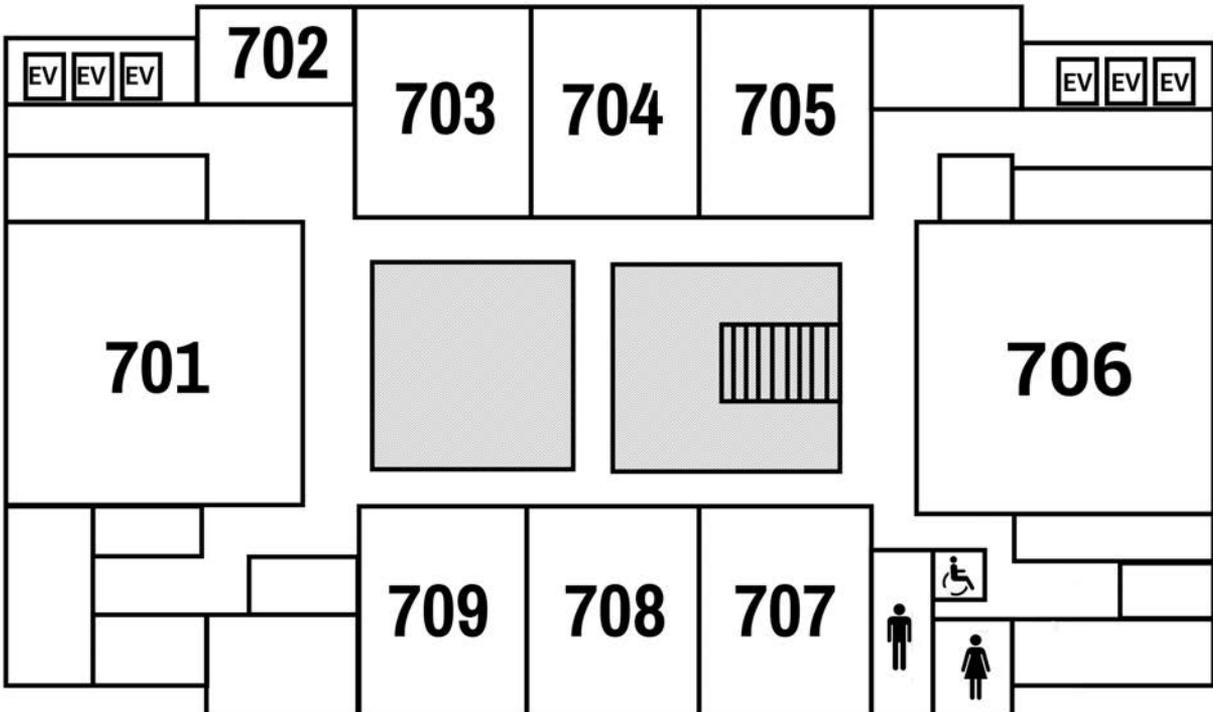
General Information

Registration

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

Monday, March 25	10:00-16:00	Orion Hall Foyer (5F)
Tuesday, March 26	09:15-16:00	Foyer (7F)
Wednesday, March 27	09:00-15:00	Foyer (7F)

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

Name Badges

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

Internet Access

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

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

Refreshment Breaks

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

General Information

Printing

For your convenience, we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please ask for assistance with printing and be advised that printing may not be available at peak times.

Smoking

Smoking is only permitted in designated areas.

What to Wear & Bring

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

Photo/Recording Waiver

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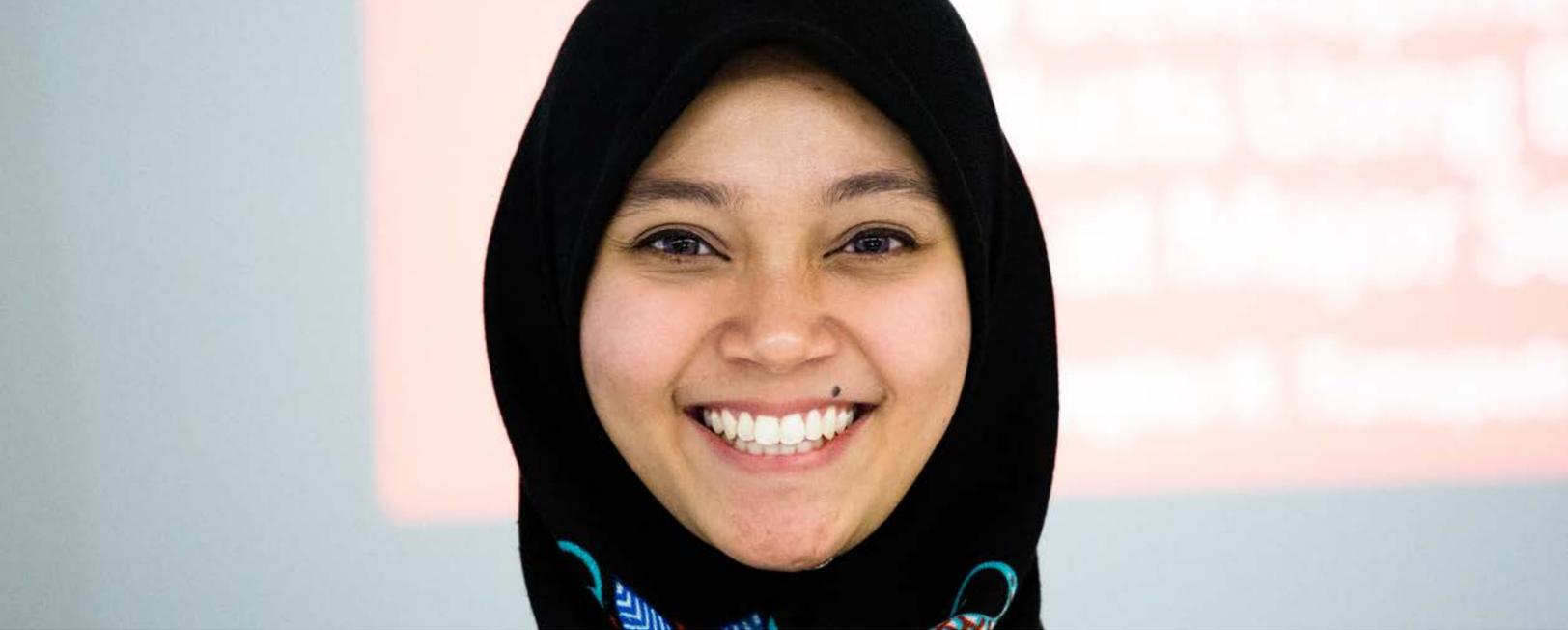
Presentation Guide

Conference Abstracts

All conference abstracts are available online. Please visit **papers.iafor.org** for a searchable database of abstracts.

Oral & Workshop Presentations

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

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

Equipment

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

Session Chairs

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

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

Presentation Guide

Presentation Certificates

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

Conference Proceedings

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

Full text submission is due by April 27, 2019 through the online system. The proceedings will be published on May 27, 2019. Authors will have PDF copies of their offprints emailed to them by June 27, 2019.

A Polite Request to All Participants

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

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

Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:
www.iafor.org/membership

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

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

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

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

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

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

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

IAFOR Academic Grant
& Scholarship Recipients

Our warmest congratulations go to Mirela Ramacciotti, Huiming Ding, Meng Xiao and Jessica Msofe, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at The 5th Asian Conference on Education & International Development (ACEID2019).

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

Find out more about IAFOR grants and scholarships: **www.iafor.org/financial-support**

Mirela Ramacciotti | Stuart D. B. Picken Grant and Scholarship Recipient

45494
Teacher Literacy Policy Recommendation and Programme for Action
Mirela Ramacciotti, Johns Hopkins University, United States

Mirela C. C. Ramacciotti is a lawyer, teacher and translator with a postgraduate certificate in Applied Linguistics and a postgraduate diploma in Neurosciences and Applied Psychology. She holds an extension certificate from the Harvard School of Education in Mind, Brain, Health and Education and is currently finishing her Masters in Interdisciplinary Education at the Johns Hopkins School of Education. She has worked as a translator, teacher, coordinator, director and also as a speaking examiner for Cambridge and as a TOEFL Young Series Trainer. She has developed materials and courses and trained teachers for over 28 years dedicated to Teaching English. Since 2014 she has developed a formative and consultative work in Mind, Brain and Education Science and runs the site www.neuroeducamente.com.br. She is also the head for the MBE SIG at Braz Tesol launched in September, 2017.

Huiming Ding | IAFOR Scholarship Recipient

45478
The Impact of PISA in a Local Chinese Context: Qualitative Insights
Huiming Ding, University of Leeds, United Kingdom

Huiming Ding is a doctoral researcher at the University of Leeds, UK. Before starting the PhD, Ding worked in China PISA 2015 National Centre. Ding's research interest mainly lies in educational assessment and language testing.

Meng Xiao | IAFOR Scholarship Recipient

45032
Rethinking Chinese International Student Engagement in a Neoliberal Time
Meng Xiao, OISE, University of Toronto, Canada

Meng Xiao is currently a second-year Ed.D. student in Social Justice Education with a collaborative specialization in Comparative, International and Development Education at University of Toronto. As a doctoral student as well as the graduate assistant of the Canada-China Partnership Grant Project, Meng Xiao's diverse coursework and preliminary research has provided me with a substantial level of interdisciplinary familiarity with the cross-cultural understanding of Chinese and Canadian education, which will be expanded in the Ed.D. project. This project aims to support Chinese international students' engagement in and out of the classroom in Canadian graduate study.

Jessica Msofe | IAFOR Scholarship Recipient

45157
Secondary School Students' Educational Perceptions and Experiences in Nyarugusu Refugee Camp
Jessica Msofe, Lakehead University, Canada

Jessica Msofe is currently a Doctoral Student at Lakehead University, Thunder Bay, Canada. Jessica was educated at Brock University in St. Catharines, Canada and graduated with a Bachelor of Arts (Honours) degree in Child and Youth Studies and a post-graduate certificate in Teaching English as a Second Language before spending 5 years working with ESL and mature students at the secondary and post-secondary levels. Jessica then obtained her Master of Education degree from Lakehead University, where her focus was on the experiences of African youth with refugee status in Ontario, Canada high schools. Her current doctoral research interests revolve around the provision of education in refugee camps.

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religion
& philosophy

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Editor: Anshuman Khare

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

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

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

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How are IAFOR journals related to IAFOR conferences? IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically.

Journals

IAFOR Journal of Arts & Humanities
Alfonso J. García Osuna, Hofstra University, USA

IAFOR Journal of Cultural Studies
Holger Briel, Xi'an Jiaotong-Liverpool University, China

IAFOR Journal of Education
Yvonne Masters, Independent researcher, Australia

IAFOR Journal of Language Learning
Melinda Cowart, Texas Woman's University, USA

IAFOR Journal of Media, Communication & Film
Celia Lam, University of Nottingham Ningbo China, China

IAFOR Journal of Psychology & the Behavioral Sciences
Shahrokh Shafaie, Southeast Missouri State University, USA
Deborah G. Wooldridge, Bowling Green State University, USA

Journals available online, but currently on hiatus

IAFOR Journal of Asian Studies
IAFOR Journal of Business & Management
IAFOR Journal of Ethics, Religion & Philosophy
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Politics, Economics & Law
IAFOR Journal of the Social Sciences

Monday, March 25 | 17:30-19:00 | Garb Central
Conference Welcome Reception

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

Monday
March 25

Plenary Session

Education and Displaced People: The Case of the Japanese Government Project to Assist Refugees

Monday, March 25 | 11:00-11:45 | Orion Hall (5F)

Education is a fundamental human right that everyone is entitled to enjoy. It is explicitly provided for in the Universal Declaration of Human Rights and International Covenant on Economic, Social and Cultural Rights as well as the Convention on the Rights of the Child.

Displaced people are forced to leave their place of residence against their will by reasons of an armed conflict, racial, religious or other discrimination and persecution, political, economic and social disorder or a large-scale natural disaster. They include refugees as defined by the Convention and Protocol Relating to the Status of Refugees, internally displaced persons, victims of an armed conflict or war and those who suffer serious damages from natural disasters. Because such displacements occur against the will of the people, many of their human rights are forgotten, ignored or violated in the course of displacement. Amongst various categories of human rights, the right to education is most likely to be forgotten and lightly-treated at the time of emergency such as displacement, because other needs, more directly connected to life, health and safety, are considered more urgent and require immediate attention. For this reason, emergency relief operations usually focus on life-saving activities involving the right to life, health and safety, and the right to education is easily put aside. However, the right to education is important and essential from a long-term viewpoint, from the relief stage to the recovery and development stages, and should be included from the early period of relief operations.

This keynote will focus on the purposes types of education, as well as the specific difficulties experienced by displaced people in obtaining adequate education. It will draw on an analysis of the Japanese government project to assist the resettlement of refugees in Myanmar to underline the importance of education for displaced people.
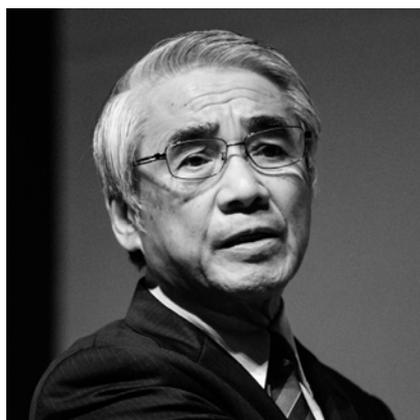
Yozo Yokota

Professor Yozo Yokota is an internationally renowned jurist and teacher of international law, international economic law and international human rights law. He is currently President of the Japanese Center for Human Rights Education and Training, Special Advisor of the Japanese Ministry of Justice, and a Member of the Committee of Experts of the International Labour Organization, and Commissioner, International Commission of Jurists. Professor Yokota started his career as Legal Counsel to the World Bank in Washington, D.C., before holding professorships in international law at the International Christian University, Tokyo, the University of Tokyo, and Chuo Law School. He has also held visiting professorships at the University of Adelaide, Australia, the law schools of the University of Michigan, USA, and Columbia University, USA. As an internationally respected proponent of human rights, he has extensively advised the United Nations, serving as the UN Special Rapporteur on Human Rights in Myanmar between 1992 and 1996 and a Member of the UN Sub-Commission on the Promotion and Protection of Human Rights between 2000 and 2007.

According to the United Nations, there are almost 70 million forcibly displaced people in the world today. People can become displaced for many reasons; fleeing war or persecution, because climate change or natural disasters have left their homes uninhabitable, because of a breakdown in social order, or for any number of other reasons. The needs to be addressed in helping people who have been driven from their homes, whatever the cause, include, among other things, basic protection, food and shelter, healthcare and education. The challenges are, as seen in the refugee crisis in Europe, political, social, economic as well as cultural. Furthermore, the plight of the Rohingyas has highlighted the hitherto sidestepped systemic challenge of providing the same help for the stateless, who are differentiated from refugees and denied access to many of the basic services and opportunities of hosting countries solely on the basis of their status not recognised legally anywhere.

This Featured Plenary Panel will discuss the ways in which education needs can be addressed, with a focus on the potential and challenges for Japanese schools and universities to get involved. One issue to be discussed is the Japan International Cooperation Agency's (JICA) programme, titled the Japanese Initiative for the future of Syrian Refugees (JISR), a scholarship scheme allowing displaced Syrian students to study in Japan. In addition to discussing the implementation of scholarship programmes, the panel will also discuss the other needs of displaced students who come to Japan, including access to healthcare and mental health resources, food and shelter, and also dealing with the challenges of cultural diversity and language barriers.

Professor Yozo Yokota's biography is available on the previous page. Professor Haruko Satoh's biography is available on the following page.

Keynote Presentation | Haruko Satoh
Between Aspiration and Reality:
Cultural Conflict in a University Classroom
Monday, March 25 | 14:00-14:45 | Orion Hall (5F)

Internationalisation is the buzzword in Japanese universities, and the pressure to increase the number of international students is high. Yet, aside from the problem of offering courses in English, which is a challenge in itself, what appears overlooked is the issue of handling cultural and religious differences among students. Neither the faculty nor university staff members are equipped adequately to handle the problems that arise among students who come from vastly different backgrounds (ethnicity, culture, religion as well as the political situation in the home countries) with different expectations for coming to Japan to study. A high cultural context country like Japan creates a classroom where not only there is a fault line between Japanese and international students, but also between international students, leaving little room for common ground to buffer, address, mediate and reconcile what can only be described as screams of irreconcilable differences. The situation, unless addressed squarely, may have disastrous implications on the Japanese government's future immigration policy. This presentation is based on a personal experience of teaching classes that are comprised of students from a wide range of countries to flesh out the challenges to encouraging multi- and inter-cultural conversation and awareness in Japan.

Haruko Satoh

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

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

Independence and Interdependence: Educational Cooperation Across Borders

Monday, March 25 | 14:45-15:45 | Orion Hall (5F)

Partnerships are increasingly becoming a defining feature of higher education endeavours in the 21st century. In recent years, most high-impact research is the result of international collaboration, and universities from all regions are showing greater commitment to working together to address global issues. One of the most interesting aspects of this increased collaboration is cross-border partnerships to develop and offer educational programmes. Such programmes often blend curriculum and content from one provider with approach and pedagogy from another. At times, partners work together to create entirely new educational models apart from what existed in either context. This panel of higher education scholars and practitioners seeks to explore the growth of educational partnerships and their implications. It also seeks to highlight successful models as well as common pitfalls and challenges. The aim is to provide a rich and engaging discussion on how higher education institutions can work together to advance the delivery of education while making local offerings more relevant to the needs of the 21st century global society.

The scope of this panel will consider such initiatives as international partnerships, and branch campuses, particularly in the context of developing countries; university cooperation on research to address global issues (i.e. SDGs), and increasing partnerships in the delivery of education, such as dual degrees. Panelists will specifically focus on the Asian context.

Naoki Umemiya

Dr Naoki Umemiya is Director of Technical and Higher Education Team at the Human Development Department of Japan International Cooperation Agency (JICA). He leads the team in charge of JICA's cooperation projects in the technical and higher education sector in different regions of the world. He also works on a research project of JICA Research Institute as a researcher. Before taking the position in 2016, he worked for the Malaysia-Japan International Institute of Technology (MJIIT) in Kuala Lumpur, Malaysia, as a JICA expert and associate professor between 2013 and 2016. From 2005 to 2009, he was stationed in Bangkok, Thailand, and served for the ASEAN University Network/Southeast Asian Engineering Education Development Network (AUN/SEED-Net) as a JICA expert. He holds an MEd from Harvard Graduate School of Education and a PhD from Tokyo Institute of Technology. He specialises in comparative and international education, especially quality assurance, internationalisation of higher education, inter-university exchanges and cooperation.

Mark Williams, Suvendrini Kakuchi, Chie Kato and Justin Sanders biographies are available on the following page.

Mark Williams

Mark Williams is Vice President for International Academic Exchange at International Christian University in Tokyo, Japan. Until 2017, he was Professor of Japanese Studies and Head of East Asian Studies at the University of Leeds, UK. He took his BA in Japanese studies at the University of Oxford and a PhD in Japanese literature at the University of California, Berkeley. He was Chair of the School of Modern Languages and Cultures at Leeds between 2006 and 2011 and President of the British Association for Japanese Studies, from 2007 to 2011. Between 2011 and 2014, he was seconded to Akita International University, Japan, where he served as Vice President for Academic Affairs. His published works include Endō Shūsaku: A Literature of Reconciliation; Christianity and Japan: Impacts and Responses (co-edited with John Breen); Representing the Other in Modern Japanese Literature: A Critical Approach (co-edited with Rachael Hutchinson); and Imag(in)ing the War in Japan: Representing and Responding to Trauma in Post-war Japanese Literature and Film (co-edited with David Stahl).

Suvendrini Kakuchi

Suvendrini Kakuchi, Tokyo Correspondent for University World News, is a Sri Lankan journalist based in Japan and covering Japan-Asia relations for more than two decades. She focuses on building understanding and respect between diverse populations in Asia based on equality and collaboration. She is also a regular commentator on Asian issues for Japanese publications and television. Ms Kakuchi is a Nieman Fellow and the recipient of a fellowship for South Asian reporters from the Foreign Press Center Foundation, Japan.

Chie Kato

Chie Kato is Senior Associate Dean at Temple University (TUJ), Japan, overseeing the offices of admissions, communications, career development, student services and non-degree programs. She also serves in a dual capacity as Associate Dean for Enrollment Management. Under her leadership, TUJ's undergraduate enrollment has grown from 500 to 1200. She joined TUJ in 1997, successfully leading the effort to end the discriminatory treatment of foreign university branch campuses by the Japanese Government in 2005, when TUJ was formally recognised by MEXT in a landmark decision.

Prior to 1997, Kato worked at Eiken Foundation where she developed the junior English proficiency test. She holds an MA in TESL from the United States and serves as Councilor (Hyogiin) for Kanagawa Sohgoh High School, and Roppongi Junior High School.

Justin Sanders

Justin Sanders has over 14 years of experience in the international and higher education sectors. Most recently he served as a Global Recognition Manager for the International Baccalaureate (IB), working with universities and higher education systems around the world to develop their admissions policies. Prior, he served as Research Specialist for the IB, overseeing a wide variety of educational research projects in diverse national settings. Before joining the IB he spent several years supporting good governance in community colleges around the United States with the Association of Community College Trustees, as well as two years as an education volunteer in Azerbaijan with the US Peace Corps. He received an MA in International Education from the George Washington University, and is in his final year of a PhD at Osaka University, Japan, examining the internationalisation of national universities in East Asia.

The IAFOR Documentary Photography Award 2018

Join us as we celebrate the winners of this year's IAFOR Documentary Photography Award – an international photography competition that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists.

www.iaforphotoaward.org

Monday, March 25 | 12:15-12:30 | Orion Hall (5F)

IAFOR Documentary Photography Award 2018
Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. Another important objective of this contest is to help bridge the divide between the world of practicing photojournalists/documentary photographers and the world of academic scholars, and create an accessible and exciting ground for dialogue and discussion at our conference events, and beyond. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Simon Roberts, Simon Norfolk, Emma Bowkett, Monica Allende, Jocelyn Bain Hogg, Maria Teresa Salvati and Ziyah Gafić as Guest Judges.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, and in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practices and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Now in its fourth year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, *British Journal of Photography*, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London and RMIT University, among others.

The work of this year's winners will be screened at ACEID2019.

Image by Subhrajit Sen | 2018 Third Place Winner

Paul Lowe | Founding Judge

Our Founding Judge, Dr Paul Lowe is a Reader in Documentary Photography and the Course Leader of the Masters program in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London, UK. Paul is an award-winning photographer who has been published in *TIME*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer*, and *The Independent*, amongst others. He has covered breaking news the world over, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia, and the destruction of Grozny.

His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi books. His research interest focuses on the photography of conflict, and he has contributed chapters to the books *Picturing Atrocity: Photography in Crisis* (Reaktion, 2012) and *Photography and Conflict*. His most recent books include *Photography Masterclass* published by Thames and Hudson, and *Understanding Photojournalism*, co-authored with Dr Jenny Good, published by Bloomsbury Academic Press. Paul is an Emeritus Member of VII Photo Agency.

Maria Teresa Salvati | Guest Judge

Maria Teresa is Founder and editor-in-chief at Slideluck Editorial, which exhibits a selection of the best photographic works and multimedia presented during Slideluck events worldwide, as well as works from guest artists.

Maria Teresa conceived and curated the project *Born the Same*, a selection of ten different works exploring sub-cultures and micro-stories working as reminders that we are all born the same, despite cultural, emotional and political conditions. The project was first presented at Les Rencontres De La Photographie Arles 2017, during La Nuit de l'Année, and is now travelling globally.

She co-edited and co-curated Hungry Still, an exhibition and publication produced and designed by Slideluck London, FORMAT Festival and QUAD, and printed by AKINA Factory. The collective project showcases twenty-four of the best works that have contributed to the English platform, since its inception, with a selection of images combined with personal anecdotes and recipes.

Maria Teresa is also a personal branding consultant. She helps photographers find their "spot of beauty" and vision, advises them on how to build their identity, and helps them communicate via the most appropriate channels (i.e. social media). Now she teaches in Bari, Italy at F.Project School of Photography and Cinematography, in Rome at Officine Fotografiche, and as a guest lecturer at the London College of Communication (LCC).

Ziyah Gafić | Guest Judge

Ziyah Gafić is an award winning photojournalist with 19 years of experience, focusing on societies in conflict and Muslim communities across the globe. He covered major news stories in over 50 countries. His work has appeared in *TIME*, *Le Monde*, *The New York Times*, *GEO*, *The Sunday Times Magazine*, *La Repubblica*, *The Telegraph Magazine*, *The New Yorker*, among others. He authored five books including *Troubled Islam*, *Quest for Identity*, and *Heartland*. His work won a plethora of awards, including multiple awards at World Press Photo, Visa pour l'image, Arles Rencontres de la photographie and grants from Magnum Foundation, Getty Images and Prince Claus Fund. Ziyah is member of VII Photo Agency and a TED Speaker.

Supporters

The IAFOR Documentary Photography Award is supported by a number of leading institutions, organisations and publications around the world in its aim to promote and recognise best practice and excellence in documentary photography and photojournalism. These partnerships are a testament to the high regard in which the award is held within the photography industry.

The IAFOR Documentary Photography Award would like to thank the following organisations for their support:

Sponsorship Opportunities

As a key organisation involved with the IAFOR Documentary Photography Award, you will add to the experience of these emerging professionals while showcasing the authenticity and responsibility of your brand. Through social media, product integration, logo placement, potential press coverage, promotion at the award ceremony and subsequent exhibitions in Japan, Spain, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers.

For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope, Creative Director, IAFOR Documentary Photography Award (tpope@iafor.org).

Monday
March 25

Poster Session

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

16:00-17:00 | Orion Hall (5F)
Conference Poster Session

50415 | Conference Poster Session: 16:00-17:00
An Inquiry-Implement-Expression Teaching of Science
Tsun-Hsin Wang, Taichung Municipal Chung-Gang Senior High School, Taiwan
Ru-Duo Lin, Taichung Municipal Chung-Gang Senior High School, Taiwan
Wen-Sun Chou, Taichung Municipal Chung-Gang Senior High School, Taiwan
Tsan-Pin Wang, National Taichung University of Education, Taiwan
Hsiao-Hsi Wang, Providence University, Taiwan
Kuo-Yu Liu, Providence University, Taiwan

An inquiry-implement-expression teaching of Science at a senior high-school is proposed in this work. The teaching methods include inquiry teaching, implement process, and expression assessment. The interdisciplinary topics, among Physics, Chemistry, Biology, and Earth Science, were developed with literacy-oriented course design. The scientific literacy includes scientific attitude, scientific skill and methods, and scientific knowledge. Based on our pioneering research, it shows the students with inquiry-implement-expression teaching have better performance over conventional teaching counterpart due to higher motivation, more engagement in the classroom, and wider innovation-development.

45874 | Conference Poster Session: 16:00-17:00
Increasing Career Adaptability of College Students in Taiwan by Understanding Their Career Style
Kuan-Yu Alice Chen, National Tsing Hua University, Taiwan
Wen-Chih Tseng, National Tsing Hua University, Taiwan

With the rise of globalization and technological advancement, the work environment has become more uncertain and less predictable for many workers. These change results in the dissolution of long-term commitments between employers and employees, and intensify the fear of insecurity. College students as the newcomers of the labor market are likely to suffer from the situation. Studies showed the notion of career adaptability might help remedy this problem. In this study, we aimed to enhance the career adaptability of college students by facilitating the understanding of their career style. Participants were 16 college students at a university in northern Taiwan. They were divided into two groups randomly. The experimental group participated in a seven-hour group; the control group received only the handout after the experiment. Both groups received pre-test, post-test, and a four-week follow-up test. The effectiveness of the group was evaluated through measures of Career Adaptability Scale and the semi-structured interview developed by the researchers. The results showed that the understanding of career style can increase the career adaptability. Participants' adaptability, concern, confident, control and curiosity of career were enhanced immediately after the group. Students in the experimental group had higher scores on the career adaptability scale both in post-test and follow-up test than the students in the control group. Qualitative data showed that participants benefited by therapeutic factors from the group. The present authors believe that this study is relevant to student affairs professionals with an interest in fundamental practices for building career adaptability.

50634 | Conference Poster Session: 16:00-17:00
Transactional Theory in a Reading Clinic: Insights for Assessment and Remediation
Carol Leroy, University of Alberta, Canada

The transactional theory of reading developed by Louise Rosenblatt (1978) has had a profound and lasting effect on curriculum and instruction in language arts in North America. In contrast to skills-based conceptions of reading, the transactional perspective emphasizes the interplay of the reader's experience and knowledge with various aspects of text, and it highlights the significance of social and cultural identity in literacy development. Yet, perhaps because of this theory's traditional link to aesthetics and the reading of literature, there are few published accounts of how a transactional perspective can guide the assessment and remediation of reading difficulties in children and youth. The result is that remedial reading programs are often reduced to skills-based approaches that focus on word recognition and sentence comprehension but do not explicitly address the overarching development of the student's literacy (e.g., Purcell-Gates, 2010). The current study explores the utility of transactional theory in helping graduate students (all teachers) conceptualize the nature of reading, analyze and interpret their students' responses on various assessment tasks, and select and implement appropriate teaching strategies in a university reading clinic. Illustrative examples will be provided from procedures used in the reading clinic, along with a critical analysis of how the procedures both inform and are informed by a transactional understanding of "reading." Implications will be drawn for teacher education and for the ongoing development of teaching practices that include students with difficulties in the same opportunities that "regular" students have to negotiate the various aspects of meaning when reading.

Conference Poster Session

45805 | Conference Poster Session: 16:00-17:00
Relationship Among Leadership of Principal, Teachers' Stress at Work and the School Efficiency in Elementary Schools
Zhen-Peng Di, Guangxi University of Finance and Economics, China
Jing Zhang, Sias International University, China
Su-Hsin Chang, University of Kang Ning, Taiwan
Tzong-Shing Cheng, Guangxi University of Finance and Economic, China

The purpose of this study aimed to investigate the recent relationships among the awareness of the elementary school teachers in Chiayi, Taiwan on principals' leadership styles, teachers' job stress and school effectiveness and further realize the relationships among principals' leadership styles, teachers' job stress and school effectiveness. The major conclusions of this study were following: 1. Elementary school teachers in Chiayi perceived that the transformation leadership was better for the principals' leading styles. 2. The job stress that the elementary school teachers in Chiayi felt was not as high as the relative research. 3. The elementary school teachers in Chiayi realized that the situation of school effectiveness was excellent. 4.The perspectives of the elementary school teachers in Chiayi on principals' leading styles, job stress and school effectiveness was not obviously affected by the differences of the years for servicing, the levels of education or the scale of a school. 5. The elementary school teachers in Chiayi who took on different positions reached to perceive the job stress obviously, especially the teachers who took on the chiefs such as Section Chiefs of Curriculum, Section Chiefs of Information Technology, Section Chiefs of Discipline and so on. 6. The perspectives of more than 51 years old elementary school teachers in Chiayi on school effectiveness were higher than those of under 30 years old ones; the perspectives of the teachers with the title of directors were higher than those of ones with the title of chiefs or the homeroom teachers. 7. The transformation leadership of the elementary school principals' leading styles in Chiayi is positively relative to the school effectiveness; however, the teachers' job stress is negatively relative to the school effectiveness. 8. The principals' leading styles and the teachers' job stress in Chiayi can predict the school effectiveness successfully.

45031 | Conference Poster Session: 16:00-17:00
The Relationship Between Perceived Organizational Support, Well-Being and Job Performance: Work Attitudes as Mediators Based on Primary School Teachers in Changhwa County, Taiwan
Tzong-Shing Cheng, Guangxi University of Finance and Economics, China
Yea-Lan Huang, University of Kang Ning, Taiwan
Kuei-Yu Cheng, He-Shun Elementary School, Taiwan
Jing Zhang, Sias International University, China

Based on the concept of occupational health psychology, the purpose of this study is to explore the relationships between well-being and job performance, perceived organizational support and well-being. In addition, considering individual differences in work attitudes, job satisfaction and organizational commitment are also selected and examined as possible mediating factors. The methodology of this research was mainly a questionnaire survey. Eventually, 477 valid samples were produced to each questionnaire by the targeted teachers from public elementary schools in Changhwa County, Taiwan. Regression analysis and hierarchical regression analysis shows that perceived organizational support has positive influence on well-being, well-being also has positive influence on job performance. Moreover, well-being mediates the relationship between perceived organizational support and job performance, work attitude mediates the relationship between perceived organizational support and well-being, also mediates the relationship between well-being and job performance. Consequently, to put the findings into managerial practices, we suggest that it is important for school administrative unit to pay close attention to teachers well-being, as well as job performance. By means of designing appropriate welfare systems or group activities in organizations to enhance teachers' perception of organizational support, teachers well-being, and moreover, their job performance would be improved as well. The results benefit both teachers and administration. Besides, to positively increase the degree of job satisfaction and organizational commitment would reinforce the relationship between well-being and job performance.

45495 | Conference Poster Session: 16:00-17:00
A Study on the Design of Teaching Materials for the Application of Mobile Learning Apps in Printing Professional Courses
Shin Liao, National Taiwan Normal University, Taiwan
Chao-Fu Yang, Shu-Te University, Taiwan
Wei-Cheng Lo, National Taiwan Normal University, Taiwan

This study aims to explore the design of teaching materials for the application of mobile learning apps in printing professional courses. This study firstly conducts literature review to understand the development status of the content for the Mobile Learning Apps, the production process and the teaching materials that conform to the requirements of the printing professional courses. Then, this study will conduct in-depth interviews, use relevant literature and refer to the subject matter in printing professional courses as well as the current printing education materials to design a systematic printing professional course. Then, experts or scholars with work or teaching experience will assist in confirmation of the course content. The results obtained for this study can provide students with a complete curriculum content in printing professional courses, but only the undergraduate students that major in relevant studies may enjoy improvement to their knowledge and practical abilities.

16:00-17:00 | Orion Hall (5F)
Conference Poster Session

45155 | Conference Poster Session: 16:00-17:00
A Comprehensive Review of the Development of Mindfulness in Taiwan
Ching Yi Yang, Army Academy R.O.C., Taiwan
Chih Wei Tang, Army Academy R.O.C., Taiwan
Kan Lu Kuo, Army Academy R.O.C., Taiwan
Chih Jung Chi, National Defense University, Taiwan
Chieh Fang Hung, Army Academy R.O.C., Taiwan

In mid-2000, Mindfulness blew up social media and became a pop culture phenomenon around the world, similarly in Taiwan, with numerous everyday people or scholars engaging in mindfulness practices and studies.The aim of the study was to explore the current development and research trends of mindfulness in Taiwan. The method of comprehensive review and analysis was adopted in this study. Literatures were searched from 2 electronic databases (National Digital Library of Theses and Dissertations in Taiwan and PerioPath Index to Taiwan Periodical Literature System) from inception to August 2018. Chinese and English words of ""mindfulness"" were used as search terms (ti/kw). After removing duplicates and irrelevant articles, 402 articles (include 205 theses and 197 journals) were further analyzed depend on publication years, discussion fields, research topics and objects. The principal conclusions were that: (1) Taiwan's dissertations and journals in relation to mindfulness have grown substantially since 2012. (2)Mindfulness or mindfulness intervention programs were widely applied and studied in the field of education, medical and business. After 2015, there were more and more new fields put into research on mindfulness, such as sports, information, military and corrections institutions. (3)The hot topics in mindfulness included that constantly to clarify the components of mindfulness, elucidate the mechanism of mindfulness to facilitate the changes physical, psychological and behaviors. In addition, some studies have begun to evaluate the effects of different mindfulness forms and the influence of individual differences of learners on their mindfulness learning experiences.

50419 | Conference Poster Session: 16:00-17:00
Applying Blended Collaborative Learning Community Model in English Teaching of Intercultural Communicative Competences
Hui-Wen Yang, National Sun Yat-sen University, Taiwan
Hsueh-Hua Chuang, National Sun Yat-sen University, Taiwan

With the wave of globalization as well as the rapid advance of technology, online learning has become widespread. As English continues to spread globally within educational systems in various countries, the language barrier between speakers of different languages are gradually fading, so English teaching in the 21st century has become multi-dimentional and combine with various cultures. This present study aims to develop, design, implement and evaluate the English taught graduate curriculum of blended collaborative learning community model. The purpose of this study is to shed light on graduate students' perspective of understanding intercultural communicative competence(ICC). In this study, the participants were 10 graduate students at a university located in Kaohsiung, Taiwan. Through eighteen weeks curricula, and for qualitative data, were collected via students' ICC questionnaires, researcher's observations, video tapes, and design using semi-structured interviews. Given the emerging focus on the intercultural dimension in language teaching and learning. To explore how student ICC can be made visible in potentially assessable ways through materials design in whole English instruction learning environment in Taiwan higher education.

45368 | Conference Poster Session: 16:00-17:00
Enhancing Learner Motivation and Maximizing Learning Outcome: A Successful Faculty-Librarian Collaboration
Teresa To, City University of Hong Kong, Hong Kong

Collaborating with the English Department of the University, the Run Run Shaw Library of the City University of Hong Kong has embedded a library information literacy programme into a course entitled "GE401 University English" that is required for all the undergraduates. The programme has gained its recognition because among all government-funded university libraries in Hong Kong, it is the only IL programme that has been successfully integrated into a mandatory university course of a Bachelor level. The programme has practically reached every undergraduate student, with more than 108 sessions conducted involving a total of 2,511 students in 2018. Adopting a flipped classroom approach, the programme consists of an online module offered via the University's e-learning platform and a follow-up workshop held in the Library. Students are required to finish the online module as a prerequisite before they attend the workshop. The interesting materials used in the online module motivate students to learn better while the face-to-face workshop maximizes the learner outcome by strengthening the entire learning progress. Both the online module and the workshop are assignment specific. Teaching staff were involved in the programme design to ensure that students would be able to apply what they have learned in the two assignments of the course. They also help grading the online module quiz. In the programme evaluation, both course teachers and students gave very positive and encouraging rating and comments. This successful Faculty-Librarian Collaboration model is highly recommended to teaching faculty and librarians in supporting teaching and learning.

16:00-17:00 | Orion Hall (5F)
Conference Poster Session

45406 | Conference Poster Session: 16:00-17:00
University Accreditation and Student Learning Outcomes

Ayaka Noda, Tohoku University & National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), Japan
Takanori Saito, National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), Japan
Sounghee Kim, National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), Japan
Susumu Shibui, National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE), Japan

This study will explore Japanese university accreditation experiences and issues in terms of student learning outcomes, which have been some of key factors in today's global discussion on the quality of university teaching and learning. There have been multiple studies and documents in Japan regarding what society, government, employers expect university graduates to acquire at the end of 4-year academic program; however, little research has revealed what competencies the employers have actually highly (or not highly) evaluated about recent graduates (i.e., new employees). This study will first focus on articulating social demands (e.g., government, industry) on higher education in terms of learning outcomes. Second, through the lenses of university accreditation (Certified Evaluation and Accreditation: CEA) reports produced by one of accrediting agencies (National Institution for Academic Degrees and Quality Enhancement of Higher Education: NIAD-QE), this study will examine CEA results to figure out what graduates' competencies are (or not) evaluated by employers. Finally, employing an interview-based qualitative method with 10 national universities, this study will back up how universities have responded to the CEA results. It also demonstrates university patterns that promote learning outcomes assessment with academic programs.

45949 | Conference Poster Session: 16:00-17:00
Keeping Tabs on Reading: Comparing Reading Comprehension Scores of E-Text Readers and Physical Text Readers in Senior High School

Lance Vincent Cabigas, La Salle Greenhills, Philippines
Alce Sentones, La Salle Greenhills, Philippines

Technology plays a powerful role in the field of education (South, 2017), and with digital integration inside the classroom, scholars debated in the use of these e-texts since issues regarding reading comprehension surfaced as researchers tried to tackle new forms of digital learning (Moran et al., 2008). This research aims to compare the pre and post reading comprehension scores of e-text students and physical text students to find out if there was a significant difference in reading comprehension after the intervention. Alongside obtaining their perceptions towards the use of e-text, this study tackled test cognition levels to determine the development of thinking skills in the students.Pre and post reading comprehension exams were administered to two eleventh-grade classes, and were analyzed in order to determine whether the results could be significant. After, the researchers' two-tailed T-Test yielded a result of 0.0184 which was deemed significant. For the e-text users, their pre and post test revealed a result of 0.2879 which was not significant. The researchers also tried to address the question of the LOTS and HOTS items in the test: for the physical text group, 65% of the lower cognition items exhibited more correct answers while the higher cognition items showed a 75% increase. The e-text group obtained only a 23% and 50% increase, respectively. This study may contribute to this growing field in Philippine education by providing insights on student reading comprehension skills, higher-order thinking capabilities, and student satisfaction with regard to the use of tablets in reading.

50600 | Conference Poster Session: 16:00-17:00
Self-regulation and Self-efficacy Based Model to Enhance English Reading Comprehension Among Primary Students

Sittipong Wattananonsakul, Srinakharinwirot University, Thailand

This study aimed to develop the teaching program with self-efficacy and self-regulation procedures to enhance english reading comprehension of fifth grade students at a demonstration school. Four classes with 110 students were assigned to the experimental group and four classes with 100 students were assigned to the control group. The findings revealed that there were significant differences found in terms of english reading comprehension scores between the experiment group and control group. Futhermore, reading comprehension was mediated by self-efficacy and self-regulation strategy performance under the program condition. Among students assigned to the experimental group, an improvement in reading comprehension, self-efficacy, and self-regulation between pretest and posttest was observed.

50135 | Conference Poster Session: 16:00-17:00
The Transforming of How the Taiwan Military Views the United States, Japan and China as Friend or Foe

Yi-Ming Yu, National Defense University, Taiwan

The study is trying to understand how the Taiwan military views the United States, Japan and China as friend or foe through two methods. We select articles from four kinds of military journals using the content analysis to judge the sense of friend or foe. The result is that China is seen with the highest hostility, followed by Japan, while the United States is seen as the friendliest. On the long term trend, their isn't too much change. But hostility toward China is gradually declining. Second, we use the TEDS to verify whether the content analysis is consistent with the actual situation and significant differences or correlations between the basic variables for the sense of friend or foe. We find that no matter what the different basic variables, there is no significant differences and relevance with the images of three target countries. The most important is that there is no significant difference between the content analysis and questionnaire methods, which means that the use of content analysis to study the sense of friend of foe is credible.

16:00-17:00 | Orion Hall (5F)
Conference Poster Session

44734 | Conference Poster Session: 16:00-17:00
Pedagogical Excellence Revealed Among and Faculty and Students at Hogwarts School of Wizardry and Witchcraft
LaTra Tracy Rogers, Metropolitan State University of Denver, United States

J.K Rowling's series is filled with many examples of teaching excellence within the novels, I will discuss the instruction of several professors, students and from the institution of Hogwarts itself. I will explore how Hogwarts professors help students to think for themselves and to become active and engaged learners. The level of assessments and evaluations at Hogwarts will be discussed. Pedagogical differences among faculty and students will be examined.

45768 | Conference Poster Session: 16:00-17:00
Factors that Affect the Teaching Enthusiasm of University Teachers: A Case Study From Taiwan
Hui-Chun Fang, National Taiwan Normal University, Taiwan

Most research related to teaching enthusiasm has focused on primary and secondary school teachers. Fewer articles have been related to the enthusiasm of university teachers. Because of academic freedom, university teachers can design courses and make decisions regarding teaching styles by themselves. Furthermore, the government cannot control university teachers in terms of what they are allowed to teach. Unlike primary and secondary school teachers, university teachers face no limitations in terms of syllabus, teaching progress, and contents. As a result, teaching enthusiasm becomes a key factor that affects teaching quality. This study aimed to explore the factors affecting the teaching enthusiasm of university teachers and provide some suggestions for improving teacher enthusiasm. Semi-structured interviews were used to interview 5 teachers who had taught in the Education Department of the National Taiwan Normal University for more than 15 years. The results of this study are as follows: (1) All respondents had consistent teaching enthusiasm, which was above average, throughout their career. (2) The individual factors for increasing enthusiasm were high teacher efficacy, sense of educational mission, and personal fondness for communicating with people. (3) The external factor for increasing enthusiasm was high quality teaching environment. (4) The individual factors for decreasing enthusiasm were bad health conditions, increasing age, and lack of physical strength. (5) The external factors for decreasing enthusiasm were lack of instructional resources, excess work, and complicated teacher evaluation processes.

50632 | Conference Poster Session: 16:00-17:00
Virtualised Discussion Spaces for Differentiated Discussion
Luke Tan, Anglican High School, Singapore

How can we create a many to many learning paradigm in classrooms? How do we help students become effective communicators? How can teachers make student discussion and thought processes visible? Ding Ding is a web-application developed by a team of educators to address these issues by virtualising synchronous discussion. Ding Ding's unique algorithm provisions maximum conflicting opinions in a virtual small-group discussion space. Students have the opportunity to convince their peers or defend their stand. Pertinent discussion points are then drawn out automatically for immediate feedback in a class summary discussion facilitated by the teacher. Chat logs and analytics will be generated providing important feedback on conceptual understanding and effectiveness of the question. The team will share their journey of developing a web application, various instructional strategies in the use of the application in science and humanities subjects as well as qualitative and quantitative data from studies in our classrooms.

45543 | Conference Poster Session: 16:00-17:00
Using Peer Assessment and Feedback to Support Individual Learning
Jason Hall, University of Manchester, United Kingdom

Background Feedback supports learning but providing detailed individual feedback is time consuming. Involving students in peer marking and providing constructive feedback can enhance student engagement. Delegating marking and feedback has the potential to save staff time but inter-rater variability limits the value. Higher levels of reliability are obtained when markers just decide which of two assignments 'is best'. This project employed a series of adaptive comparative judgements (ACJ) to overcome the inter-rater variability. Method Students were assigned ten pairs of assignments and for each pair they judged which was best. An algorithm used this series of multiple comparative judgements (A is better than B, B is better than C etc.) to create a rank order. Students were asked to provide constructive feedback on each assignment reviewed. Staff reviewed the appropriateness of the student feedback and moderated the rank order before using it to assign individual marks to assignments. Results 149 students submitted assignments. 143 students completed the peer review component making 1,415 comparative judgments. The rank order generated by ACJ was found to be in broad agreement with staff judgements during the moderation process. Each assignment received feedback from 6-10 students. The mean length of feedback was 350 words per assignment (range 50-500 words). The length of feedback was not related to the rank order. Conclusion A series of comparative judgements can be used to addresses inter-rater variability in peer marking. Further work is required to explore the effectiveness of peer generated feedback.

16:00-17:00 | Orion Hall (5F)
Conference Poster Session

50417 | Conference Poster Session: 16:00-17:00
The Study of the Comprehension and Satisfaction of Elementary Student's Parents to School Marketing Strategy in Tainan City Anping District in Taiwan Area
Li-Min Cai, Guangxi University of Finance and Economics, China
Tzong-Shing Cheng, Guangxi University of Finance and Economics, China
Wang-Chung Li, University of Kang Ning, Taiwan
Xiao-Ying Ye, Guangxi University of Finance and Economics, China
Sheng Wen, Guangxi University of Finance and Economics, China
Huan-Sheng Lan, Guangxi University of Finance and Economics, China

With the birth rate is getting lower recently, the parents are requesting for more options on education. The study aimed to investigate the parents' satisfaction degree and cognition on the importance on the elementary school marketing strategies in Anping Dist., Tainan City, Taiwan. It analyzed the differences in such cognition and satisfaction between parents of diverse backgrounds. The study conducted a stratified sampling questionnaire research with 419 parents of elementary schools in Anping Dist., Tainan City. There were 299 valid questionnaires and 81.25% response rate. The data analysis included descriptive statistics, t-test, one-way ANOVA analysis, importance-performance analysis (IPA) and other statistical methods. The major findings were summarized below: 1. Parents of the current situation of the importance of school marketing strategies cognition and satisfaction were medium-high level. School environment strategy showed the best performance and activity promotion strategy could be improved. 2. Parents of different backgrounds, such as genders, educational attainment, career, school affair participating situation, children attending grades and school, showed significant differences in the importance cognition of the school marketing strategies. 3. Parents of different backgrounds, such as ages, educational background, children attending grades and school, showed significant differences in satisfaction of the school marketing strategies. 4. Parents had higher expectation for importance of school marketing strategies than the actual satisfaction. 5. In the importance-performance analysis, public participation strategy and school environment strategy were the best. 6. In the investigation, more than half of parents were in favor of promoting freedom school district system. Based on the results of this study, the researcher provides some suggestion for educational administrations, elementary schools and future researchers.

50796 | Conference Poster Session: 16:00-17:00
Competency Characteristics Acquired by Mid-Level Nurses
Teiko Nishizono, Baika Women's University, Japan

Purpose: Amidst changing circumstances, the competency to confront new tasks subjectively, and practical nursing competency connected with problem solving are required. The purpose of the present study was to clarify the characteristics of practical competencies (nurse competencies) acquired by mid-level nurses. Methods: The subjects comprised 2000 nurses working at a general hospital. For evaluation of acquisition competency, we utilized the Progress Report on Generic Skills (PROG) test as a measurement scale of fundamental competencies for working persons. Ethical Considerations: The present study was approved by the institutional review board of the facility to which the author belongs and was conducted with the consent of the participants. Results: The total number of valid responses was 1607 people. The respondents consisted of 272 men and 1335 women. Synthesis of the competencies indicated in the 7 stages was 2.86 in total (3.15 for men and 2.80 for women). By the composition items of the competency, the mean score of basic interpersonal competency was 3.09, the mean score of fundamental self-competency was 3.21, and the mean score of fundamental self-task basic competency was 3.44. Conclusion: Men showed a high tendency in the competency for universal utilization, but both men and women showed highly polarized results with either high or low type. Leadership ability, which is a constituent item of fundamental interpersonal competency, and planning competency, which is a constituent item of fundamental self-task competency, showed a low trend.

Notes

Tuesday
March 26

Parallel Sessions

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

09:45-11:25 | Room 703 (7F)
Tuesday Session I
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: James Taylor Carson

44657   09:45-10:10 | Room 703 (7F)
Fostering Interdependence Mindsets Through Sustainable Development Pedagogies
Russell Hazard, Aidi School Teaching, Learning, and Innovation Center, China

There is an emerging tendency in the field of education to view technological/STEAM based training as the prime support for a global populace faced with rapid advances in automation and artificial intelligence. However, when looking closely at the underlying principles of Education for Sustainable Development (ESD), twenty-first century skills, Global Citizenship Education (GCED), and Global Competencies, it becomes clear that technology is a necessary, but not sufficient, component of our need to innovate toward a more just and sustainable future. Recognizing the lynchpin importance of Sustainable Development Goal (SDG) 4.0, a host of international organizations and think tanks are working to provide models for scalable education that display forethought for local and planetary well-being. These include the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), the Organization for Economic Cooperation and Development (OECD), the Asia Society, the Harvard Global Education Innovation Initiative (GEII), and Project Zero (PZ), among others. This presentation will explore how integrated pedagogical innovations such as metacognitive training, visible thinking, makerspaces, authentic problem/project-based learning, and emerging educational technologies can function as a whole to support innovators who are equipped to move between states of independence and interdependence as appropriate for the time and place.

45725   10:10-10:35 | Room 703 (7F)
Building a Student Community Across Time and Space: The Interplay of Independence and Interdependence
Christopher Hill, British University in Dubai, United Arab Emirates

The British University in Dubai is a research intensive university in the UAE, based on the British model but privately owned. It has UK partners but reports to the KHDA and Ministry of Education. The student body numbers over a thousand, with a quarter registered as PhD students. Students are taught in the evenings and on weekends as the majority are in full time employment. BUiD students are fifty percent Emirati and fifty percent international - recruited from the GCC surrounding region and usually non-native English speakers. There is a strong institutional focus on national, regional and international engagement and awareness. The challenges are clear. How do you build a community, or sense of real interaction, when the students are rarely present? How does this community evolve, adapt and engage? Set in a region where digital technology and e-learning are rapidly developing but formal recognition and accreditation remains limited, this paper examines the challenges inherent in supporting the student capability and preparedness. The paradox is the desire for increased online access and autonomy coupled with a genuine desire for community and personal connection. This paper discusses the role online learning can play in supporting student engagement, community building, information sharing across borders, and research collaboration. The discussion will highlight the necessity for tempered autonomy and discuss the interplay between independence and interdependence.

45430   10:35-11:00 | Room 703 (7F)
The Biography Project: How Do We Collectively Prepare to Address the Needs of Our Growing Elderly Population?
Catherine Dhavernas, Queen's University, Griffith University, Australia

"The Biography Project" is a research and teaching initiative that addresses pressing issues arising from today's growing elderly population. It seeks to gain an understanding of the specific needs that come with aging and end of life; expose students to the reality of these needs, and, working with them, contribute to new and innovative forms of care for the elderly and dying. The project combines teaching and research and draws on international academic and industry partnerships in Australia, Canada and the U.S. On the teaching side, the project includes a course in which arts, humanities and health sciences students address key challenges related to aging and dying through discussions and written assignments. Students also receive intensive training in biography writing, interviewing and working with vulnerable patients before being matched to assist a patient with their biography. This offers students a rare opportunity to work closely with elderly patients, provide a therapeutic service and directly observe the challenges that come with aging. On the research side, data collected through the project will be analyzed to establish next steps and gain knowledge of the reality and needs of elderly patients. Promoting cross-cultural knowledge and learning opportunities, exchange possibilities have been built into the project. The first will involve students at Griffith, Queen's and Columbia Universities working with clients across partner organizations including St Vincent's Care and Karuna Hospice, in Australia, Providence Care and Hospice Kingston, in Canada, and Terrence Cardinal Cooke residential care, in the U.S.

45431   11:00-11:25 | Room 703 (7F)
Against Outcomes and Rubrics: The Case for Quantum Learning and Knowledge Ecologies in Tertiary Learning and Teaching
James Taylor Carson, Griffith University, Australia

The use tertiary education of such pedagogical technologies as learning outcomes and rubrics reflects, in a fundamental way, a Newtonian approach to teaching and learning. The operating premise is that things related to teaching and learning can be named, measured and understood and that a system's constituent parts can then be assembled into a rational measurable and quantifiable order. Critics have linked such an approach to the rise of so-called "bureaucracies of audit" across universities today. Does such a rigid approach to teaching and learning, however, comport with the need for today's students to learn how to be adaptive, creative, autonomous and entrepreneurial? Can an instructor who is beholden to outcomes and rubrics enact for students such a skillset? In contrast to the Newtonian tendency to value fixity, outcomes, and measurement, we can borrow from physics a quantum model that posits a different material universe predicated on relativity, process and movement which affords a powerful critique of the Newtonian model and also opens up a new way of thinking about tertiary teaching and learning. A quantum approach to teaching and learning would be premised not on outcomes and rubrics but on the creation and maintenance of knowledge ecologies which can meet the needs of today's students and tomorrow's precariat.

09:45-11:25 | Room 704 (7F)
Tuesday Session I
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Maria Rosel Nas

45548   09:45-10:10 | Room 704 (7F)
Use of ICT-Based Inquiry Lessons in Teaching Senior High School General Chemistry
Mabille Longavela, Bicol University, Philippines

This study determined the effects of using developed ICT-Based Inquiry lessons in teaching General Chemistry subject in the conceptual understanding and critical thinking skills of the learners of Grade 12 STEM (science, technology, engineering and mathematics) students for the current K-12 curriculum. These lessons adopted the 7E learning model that also utilized contextualization and collaborative learning which were promoted and integrated by the curriculum. This study highlighted the use of ICT in showing representations for the learners to visualize concepts in Chemistry for specific parts of the lesson and provide activities that catch the interest of the learners in the topic. The study used both qualitative and quantitative method, specifically a one-group pre-experimental pre-test- post-test design to determine the effects of the lessons. Result showed that there was a significant effect in the pre-test and post-test scores of the learners in both the conceptual understanding and critical thinking skills test. The conceptual understanding increased from a performance level of 41.54 (Average Mastery) to 72.60 (Moving Towards Mastery) and critical thinking skills increased from 42.88 (Average Mastery) to 70.12 (Moving Towards Mastery) after the lessons. The results suggested that the use of ICT-Based Inquiry lessons allowed concrete visualization of abstract concepts for the subject and enhanced the learners' conceptual understanding and critical thinking skills.

45540   10:10-10:35 | Room 704 (7F)
Use of Computer-Based Simulations in Teaching Grade 8 Physics
Paul James Basmayor, Bicol University, Philippines

The purpose of this study was to investigate the effect of the computer-based simulations on grade 8 students' conceptual understanding and interest in learning Physics. This made use of five computer simulations which has the following features; a) use of multimedia, b) use of localized situations, and c) use of interactive elements. The developed instructional material was used in teaching Physics concepts which covered the topics forces and motion (laws of motion) and work, power and energy. The study made use of quasi-experimental design thus, there is a comparison between two non-equivalent groups. The control group received a conventional teaching while the experimental group was exposed to the use of simulations. The findings revealed that the use of the computer-based simulations contributed to the increase in the students' conceptual understanding as reflected by the comparison of the normalized gain between the experimental (0.41) and control (0.28) group. Moreover, the result showed that there is an increase on the students' interest from the pre-test (Mean=3.01, Moderate Interest) to post-test (Mean=3.96, High Interest). Based on the findings, it was concluded that the use of computer-based simulations in the lessons had positive effect on the students' conceptual understanding and interest in learning Physics.

45546   10:35-11:00 | Room 704 (7F)
Use of Interactive Visual Novel Game in Teaching Grade 8 Physics
Janine Faye Tagarda, Bicol University, Philippines

This pre-experimental study was conducted to find out the effects of the Interactive Visual Novel Game (IVNG) in Grade 8 Physics entitled "Fractured Fairytale: Chronicles of Newtonia" on the students' conceptual understanding, critical thinking skills, attitude towards Physics, and social skills. In the study, the game, integrated with 7 lessons were developed. One group pretest-posttest was given to the students to assess the conceptual understanding and critical thinking skills before and after the implementation, while in measuring the students' attitude towards Physics and social skills, attitude checklist, journals, and focus group discussion were used. The developed IVNG in Grade 8 Physics focused on Force and Motion, and has the following features: 1) presentation of visual examples, diagrams, and supplemental videos; (2) micro-tasks or quests to be completed by students; and (3) immediate response in answering questions, which can be used as an instructional material. Findings revealed that the effect of the IVNG on the students' conceptual understanding has a highly significant increase in their performance level, from 27.26% to 40.10% (p-value=0.00); for critical thinking skills, there was also a highly significant increase in the performance level, from 27.44% to 50.26% (p-value=0.00). Moreover, findings further revealed that there was also a highly significant increase with the students' attitude towards Physics, and improved social skills. Thus, the use of Interactive Visual Novel Game has enhanced the students' conceptual understanding and critical thinking skills, and has infused a positive effect on their attitude towards Physics and social skills.

45541   11:00-11:25 | Room 704 (7F)
Lessons Using Powerpoint-Based Games in Teaching Grade 8 Physics
Maria Rosel Nas, Bicol University, Philippines

This study determined the effects of the developed lessons using PowerPoint-Based Games (PP-BG) in Teaching Grade 8 Physics. Specifically, the study sought answers to its effect on students' conceptual understanding and interest. The study made use of both qualitative and quantitative method and employed a pre-experimental design using a one group pre-test -post-test design to evaluate the effect of the developed lessons using PP-BG. The instruments used in the study were (a) the developed lessons, (b) the developed PowerPoint-Based Games, (c) the pre and post conceptual understanding test, and (d) the students' interest checklist. The developed lessons using PP-BG has the following features (1) interactive, (2) inquiry-based, (3) use of role playing game (RPG), and (4) self-learning. Findings revealed that the effect of the lessons using PP-BG on the students' conceptual understanding showed that the instructional material has increased the performance of the students from 38.47% to 47.92%. There is also a statistically huge effect (Effect Size = 1.28) showed by the lessons using PP-BG on the students conceptual understanding. Moreover, findings revealed that the instructional material developed showed a statistically large effect on students' interest in Physics, (Effect Size = 0.79), a statistically huge effect on students interest in teaching strategy and instructional material (Effect Size = 1.64), and a statistically very large effect on students' interest in class participation. Based on the aforementioned findings, it was concluded that the lessons using PowerPoint-Based Games enhanced the conceptual understanding and showed positive effect on the interests of the students.

09:45-11:25 | Room 705 (7F)
Tuesday Session I
Challenging & Preserving: Culture, Inter/Multiculturalism & Language
Session Chair: May Vang

50627   09:45-10:10 | Room 705 (7F)
Cultivating Intercultural Competence Through an Online Course for English as a Foreign Language Teachers: An Instructional Design Project
Yu-Chieh Wu, University of Hawaii at Manoa, United States

The purpose of this instructional design project is to cultivate intercultural competence for English as a foreign language (EFL) teachers in an online module. Fostering intercultural competence is crucial for EFL teachers to thrive in the era of globalization. However, current online resources that incorporate EFL classes with intercultural components are inadequate. To equip EFL teachers with necessary skills, four professional development lessons were developed. The design of these lessons is based on the attention, relevance, confidence, and satisfaction (ARCS) model. Thirteen EFL teachers will be recruited to evaluate the effectiveness of the online module. Quantitative and qualitative data will be collected on one-on-one sessions and surveys. The demographic data will be collected with descriptive statistics while quantitative and qualitative data will be collected with one-on-one sessions and in-person interviews. At the end of this lesson, participants are expected to be aware of how cultures influence language interpretations to the same information, relate these intercultural issues to their lives, be confident in contributing proactively to preserve cultural diversity and be satisfied in making the world a more inclusive place.

44065   10:10-10:35 | Room 705 (7F)
Mandarin Language Classroom Anxiety: Basis for a Proposed Teacher Manual
Daniel Reyes, Justino Sevilla High School, Philippines

This study investigated the Mandarin language classroom anxiety of the Grade 8 to 10 students from two schools in Pampanga – Don Jesus Gonzales High School, Pandacaqui, Mexico and Mabalacat National High School, Dau, Mabalacat – with 253 language learners as the respondents of the study. The Chinese Language Learning Anxiety Scale of Lou (2014) was adopted as research instrument which measured the level of language anxiety of the respondents, and the Factors Affecting Foreign Language Learning Process with 24 items adapted from the Foreign Language Classroom Anxiety Scale of Horwitz, et al. (1986) was developed by the researcher and validated by the experts. To interpret the data, statistical tools such as mean and Pearson-r were used. The findings revealed that the respondents' level of Mandarin classroom language anxiety had a significant relationship with the factors affecting their language learning process. However, there was no significant relationship between the level of anxiety and the respondents' performance and the factors that affect the language learning. With these results, the researcher concluded that the design of the teacher manual must focus with the discussion of Mandarin language classroom anxiety and the factors affecting it.

45766   10:35-11:00 | Room 705 (7F)
Examining Racism in Canadian Education
Hieu Van Ngo, University of Calgary, Canada

Ethnoracial minority learners have transformed schools and communities across Canada. Among Canadian residents aged 24 years and under, approximately one in four is a member of an ethnoracial minority group, one in ten born outside of Canada, and about one in seven has a mother tongue other than English or French. Though young Canadians are primarily affiliated with a Christian religion (61%), many have identified themselves as Muslim (5%), Sikh (2%), Hindu (2%) and Buddhist (1%). The emergence of a young population with diverse cultural, linguistic and religious backgrounds has created an opportunity for Canadian schools to be leaders in promoting pluralism in education. Yet, community advocates have long voiced concerns about school responses to learners' linguistic, academic, psychosocial and economic challenges. Critics have often questioned the role of the Canadian education system in perpetuating inequalities among racial groups. This presentation examines Canadian schools as sites of complex intergroup relations that involve intricate interplay of personal attitudes, interpersonal interactions and institutionalized structures, policies and practices, and in the context of power differentials, have resulted in the marginalization of ethnoracial minority learners. It begins with locating the antiracist education framework that informs the critical analysis. It then draws upon the existing knowledge and information to examine the experiences of ethnoracial minority learners in Canadian schools, school responses to the changing student population, and the impact of racism on ethnoracial minority learners and Canadian society. The presentation offers strategies to address educational inequities and to promote educational success for all learners.

44667   11:00-11:25 | Room 705 (7F)
Cultural Identities of Refugee Immigrants: An Examination of Intergenerational Cultural Transmission and Education Within American Educational Systems
May Vang, UW-Whitewater, United States

As first, second and third generation Hmong are entering higher and higher levels of education, transmission of Hmong culture is becoming more and more removed from the refugee immigrant experience. This study analyzed data from anonymous survey questions and focus group interviews of Hmong Americans who have experienced K-12 U.S. schooling and have had at least some levels of higher education in the U.S. Results of this research helps to explore and better understand the complex relationship between cultural transmission and identity formation from one generation to the next and the role of education in cultural transformation for Hmong refugee families. Participants were limited in age between 18 and 50, as that would include 1.5, second, and third generation Hmong. Participants also must have had some level of higher education. Results from this study describe the cultural messages and identity formation of Hmong as they matriculated through the U.S. K-12 and higher education system and help to inform key stakeholders, inclusive of parents, community members and educators, of the needs of the Hmong community and families. This contributes to a broader understanding of the intersection of cultural transformation within a dominant educational context. How are refugee families maintaining, developing, and shaping their cultural identities within dominant frameworks?

Tuesday Session I
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Vail Matsumoto

44961   09:45-10:10 | Room 707 (7F)
A Phenomenological Study on Experiencing in-Class Discussion Among University Students in Hong Kong
Shui Kau Chiu, The Hong Kong Polytechnic University, Hong Kong

Adoption of various type of information and communication technologies in different teaching and learning activities have been a common practice all over the world. One of its adoptions is to facilitate an interaction among students through online discussion forum. While such practice wins a lot of adherents in higher education, there is a concern over justification of the employment by arguing that it may not help much or even discourages interaction among students. Instead of adopting information and communication technology, conventional in-class discussion is recommended. In a sense, it is subjected to how students perceive the activity. Experience shapes our perceptions on many things, including the way we perceive the outside world. As phenomenology is one of the theories in probing meaning of experience to a person, it is adopted as theoretical framework for this paper in understanding the experience of in-class discussion among university students in Hong Kong. Collecting and triangulating data from semi-structured interviews and auto-ethnography, this paper proclaims that how students perceive in-class discussion is not solely decided by themselves. Their perceptions towards the learning activity and even learnings are shaped by their past experiences in the society. When educationists trying to arouse learning motivation and increase learning effectiveness among students, finding from this paper suggests that past experience of students should be one of the factors for considerations.

45840   10:10-10:35 | Room 707 (7F)
Student Behaviour at Self and Peer Assessment of Group Work Participation: A Singapore Case Study
Lee Chin Chew, National Institute of Education, Nanyang Technological University, Singapore

Group work has well-recognized benefits in higher education. Not only learners participate in active collaborative learning, it also encourages them towards independent and interdependent learning. With self and peer assessment, learners reflect on their learning as well as account for their own and peers' contribution and participation. However, individual learners display different value systems, which involve abilities, experiences, attitudes, and cognitive styles, among others (Krassadaki, Lakiotaki, & Matsatsinis, 2014). This paper presents a case study of pre-service teachers' behaviour at self and peer assessment of their participation in a group task. The participant groups consisted of 39 pre-service teachers who attended a 6-week learning course on assessment-related subjects in their teacher education programme at the National Institute of Education in 2018. In groups of 3 to 5 members, they worked on an extended task to identify an assessment issue, analyse the issue from different perspectives and suggest possible solutions based on research evidence. For assessment, each group did an oral presentation in class and submitted the presentation slides as final product. Using a set of scoring rubrics provided, participants evaluated, providing justification, each member's participation/ contribution to the group task. The findings of this study will be discussed, drawing implications, arising from the study, for self and peer assessment in group work at higher education in general, and teacher education in particular.

45523   10:35-11:00 | Room 707 (7F)
Farming to Learn: An Innovative Teaching Project for Nature Deficit Disorder (NDD) Students in Hong Kong
Michael Wing Ho Chan, Hang Seng University of Hong Kong, Hong Kong
Pui Sze Cheung, The Hang Seng University of Hong Kong, Hong Kong

Hong Kong has always been called as "Concrete forest", lacking greening and students are generally suffering from "Nature deficit disorder", spending no time outdoors, and induce various behavioural problems, like food waste. They pay diminutive attention to the importance of sustainable development and food production problem in the world. To echo the 17 Sustainability Development Goals (SDGs) suggested by the United Nations, a farming project is collaborated in an undergraduate course on "Plants and Civilization". Students are required to take part in organic farming as one of the module assessments. Other learning experiences, e.g. field visits, public lecture and sustainable gastronomy are also organized. The main expected outcomes for the project include: 1. Understanding the interconnected relationship between humans and nature. 2. Analyse the factors on successful urban organic farming and food production that can help alleviate the problems identified by SDGs Goal 2 (Zero Hunger), Goal 3 (Good Health and Well-being) and Goal 11 (Sustainable Cities and Communities). 3. From practising farming activities, students can experience the impacts of nature and seek solutions. 85 students have enrolled the course and the framing project in the 2018 school year. Interviews and Journal reflection are collected for gathering their experiences and reflections from the project. Significant improvement on the awareness of substantiality, pursuit of quality of life in green living, food saving and green catering, etc. are observed. It is hoped that this framing project can offer insights for developing future education programs in the comparable field.

44837   11:00-11:25 | Room 707 (7F)
They Come Bearing Gifts: Tapping the Resources Teacher Candidates Bring to the Table
Vail Matsumoto, University of Hawaii at Manoa, United States
Jon Yoshioka, University of Hawaii at Manoa, United States
Lori Fulton, University of Hawaii at Manoa, United States

Cultivating teacher leaders who will shape the next generation of K-12 students is an integral function of teacher preparation programs. This work examines how faculty members in a teacher preparation program have collaborated with cohorts of teacher candidates to help them cultivate the gifts and skills they already possess and bring with them to the classroom. This cultivation has transformed the candidates into leaders who not only teach in the classroom, but also affect change in their schools and communities. In the past, teacher leadership at the candidate level has been a novel idea, but has remained elusive. By aiming at leadership from the first day of their candidacy, this ideal has become a cornerstone of their journey. By the end of the program, candidates are not only prepared for the classroom, but show much promise as leaders in their schools and communities.

09:45-11:25 | Room 708 (7F)
Tuesday Session I
Education & Difference: Gifted Education
Session Chair: Elsa Fourie

45837   09:45-10:10 | Room 708 (7F)
Challenges Affecting the Youth and Their Aspirations: Basis for a Proposed Parish-Based Youth Programs
John Carlo Perez, St. Mary's College Quezon City, Philippines

Youth groups and organization have been existing in various settings in our country. Faith- based organizations particularly in the parish settings are introduced for personality development and character- building purposes. This research determined the challenges, needs and issues of the Filipino youth and came up with a better understanding of their aspirations in life. Results of the study served as a basis for the development of programs and plans for parish youth ministries which are useful toward the enhancement of the quality of life of the young people served by the parishes. A normative survey, focus group discussions and descriptive method of research follows a 55 respondents from various parishes became the basis for coming up with a proposed- parish based programs for the youth in the Diocese of Pasig which focuses on oneself, family, community and faith.

45864   10:10-10:35 | Room 708 (7F)
Social Problems of Family Members of Skipped-Generation Households
Apirapee Sretarugsa Tancharoenwong, College of Social Communication Innovation, Srinakharinwirot University, Thailand
Srirath Pakdeeronachit, College of Social Communication Innovation, Srinakharinwirot University, Thailand

Rural-urban migration as a result of limited employment opportunity and lower wage in the rural area of Thailand is the push factor causing young couples of seek employment in the city and leave their children in the rural home with their grandparents. Skipped-generation households are the household structure where the parents-generation is absent from the family. In Thailand, 2.1 per cent of the total numbers of household structure are skipped-generation family. In addition, the number of children that do not live with their parents has also been increased from 19.3 per cent in 2004 to 22.8 per cent in 2011. This research examines the social problems of family members living in skipped-generation households using semi-structure interview of 14 families from rural area of Thailand. Findings suggest that some children and teenagers are at risk of behavioural and social problems such as drugs and illegal activities while the grandparents face financial difficulty and stress. However; regardless of the stress, some grandparents feel empowered and fulfilled to play the vital role in taking care of their grandchildren.

45788   10:35-11:00 | Room 708 (7F)
Selected Factors Related to Problem Behavior: The Discriminant Analysis Between Juvenile Delinquency Group and Late Adolescent Student
Arunchaya Bunchookittiyot, Srinakharinwirot University, Thailand

This research attempts to study the selected factors related to the juvenile delinquency group and to tests predictions about selected factors related to juvenile delinquency by using the problem behavior theory. The conceptual model was tested with 300 high school students and 300 juvenile delinquency youth (mean age: 18.0 years). Discriminant analysis indicates that family functions, perceived peer norms, future orientation and self-control can differentiate the student group from juvenile delinquency group. (Wilks' Lambda= .321, p< .001) and yielded the total predictive efficiency of 92.7% Results showed that there are 4 predictor variables can differentiate between groups: family functions(X1), perceived peer norms(X2), future orientation(X3), and self-control(X4). The discriminated equation in raw score and standard score forms could be showed as follows: Predicted Y = -1.352 + .055 (X1) + .068 (X2) - .134 (X3) - .040 (X4) and Z = .622 (X1) + .426 (X2) - .519 (X3) - .422 (X4) respectively. The teachers can make an annual assessment about their student's behavior through this approach which will in turn, help the student to reduce the problem behavior. The results confirm the relationship of perception of family functions, perceptual norms group of friends, future orientation, self-control, and problem behavior. Suggestions and implications are discussed.

45288   11:00-11:25 | Room 708 (7F)
Limitations in Implementing and Managing Processes that Can Encourage Resilience in HIV and AIDS Affected Female Teachers in Township Early Childhood Development (ECD) Centres
Elsa Fourie, North-West University, South Africa

The purpose of this research project was to identify limitations in implementing and managing processes that can encourage resilience in HIV and AIDS affected female teachers in township Early Childhood Development (ECD) centres. This research was grounded in a community-based participatory research approach. A qualitative research design was utilized.Elements of grounded theory, situational analysis and community-based participatory research were blended. Open-ended questionnaires and semi-structured face-to-face interviews with teachers in township ECD centers were used. Findings revealed that HIV and AIDS affected all participants and that principals of ECD centres had not been trained to manage HIV and AIDS resilience of affected teachers in ECD centres. Findings further revealed that three main processes encourage resilience, namely benefiting from constructive bonds, making meaning and acting constructively. Principals of township ECD centres should be empowered to manage HIV and AIDS resilience in their centres. A training programme aimed at empowering principals of ECD centres has been developed and will be implemented after consultation with the gatekeeper and principals of the ECD centres. The findings could be used by principals and researchers to reflect on management practices to support of HIV and AIDS affected teachers in ECD centres.

Tuesday Session II
Higher Education
Session Chair: Doris Bolliger

50424   11:40-12:05 | Room 703 (7F)
Journeying with Communities: Theoretical Reflections from the Community Integration as Complex and Integrative Strategy for Teaching, Research and Community Development
Froilan Alipao, University of Santo Tomas, Philippines

Teaching and serving in a university setting is very challenging and yet very substantial. The role of the faculty members is to respond to the challenge of being agents of social transformation within and outside the university. To be able to respond from this call, faculty members must be committed and equipped with integrated knowledge, skills and values for teaching and learning, research and service with the communities. The author's experiences for almost seventeen (17) years of serving the University of Santo Tomas through teaching, research and, service with the communities has proven that these were complex and yet integrative for the full processes of learning and serving. In fact, these processes really enriched the author's experiences and wisdom for the integrative formation of students in terms of knowledge generation and management and service with the communities. Also, communities who are considered partners for community development and empowerment strongly benefits in the different processes. All stakeholders, in fact, have gained so much from all the processes of teaching, research and service. This paper generally described and reflected the processes and learning gained from the experiences of community integration as integrative method of teaching, research and service for community development with all the stakeholders involved: • The author as faculty, researcher and university community development facilitator; • The immediate and substantial university departments/offices where the author is directly connected; • The students as learners, researchers and servers for community development and empowerment and; • The partner communities as substantial stakeholders

50414   12:05-12:30 | Room 703 (7F)
How Can Old and New Learning and Assessment Theories be Reconciled to Support Independence and Interdependence in Students and Tutors
Maddalena Taras, University of Sunderland, United Kingdom

The two main learning theories currently in vogue, are constructive and social constructivist theories which focus both on the individual and independent construction of knowledge of each learner, and on the interdependence of socially constructed understandings. The interdependence of socially constructed understandings is not static or fixed. Knowledge co-construction is an ever-changing, context-influenced, amorphous entity. This is changed by and changes individual constructs and thus both develop each other and benefit from each other. This follows that both individual and shared understandings are essential in order to support learners. In the context of Higher Education, and through linking assessment theories to learning theories, this paper examines possible ways in which we may create both individual and communal understandings of learning and assessment processes for the mutual benefit of our students and tutors. To begin with the paper will evaluate how the learning and assessment theories interrelate, secondly, how these will influence the learning and teaching processes, and thirdly, the challenges these present to the status quo. Challenging the status quo is not as simple as it sounds. Building up good practices which satisfies students and tutors equally is extremely difficult partly because of our individual and communal preconceived ideas. One challenging impediment to change is overcoming our preconceptions and accepting new paradigms and ways of thinking. In this paper, this challenge is essentially linked to theories and practices of assessment which have fallen behind developments and realities of learning and teaching theories and practices.

45381   12:30-12:55 | Room 703 (7F)
Instructor and Student Perceptions of Online Program Community
Doris Bolliger, Old Dominion University, United States
Craig Shepherd, University of Memphis, United States

Online learning is an established part of higher education (Allen & Seaman, 2016; O'Shea, Stone, & Delahunty, 2015). As instructors actively participate in course activities, provide timely feedback, encourage and foster communication, help students realize they share similar interests, and develop an atmosphere of trust, learners feel connected to each other and gain a sense of community, combating feelings of isolation expressed in the literature (Authors, 2012; Glazer, Breslin, & Wanstreet, 2013; Thormann & Fidalgo, 2014; Rovai, 2001). Yet, remedies for online learning challenges mainly focus on course-specific practices (Exter, Korkmaz, Harlin, & Bichelmeyer, 2009; Quirk & Young 2016). Research is limited regarding effective practices at the program, college, and institutional level. This session will describe findings from both online instructors and online graduate students about their perceptions of program community. In two studies, 344 faculty members shared their perceptions of program community and what they do to support community in online graduate programs. In the second study, 84 graduate students in one certificate and two degree programs responded to questions pertaining to online program community perceptions. Both groups completed an online survey developed by the researchers. The invitations were distributed via e-mail and included links to the surveys. In this presentation, results for each group will be highlighted and common themes across groups will be discussed. Attendees will be invited to share their experiences and perspectives during this interactive session.

11:40-12:55 | Room 704 (7F)
Tuesday Session II
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Jian-Cheng Chen

45263   11:40-12:05 | Room 704 (7F)
Effects of Teaching Methodologies on Academic Performance in Chemistry: A Meta-Analysis
Shalom Grace Sugano, Visayas State University, Philippines

This study utilized the quantitative meta-analysis technique proposed by Glass (1976) to integrate chemistry education research findings conducted in the Philippines covering the period 2005 – 2016. It aimed to describe and examine the effects of teaching methodologies on academic performance in the secondary chemistry teaching-learning process. A search procedure and broad literature review were executed in order to identify the potential and qualified chemistry studies from both published and unpublished graduate theses, dissertations and journal articles. Meta-analysis was effectively and systematically carried out through study acquisition, study coding, determination of inter-rater reliability, establishing inclusion criteria, computation of effect size including mean and interpreting the analyses. A total of 67 studies met the criteria and have qualified in the meta-analysis. Results presented that a statistically significant positive effect (Cohen's d = 0.982, SE = 0.089) was observed on the use of teaching interventions on academic performance as compared to traditional teaching. It was also found that academic performance can be greatly enhanced if students are placed in an environment where they can actively connect chemistry instruction to previously learned scientific and chemical concepts and materials through constructivist (inquiry-based and problem-based) and collaborative learning method. The meta-analytic review revealed that during the last decade, incorporation of other avenues of learning via innovative teaching methods evidently promote academic gain. Generating empirical evidences supporting the effectiveness of innovative instruction in chemistry is the main implication of this research.

45547   12:05-12:30 | Room 704 (7F)
Inquiry – Based Lessons Using Multiple Representations in Teaching General Chemistry 1
Jasper Lovedorial, Bicol University, Philippines

This study aimed to investigate the effects of using Inquiry - Based Learning and Multiple Representations in the instruction of General Chemistry 1 among Grade 12 public school students. It developed fourteen lessons governing the concept of Matter which employed questioning, situational analysis, reflection, group discussion, and inquiry – based laboratory activities embedded in 7E's lesson format for inquiry – based learning feature. While multiple representations feature include the use of symbolic, realistic, linguistic – figurative, and manipulative representations. Through qualitative – quantitative research using pre – experimental one – group – pretest – posttest design and using the following instruments 1) developed lesson, 2) conceptual understanding test, 3) critical thinking skills test, 4) student's journal, 5) focus group discussion and 6) attitude checklist results showed that conceptual understanding, critical thinking, and attitude towards the subject were enhanced. These were supported by students' test scores in conceptual understanding and critical thinking tests with an effect size of 4.32 and 4.13, respectively. Students' feedback on the implementation of the lesson were generated to validate the results using students' learning experience. Moreover, this study also showed that students used various representations which accurately explained Chemistry concepts hence created learning and positive effect on students' attitude.

45530   12:30-12:55 | Room 704 (7F)
Learning Activity Design for Promoting Students' Understanding and Positive Disposition: An Example in Just-Do-Math Project in Taiwan
Jian-Cheng Chen, National Taipei University of Education, Taiwan
Ying-Hao Cheng, University of Taipei, Taiwan
Hui-Yu Hsu, Graduate Institute of Mathematics and Science Education, National Tsing Hau University, Taiwan

Taiwanese students' mathematics performance in international tests revealed 'high achievement, low confidence, low interest and a large gap in achievement'. How to promote students' positive disposition and understanding is very important. For this purpose, Just-do-Math project in Taiwan had created many learning activities are called 'Dian Ji (奠基)' for enhancing students' mathematical competency and attitude. This short oral will report the design framework of 'Dian Ji' by an example which designed for elementary school students to learn common factor. The design framework consists of grand theories, design principles and design tools with examples. We will focus on design tools from four aspects: (1) promoting student willing to learn; (2) facilitating students easily to learn, (3) enhancing student actively to think; and (4) supporting student to lay learning foundation. And we will elaborate them by the example with students' significant performance. Finally, we will propose the strength and weakness about these learning activities designing.

11:40-12:55 | Room 705 (7F)
Tuesday Session II
Curriculum Design & Development
Session Chair: Wai Ha Leung

44899   11:40-12:05 | Room 705 (7F)
Curriculum Development and Evaluation for Children's Rights Education in Taiwan
Pei-I Chou, National Sun Yat-sen University, Taiwan

Education is the foundation and catalyst for changing the state of human rights in the world. Studies have shown that at an early age, attitudes about equality and human dignity are already firmly established. However, teaching human rights is challenging because of the complexity and controversial nature of many of the issues involved, especially at an early age. In particular, most of the human rights materials are developed from the western tradition. To what extent they can fit in the social context and current elementary curriculum in Taiwan needs further research Therefore, this study integrated the requirements of social studies curriculum guidelines in Taiwan and the framework of United Nations Convention on the Rights of the Child to develop children's rights curriculum and assessments. The results show that there is significant difference in students' overall awareness and attitudes of children's rights, particularly in the following aspects: the right to survival, protection, participation and social justice, before and after the intervention. However, the change of students' awareness and attitudes about the right to development is not significant, especially items related to identify and enjoy their own culture. That may be constrained by the social tradition and culture and needs further research. Until now, little research has been conducted on children's rights education in non-western countries; this study can fill the research gap and serve as a basis for further study to explore and adjust the theories, principles, and strategies of children's rights education in societies with Chinese cultural heritage.

45633   12:05-12:30 | Room 705 (7F)
Blended Learning to Develop Learners' Autonomy in Language Learning Under Globalization: The Online Self-Learning Platform on Chinese Idioms
Oi Ping Kwong, The Education University of Hong Kong, Hong Kong
Chun Yip Tse, The Education University of Hong Kong, Hong Kong

This study investigated the effectiveness of learning Chinese idioms through blended learning in the university language enhancement course. To develop learner autonomy in language learning under globalization, an important element is to enhance students' cultural literacy. With reference to the above factor, an online self-learning platform on Chinese idioms has been developed for a university language enhancement curriculum. The platform provided a blended learning environment which integrating face-to-face and online learning experiences to enhance students' Chinese language proficiency and inspire their appreciation of their Chinese heritage. Learner independence is also developed in the process. The platform contains teaching videos, notes, interactive exercises and games. Students can determine the time and venue to learn through this platform. Subjects of this study were undergraduate students. Effectiveness of this blended learning experience was evaluated by teachers' observation and students' feedback collected by questionnaire survey and interviews. Results of this study suggest that blended learning is an effective way to enhance language proficiency as well as develop learners' independence. Findings may contribute to the curriculum design in language courses.

45329   12:30-12:55 | Room 705 (7F)
Teaching of Values in Language Enhancement Course and Globalization
Wai Ha Leung, Education University of Hong Kong, Hong Kong

This study aims at investigating the role of values in a course on classical Chinese in the context of globalization. Globalization and internationalization are receiving widespread attention at tertiary institutions across the world. Universities are aiming at helping students to gain a global perspective to meet the needs of the society. However, globalization cannot be thrived without a strong foundation of moral and social values. On the other hand, many studies confirm that there is a deep relationship between language, culture and values. Through mother tongue learning, people could enhance their understanding of the nation's culture and foster the sense of cultural and ethnic identity. This can then foster global awareness based on understanding cultural heritage of mankind. To prepare tertiary students in a global context, a Chinese enhancement course on classical Chinese was developed to enhance students' awareness of the issues of values. This course aims to enrich students' knowledge of Chinese literary works, so as to develop students culturally through learning of the language. Elements of traditional Chinese values in the course, and how these values could help students meet the global needs will be presented. Effectiveness of this course was evaluated by students' feedback. Subjects of this study were undergraduate students of a university in Hong Kong. The research methodology includes content analysis, questionnaire survey and interviews. Findings from this research may contribute to the curriculum design in a global context.

11:40-12:55 | Room 707 (7F)
Tuesday Session II
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Pei-Fen Chang

45511   11:40-12:05 | Room 707 (7F)
The ICT-Assisted Classroom: From Teacher-Dependence to Independence and Interdependence in Learning
Fe Josefa Nava, University of the Philippines, Philippines
Patrick Alain Azanza, Eclaro Academy, Philippines
Allan Susarno, Eclaro Academy, Philippines

Two Grade 11 classes in a private secondary school in Quezon City, the Philippines, were randomly assigned as experimental groups in which ICT-assisted instruction was introduced after one month in one of their subjects. In Experimental Group 1, ICT- assisted instruction was implemented in their Math subject, Statistics and Probability, while in Experimental Group 2, it was applied in their Science subject, Disaster Preparedness and Risk Reduction in Philippine Setting. Two other Grade 11 classes served as their controls. Experimental and Control participants were taken from academic strands of Senior High School in which the two subjects (Mathematics and Science) were required in their curricular programs. These strands were ICT strand (for the Math subject), and General Academic strand (for the Science subject). For each strand, students were randomly assigned to Experimental and Control groups; stratified random assignment was utilized to ensure that class sizes were equal, and so was gender distribution. ICT-assisted instruction came in the form of digital copies of textbooks and an Internet-based teaching-learning platform in which teachers uploaded class materials, and students submitted their class work and assignments. Tests, classroom observations, Focus Group Discussions (FGDs) with students and interviews with teachers revealed factors that enhanced independent and interdependent learning. Problem areas that hindered independent and interdependent learning are pointed out, and suggestions for addressing these problems are also offered.

44794   12:05-12:30 | Room 707 (7F)
Use of Free Web Tools to Support Student-Centered Learning Environment in Undergraduate Studies
William Ko-Wai Tang, The Open University of Hong Kong, Hong Kong

To improve students' learning experiences, teachers always integrate information technology in their course instruction. The author uses three free web tools to promote student-centered learning. It includes Facebook group on a module, Google Documents for group presentation and group discussion and Kahoot! game for recalling students' knowledge. This paper discusses the strategies of using these web tools inside and outside classroom and how to use these tools to support student-centered learning. In addition, this paper investigates the perception of students towards free web tools in formal and informal learning environment. The study included a group of third-year undergraduate students. All of them enrolled in the module called Information Technology for Teaching. All participants were assessed by self-rated survey on the last week of this module. Results showed that they were actively participated on web-based activities. They enjoyed learning and they perceived that the learning environment in these free web tools was better than the learning in official e-learning platform. Finally, this paper discusses the difficulties in using web tools in a formal curriculum.

44797   12:30-12:55 | Room 707 (7F)
The Implementation and Learning Effectiveness of the "Smart Language Learning System" Course
Pei-Fen Chang, National Central University, Taiwan
Jie-Chi Yang, National Central University, Taiwan

The aim of the "Smart Language Learning System" course was to cultivate four core capabilities in the students: the ability to write programs in computer programming languages; the ability to understand the basic principles behind the application of linguistics to game-playing; the ability to communicate effectively and collaborate as a member of a team; and the ability to identify, compare and analyze useful techniques and apply them to solving problems. The questionnaire survey results showed that the average scores obtained in post-testing were higher than the average scores obtained in pre-testing, and that the area where the students had made the most progress through taking the course was in the ability to collaborate as a member of a team; the students were able to use group brain-storming sessions to come up with ideas that they would not have been able to think of on their own, and use these ideas to create better language learning games. The area where the students had made the next biggest improvement was in the ability to identify, compare and analyze useful techniques and apply them to solving problems. After completing the course, the students began to integrate their electrical engineering and computer science expertise with interdisciplinary concepts and knowledge. Meanwhile, they had acquired a better understanding of the strengths of their own discipline and of how it can be expected to develop in the future. Finally, implications based on the findings of this study will be discussed.

11:40-12:55 | Room 708 (7F)
Tuesday Session II
International Education
Session Chair: Diana Po Lan Sham

45565   11:40-12:05 | Room 708 (7F)
Challenges of Literacy Assessment in a Foreign Language: Research, Development, and Implementation of the ASER in Laos
Christopher Stanfill, Pencils of Promise, United States

Pencils of Promise (PoP) has worked in Laos for ten years and implemented our Teacher Support (TS) program there for the first time in 2012. As the first country to receive our TS program, our intervention with teachers has seen many iterations over the years. There are unique challenges associated with our work in Laos and with our support of primary-level English teachers. Historically, we have relied on the Early Grade Reading Assessment (EGRA) to understand changes in student performance as a result of being taught by PoP-supported teachers. Through a critical reflection of our approach to evaluation and an internal assessment of the effectiveness of each tool, we identified a gap between the complexity of the EGRA and the simplicity of English education at the third grade in Laos. Therefore, PoP moved to develop a version of the Annual Status of Education Report (ASER), an assessment used to determine basic English literacy levels, which had yet to be used in Laos by an international non-profit. With consult from both the ASER Centre and Pratham, PoP pilot tested three different versions of a 3rd and 4th grade assessment. Our ASER will be used as the central student literacy assessment for our three year longitudinal study in Laos, which began in September 2018. This presentation will discuss the method of development, foreign language considerations, and influence on our approach to international education assessment.

45552   12:05-12:30 | Room 708 (7F)
Money for Prestige, A Geopolitical Transaction
Adrián Arroyo Pérez, University of Arizona, United States

This study explored how political and economic forces influence internationalization activities in Brazil and the United States. Eighteen international officers and faculty members at two public research universities in the United States and Brazil were interviewed to understand how internationalization activities have changed given new political and economic circumstances in these countries. This study found that the major forces influencing internationalization activities in higher education in Brazil and the US are federal and state policies, institutional internationalization strategies, and the pursuit of funding and prestige. Furthermore, this study found that Brazilian higher education increased its internationalization activities and prestige pursuit through federal policies encouraging mobility programs that brought the standardization and formalization of such activities at the institutional level. Additionally, US higher education institutions are increasingly engaging in entrepreneurial behaviors regarding internationalization activities resulting in the relation and exchange expose in this study: money for prestige. This study analyses the consequences of such relationship in internal policies and the main role of higher education global rankings.

45715   12:30-12:55 | Room 708 (7F)
The Interconnection of Chinese and Western Cultures: The Policy, Development and Expansion of International Early Childhood Education in China
Diana Po Lan Sham, Hong Kong Chinese Institute of Engineers, Hong Kong

In recent years, the tight control of history narratives and censorship of school textbooks has made the universities suffered by the ideological crackdown from the communist Chinese government. Even though international schools in big cities, such as in Beijing and Shanghai, have been facing the prohibition of using liberal but non-government approved materials in their curricula. In November 2016, all private schools from grades one to nine were banned by the government. As a result, the only ground for the development of western-style schools in China is international early childhood education. According to the policy of early childhood education in China, there are three types of schools: Preschools or nurseries, kindergartens and pre-primary schools. More than ten percent of international preschools and kindergartens use non-Chinese traditional pedagogical approach or westernized teaching methods, and also they can choose any pedagogy of Montessori, Reggio or Waldorf, etc. The richest the parents are, the best and most expansive education for the only child will be. Parents, who have become wealthier or had high income after the rapid growth of economy in China, are willing to invest a lot of money for providing excellent early childhood education for their kids. In fact, the private international preschools and kindergartens are expanding, but they are to certain degree different from others as the interconnection of Chinese and Western cultures. This paper investigates how Chinese Confucius rules meet the Western pedagogy in the booming international early childhood education industry in China from policy, development and expansion.

14:00-15:40 | Room 703 (7F)
Tuesday Session III
Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
Session Chair: Christine Powell

50404   14:00-14:25 | Room 703 (7F)
Special Rights and Inclusivity in Reggio Emilia Inspired Schools
Ambra Lanzi, Zerosei Project, Singapore

In the last decade much research has proven a rise in the convenience and impact on educational settings where fully inclusive approaches have been implemented. This awareness has moved the focus from the reasons why inclusivity needs to be encouraged to the ways inclusivity can be implemented. We will open reflections on the concepts of Diversity and Special Rights as learning opportunities, investigate the meaning of inclusion and explore the effective ways in which Reggio schools successfully grant equality to all children. In Reggio Emilia, the child is considered a fully-fledged individual with rights, who is seen, heard and valued by the whole community. Each child's personal story and subjectivity is appreciated and respected as all children are considered full of potential. In this frame, where knowledge is conceived as a social construct, diversity is a priceless resource in support of a continuous enrichment and exchange between individuals. Early Learning Centers are considered privileged places where the complexity of community is appreciated, where, like in a gestalt, each member's individuality upheld. This presentation will explore the meaning of inclusion and diversity within an educational setting. What are the strategies Reggio Schools use to implement an inclusive approach? How can these practices be implemented across different cultural contexts? As passionate educators we must act with intent; asking ourselves what is the effect of truly promoting inclusivity and diversity and how will that impact on the futures we are shaping.

44876   14:25-14:50 | Room 703 (7F)
Thriving in Life After School for Young Adults with Disabilities in Singapore
Ailsa Goh, National Institute of Education, Nanyang Technological University, Singapore
Meng Ee Wong, National Institute of Education, Nanyang Technological University, Singapore
Carol Tan, National Institute of Education, Nanyang Technological University, Singapore

Transition to adulthood for students with disabilities is wrought with many hurdles and uncertainties. In a qualitative study conducted in Singapore on students with disabilities transitioning to adulthood, we interviewed eight young adults with disabilities, their respective families and school personnel. The findings revealed that while schools provided vocational training and work attachment opportunities, it was still challenging for young adults with disabilities once they leave school. These young adults are moving from a structured school system to a less structured and fluid workplace. They need to not just perform the hard and soft skills of their job, but they also need to maneuver the non-work related challenges of adulthood. Moreover, employers are often ill prepared to train and support young adults with disabilities in the workplace. The goal of education for students with disabilities is often targeted towards independent functioning in adulthood. While, much emphases are placed on people with disabilities to be as independent as they can be, independence is an elusive goal, as many of them will never reach a point where they can be totally independent. If the community insists on independence from the outset, then we have essentially closed the door on people with disabilities. However, if we foster an inclusive society and set out to build a community based on interdependence, then this may be the key to ensure that people with disabilities thrive in their community.

45494   14:50-15:15 | Room 703 (7F)
Teacher Literacy Policy Recommendation and Programme for Action
Mirela Ramacciotti, Johns Hopkins University, United States

This presentation outlines the introduction into neurobiology of learning differences that lies at the basis of a 12-hour teacher literacy development program that can implemented in regular schools. In general terms, this introduction means understanding how neurological development should look like in typical and atypical trajectories. To attain this objective, the landmarks for neurological linguistic development will be discussed as much as the differences in development for boys and girls. Specific language impairments and learning disabilities regarding listening, speaking, reading and writing, math, attentional processing and executive functioning will be contemplated. Additionally, instructional strategies for accommodation and intervention will be analyzed as well as the main characteristics of ADHD (Attention Deficit Hyperactive Disorder) and ASD (Autism Spectrum Disorder). The risks concerning TBI (Traumatic Brain Injury) and ED (Executive Dysfunction) will also be discussed. To conclude, an analysis of the necessary elements for an effective and productive communication with the general community (parents, leaders, school-related professional) will be conducted. The elements of such teacher literacy program are as follows: - neurological development, - child and linguistic development, - definition and characteristics of some learning difficulties and disorders that involves attention and memory, and - connections with the community (what to expect, what to say, how to accommodate).

45370   15:15-15:40 | Room 703 (7F)
Thinking Beyond California: Exploring School to Work Programs for Students with Special Education Needs in Singapore
Christine Powell, California Lutheran University, United States

One goal of K12 education is to prepare students for careers aligned with individual student interests and anticipated workforce needs. This goal is not specific to the United States; Singapore's focus on holistic education serves as a global example of how to successfully integrate students with special education needs (SEN) in school-to-work transition programs. Dr. Christine Powell's research on access and equity for students with SEN in career technical education programs in southern California serves as the foundation for her current studies as a Fulbright Distinguished teacher, conducting her inquiry project which highlights how Singapore is delivering career education programs to SEN students in secondary education.

14:00-15:40 | Room 704 (7F)
Tuesday Session III
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: KP Yuen

46053   14:00-14:25 | Room 704 (7F)
Inclusive Education Program Implementation: The University of the East Experience
Dianne Rodriguez, University of the East, Philippines
Louise Mae Bangsal, University of the East, Philippines
Rizalyn Ramos, University of the East, Philippines
Nieva Discipulo, University of the East, Philippines

This research paper explores the rigors in creating an inclusive education program in a regular private school. This study seeks to identify the steps in implementing a successful move to inclusiveness, determine the challenges it may require and the designing of interventions to address the challenges encountered by the different stakeholders. The beginning of the program development was guided with the information gathered from different literatures on inclusion as well as consultation from the field practioners. The development of the inclusive program started by gathering information from all stakeholders through needs assessment survey, focus group discussions and interview of faculty members. The implementation was initiated by awareness campaigns through seminars for different stakeholders, observation of referred pupils and working in collaboration with the administrators, parents, teachers and pupils. The research outlines both the openness of different stakeholders on the idea of inclusion as well as the resistance of some parents on inclusion, emphasis on comprehensive teacher training. Likewise, there are necessary improvements on school facilities such as provision of bigger classroom or allocation of a room for recreation and differentiated activities, and a need for a protocol for an inclusive program, which will guide the practice of teachers and parents in the implementation of an inclusive education program.

45034   14:25-14:50 | Room 704 (7F)
Creating a Positive Classroom Culture Through Positive Teacher Language
Cher Chong Tan, Academy of Singapore Teachers, Ministry of Education, Singapore
Ailsa Goh, National Institute of Education, Nanyang Technological University, Singapore
Carol Tan, National Institute of Education, Nanyang Technological University, Singapore
Hwee Hwee Neo, Anderson Primary School, Ministry of Education, Singapore
Senthil Subramaniyan, Tanjong Katong Primary School, Ministry of Education, Singapore
Haslinda Bte Hashim, Anderson Primary School, Ministry of Education, Singapore

Joyful learning takes place in a caring and safe environment where there is mutual respect. Thus, it is important for teachers to cultivate positive teacher-student and peer relationships to create a conducive and supportive learning environment to enable quality teaching and learning to take place. Language shapes our sense of who we are; helps us understand how we think, work and play; and influences the nature of our relationships. Positive Teacher Language focuses on the words teachers use when talking to students, the intention behind the words use, how words are being delivered, and how teacher language shape student perception. Through the use of Positive Teacher Language, teachers would be able to express a vision, convey faith that students can attain it, provide affirmation for students' strengths and offer guidance that stretches students' skills. Positive relationships between teachers and students, and amongst students allow the students to feel respected, supported and valued by both their teachers and classmates. The use of Positive Teacher Language can create a positive classroom culture where students are empowered to make informed decisions of their actions and take ownership of their engagement and learning in the classroom. In this presentation, we will discuss a research study in Singapore to evaluate the impact of a teacher professional development programme on Positive Teacher Language to improve teacher-student relationships and student engagement in class, and explore teachers' perception of the effectiveness and acceptability of the Positive Teacher Language intervention.

44872   14:50-15:15 | Room 704 (7F)
Toward Powerful Emerging Practices for Students with Problem Behaviors in the Classroom: Mobile Technology and Evidence-Based Practices
Nora Altaweel, King Saud University, Saudi Arabia

With mobile technology (MT) expanding rapidly in classrooms, it may create new opportunities for teachers to elaborate the implementation of evidence-based practices (EBPs) and enhance learning outcomes for students with emotional and behavioral disorders (EBD). In this session, participants will be presented with information regarding the identification of MT for EPs (e.g. using formal or informal assessment), effectiveness of EPs throughout levels of MT integration (i.e., partial, full, and comparative levels), and several capabilities that MT holds in the existing EPs (e.g., enabling individually-tailored practices). Participants will be also presented with detailed descriptions of limitations concerning the unique power of EPs, generalizability-related issues, and additional demands/workload. Recommendations for future research and practice will be offered within each aspect.

50162   15:15-15:40 | Room 704 (7F)
Evaluating the Impact of Student Response System (SRSs): Evidence from Hong Kong Undergraduate Business Students
KP Yuen, The Hong Kong Polytechnic University, Hong Kong
Louis Cheng, The Hong Kong Polytechnic University, Hong Kong
Jacqueline Wang, The Hong Kong Polytechnic University, Hong Kong

The effectiveness of Student Response Systems (SRSs) for undergraduate business students have been a subject of investigation in the literature. In this study, it is proposed that SRSs can enhance learning outcome for business students. In particular, it is hypothesized that SRSs has a positive contribution to the achievement of the learning outcomes of accounting students; SRSs' positive contribution to the achievement of the learning outcomes is stronger for accounting students than that for non-accounting students; and SRSs' positive contribution to the achievement of the learning outcomes of business students is moderated by the time-of-day effect. Performance records and related student background data are collected for a sample of 2,698 undergraduate students. The hypotheses are then tested in a multivariate regression model. The results show that accounting and business students can learn better with SRSs, leading to improvement in examination performance. However, while the effect of SRSs on accounting students is positive, it is relatively weaker than that for the non-accounting group. Finally, the result shows that the "time-of-day" effect overwhelm SRSs in improving the learning performance. This study provides evidence to support that SRSs improve business undergraduate students' academic performance and that the SRSs' positive contribution to the achievement of learning performance of business students is moderated by the "time-of-day" effect.

14:00-15:40 | Room 705 (7F)
Tuesday Session III
Design, Implementation & Assessment of Innovative Technologies in Education
Session Chair: Cynthia Northington Purdie

45634   14:00-14:25 | Room 705 (7F)
The Effect of Using Head-Mounted Virtual Reality to Improve Learning
Yu-ching Chen, Chinese Culture University, Taiwan

In current curriculum, the limitation of location, season, and appearance of insects eliminate students to observe the insects closely. The students usually are confused with insects' appearance and growing process. Virtual reality remove the limitation of time and space and facilitate students to learn and explore more actively. The head-mounted devices provides a more immersive environment for students to enhance their learning motivation. Studies found appropriate pedagogy should be integrated into virtual reality. Inquiry-based learning emphasize students' exploration and could be parallel with virtual reality in exploring. In this study, inquiry-based learning model and head-mounted virtual reality was combined to improve insect education, and further compared their attitude and learning experiences.

44683   14:25-14:50 | Room 705 (7F)
The Features of QR Code as Attendance Monitoring System: Its Acceptability and Implication to Classroom
Michael Angelo Maleriado, General Emilio Aguinaldo National High School, Philippines
Joseph Carreon, General Emilio Aguinaldo National High School, Philippines

The development of smartphones proliferates the use of QR code obtaining features of scanning and decoding barcodes are becoming a popular tool in modern education. (Lamey, 2018 and Santisteban, 2017). In this study, the researcher determines the features of attendance monitoring system using QR code and its acceptability as an innovative platform used in checking the attendance of the students. It also wanted to grasp participants point of view about the QR code embed in the classroom. The study utilized a purposive sampling involving 20 teachers who adapted the QR code and 36 students who were exposed on attendance monitoring system from General Emilio Aguinaldo National High School in the academic year 2018-2019. Mixed method descriptive data analysis was used in the study and the adapted standardized survey questionnaire used in evaluating database interface. The digital application was available and free on Android smart phones that can be exported to Microsoft Excel, while the system doesn't require an internet connection and ideal for a big class. With the combined evaluations of teachers-user and students yielded that QR Code as Attendance Monitoring System was generally very highly accepted in terms of reliability, efficiency, accuracy, user-friendly, security and confidentiality. The views of the participants paved that QR code in education was environment-friendly, cost-effective, user-friendly, innovative, very fast and readable codes. Hence, this study is geared towards evidence-based practice using this type of innovation that will serve as a preference towards continuous improvement and successful adaptation of the QR code that is essential in modifying and simplifying the checking of attendance of students in school.

44572   14:50-15:15 | Room 705 (7F)
Gamified Instruction in Teaching Physics; Its Effect to Students' Motivation
Hazel Abareta, Philippine Science High School - Calabarzon Campus, Philippines
Lydia Roleda, De La Salle University, Philippines

Students in this present time are considered tech-savvy. They find the traditional method of teaching boring leading them to habitual absenteeism and causing them to perform poorly in class. This study aimed to integrate gamification – the use of game elements in non-game contexts – in teaching Grade 10 Physics and determine its effect on the students' motivation in studying the subject. Physics Motivation Questionnaire II was used to measure the effect of gamified instruction on students' motivation and was administered before and after the conduction of the study. The students' responses on the pre- and post- administrations were compared using paired sample t-test on SPSS. The results revealed that the gamified instruction caused a significant improvement on students' motivation. The game-like structure of the strategy stirred the students to attend class regularly and made them enjoy the learning process. Feedbacks from students and external observers confirm the effectiveness of the method in improving students' motivation.

45526   15:15-15:40 | Room 705 (7F)
Fortnite: The Gamification of the Classroom Experience
Cynthia Northington Purdie, William Paterson University, United States

The purpose of this research is to identify the ways in which gamification of the curriculum can facilitate more effective teaching, learning and retention. Fortnite is one of the most popular single shooter web based video games in the game world. Since 2017, one hundred twenty five million people have downloaded this free game. In 2018 for example, 80 million people downloaded the game in a 31 day period (U.S.: Verto Analytics, 2018). The game has been described as addictive, all consuming, and captivating by parents and teachers alike (common sense media.org). In response to the Fortnite phenomena, educational gaming software, and stand-alone programs are rapidly being developed in order to bolster classroom management and reinforce curricular pedagogy. Programs such as Classcraft, apply fantasy game design elements to reinforce pedagogical concepts. Such programs require students to strategize, collaborate and adapt to changing and/or consequential outcomes (either created or realized by the students themselves). Other programs such as Plickers offer students the opportunity for competition and mastery of the curriculum through the use of mobile SMS technology and QR coding. Single shooter and collaborative gaming has been part of international popular culture for many years. Until recently however, it has existed separately from the personification of teaching and learning. It is predicted, that the creation of engaging, competitive, social gaming will become commonplace in the 21st century classroom.

14:00-15:40 | Room 707 (7F)
Tuesday Session III
Learning Experiences, Student Learning & Learner Diversity
Session Chair: Hui-Yu Hsu

45818   14:00-14:25 | Room 707 (7F)
Teaching Biology Using Contextualized Learning Kit
Janin Borre, Bicol University Graduate School, Philippines

This study determined the effect of the developed lessons in Biology using the Contextualized Learning Kit (CLK) with the following features: (a) Flipped Classroom Mode of Delivery, (b) Use of Student-friendly Contextualized Learning Kit, (c) 21st Century Skills Development, and (d) Highly Visual Instructional Material. The researcher employed pretest-posttest quasi experimental design. Qualitative and quantitative methods were utilized in analyzing the results in the lesson implementation. The research has shown that students appreciate and learn better if the presentation of the lessons were being contextualized. Students are less susceptible to distractions if all of them are given the chance to share ideas and participate in the learning process like performing student-centered hands-on and minds-on activities.

45129   14:25-14:50 | Room 707 (7F)
Mentoring Approaches and Learning Opportunities: An Exploratory Study of the Practicum Experience
Youmen Chaaban, Azm University, Lebanon

It has been recognized that learning to teach is a complex process involving the interaction of personal, interpersonal, and situational factors. During the practicum experience, these factors gain further significance. The relationships that develop between student teachers and their cooperating teachers determine the kinds of learning opportunities they experience. Grounded in a sociocultural view of teacher learning, this qualitative study explored the mentoring approaches adopted by cooperating teachers in their interactions with student teachers enrolled in a 3-year teacher preparation program at one University in Lebanon. The study further examined the compatibility of these adopted approaches with student teachers' expectations, and accordingly their facilitation of learning opportunities. Data sources included interviews, journals, and essays collected from ten student teachers, as well as interview data collected from their cooperating teachers. Findings revealed a dominant Laissez-Faire mentoring approach, resulting in some cases to negative interactions between student teachers and their cooperating teachers; a reality which sociocultural theories have not taken into careful consideration. Findings further revealed the incompatibility between adopted mentoring approaches and student teachers' expectations, leading to missed learning opportunities in most cases. While such findings challenge previous assumptions in the literature on the positive influence of the practicum experience on student teachers' learning, this study suggests that a Transformative mentoring approach has the potential to lead to desired learning outcomes for student teachers. The study further suggests an urgent need to consolidate university-school interdependence to foster student teachers' positive socialization into the school context and maximize their learning opportunities.

44832   14:50-15:15 | Room 707 (7F)
Progression and Consistency of Scientific Reasoning Across Grades 7-11 In the New K-12 Curriculum
Isalyn Camungol, De La Salle University, Philippines
Joseph Scheiter, De La Salle University, Philippines

The new K-12 curriculum aims to improve the reasoning skills of the learners as they moved from one level to another. In line with this, the researcher made a cross-sectional study on the scientific reasoning skills across Grades 7-11 in terms of level of reasoning and progression. The researcher chose two sections per grade level, the Star Section and the non-star section. 420 junior high school students and 75 senior high school (47 from STEM and 28 from TVL strand) students participated in the study. The researcher found that most of the students are in concrete and transitional level of reasoning. There is a slight increase in formal level, decrease in concrete and transitional level in the Star sections and STEM students. However, the three levels of reasoning almost remained constant in the non-star section and TVL students. There is a significant difference found in scientific reasoning between the star sections and non-star. In terms of progression there is no significant difference found across grades 8-11, while there is a significant difference found between grade 7 compared to other grades. Using the concentration analysis on the LCTSR (Bao & Redish, 2000) the population has significant difficulty in the conservation of displaced volume, isolation and control of variables, proportional reasoning and hypothetical-deductive reasoning which are also verified by interviews.

45545   15:15-15:40 | Room 707 (7F)
A Strategy to Scaffold Low-Attaining Students in Learning Mathematics
Hui-Yu Hsu, National Tsing Hua University, Taiwan
Ying-Hao Cheng, University of Taipei, Taiwan
Jian-Cheng Chen, National Taipei University of Education, Taiwan

Developing instructional activities to scaffold low-attaining students in learning mathematics has been a critical issue all over the world. Well-designed instructional activities can guide students to actively and independently participate in the mathematics-related work without much scaffolding from teachers. In this study, we focus on linear equations with two unknowns and the problem-solving approach—elimination by substitution, attempting to elaborate the characteristics of instructional activities that can well scaffold low-attaining students in actively and independently participating in learning mathematics. One main characteristic of the activity design is the use of realistic contexts along with representation manipulations, both of which enable low-attaining students to realize the meaning of abstract algebraic concepts and that of abstract symbolic operations (e.g., X+Y=10 then X=10-Y). The second characteristic of the design is to scaffold low-attaining students in generating various examples and observe the embedded mathematical relationship from the examples. The activity can facilitate students in constructing the concept of algebraic variables and their relations to linear equations. The third is the use of reading comprehension strategy in that we ask students to read the problem-solving approach of elimination by substitution instead of writing up the solution themselves. The underlying reason is that reading comprehension strategy facilitates students in making the connection between context-based representation manipulations and the symbolic operations of linear equations. Empirical analyses showed that the design of instructional activities can well scaffold 7th grade low-attaining students in understanding the meaning of linear equations with two unknowns and the problem-solving strategy.

14:00-15:40 | Room 708 (7F)
Tuesday Session III
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Jia-Yi Chow

45852   14:00-14:25 | Room 708 (7F)
The Struggles and Hurdles of Student Teachers in Classroom Management During the Internship Program at the Public Schools in Leyte
Bayron Barredo, Visayas State University, Philippines

Recent studies suggest that teachers' knowledge in classroom management and organization of instruction are basic components of effective teaching. This study determined the level of understanding of student teachers in classroom management along with their classroom management performance, critical incidents, and factors affecting proficiency and deficiency in classroom management. The quantitative and qualitative research approach was employed in this study. Four Teacher Education Institutions (TEIs) from State Universities and Colleges (SUCs) in Leyte were chosen as the locale of this study. Results revealed that student teachers obtained a significant level of understanding in classroom management with regard to establishing control and building rapport with students, while they acquired a moderate level of understanding in classroom management in terms of creating discipline policies and determining needs of students. On the other hand, a no significant relationship was found between student teachers' level of understanding in different aspects of classroom management and their performance in classroom management during their student teaching. Findings also disclosed the critical incidents in classroom management experienced by student teachers during their student teaching, likewise their perceived factors that influence their proficiency and deficiency in classroom management. Thus, this study leads to the fact that the student teacher's preparation and exposures on practical classroom situations are essential in handling critical situations in the classroom.

45452   14:25-14:50 | Room 708 (7F)
On My Own: Surviving and Striving as First-Year Teachers
Jennifer Padua, University of Hawaii at Manoa, United States
Rayna Fujii, University of Hawaii at Manoa, United States
Jay Taniguchi, University of Hawaii at Manoa, United States

Many teacher candidates perceive that the first year of teaching will be similar to their field practicum (Zeichner, 1980). Then as beginning teachers, they soon realize their dependence on a mentor teacher for having a presence in the classroom and sharing organization and management responsibilities is no longer available. When challenges become unbearable, many leave the profession within five years (Carver-Thomas & Darling-Hammond, 2017; Gray & Taie, 2015; Ingersoll 2012). As teacher educators, our praxis aligns with Hall & Simeral's (2015) belief that, "Expertise does not come naturally. Developing a skill takes time effort, energy and a hefty dose of self-reflection" (p. 15). During our four-semester program, teacher candidates learn reflective practices or the ability to consciously think about their practices, and actively engage in ways to grow professionally (Borich, 2015; Samaras & Freese, 2006). Our purpose is to address the need for understanding if any learned reflective practices are transferred during the first year of teaching (Bean & Stevens, 2002; Fry, 2007; Gourneau, 2014). Therefore, the following questions guided this case study: (1) To what extent did first-year teachers use reflective practices learned during a teacher preparation program? (2) What factors affected their ability and decisions to use reflective practice? Our methods included examining artifacts and conducting interviews and focus groups. Preliminary findings suggest all participants exercised reflective practices. Their effectiveness varied depending on their (1) school environment;(2)successes or struggles; and (3) prior experience at the same school in which they were hired.

45730   14:50-15:15 | Room 708 (7F)
Pre-Service Teachers' View on the Caring Teaching Practices in the Relational Approach to the Moral Foundation of Teaching
Marilyn Obod, Our Lady of Fatima University, Philippines
Clarita Tanghal, Our Lady of Fatima University, Philippines

This is a descriptive research which determined the view of pre-service teachers on the caring practices in the relational approach to the moral foundation of teaching. Using purposive sampling, sixty pre-service teachers were selected to answer the Caring Teaching Scale which include four dimensions such as Nurturing Students' Character, Didactic Bias, Awareness and Respectful Didactics. Findings showed that they strongly agree on Nurturing Students' Character and Awareness, agree on Didactic Bias but neutral on Respectful Didactics. It implies that they strongly agreed that teachers should nurture the students' character as a human being and help them develop their character as well as their academic properties, agreed that teachers should provide equal opportunities for all students to be engaged in learning activities regardless of their academic status and personal capabilities but either agreed or disagreed in the notion that in bringing about learning, teachers should respect students and avoid violating their dignity as human beings. Furthermore, it found out that male and female pre-service teachers of different ages from the Bachelor of Elementary Education and Secondary Education programs have similar views on the four dimensions of caring teaching.

45328   15:15-15:40 | Room 708 (7F)
Values-Based Education Underpinning Singapore's Teacher Education Programmes
Jia-Yi Chow, National Institute of Education (NIE), Nanyang Technological University, Singapore

Teacher Education in the National Institute of Education (NIE), Singapore, is underpinned by a strong focus on values [Values-Skill-Knowledge Model (V3SK)]. The model is anchored on a firm belief that students must always be at the centre of learning, and that every child can learn. There is a great emphasis on developing the identity of the teacher as well as ensuring that the teacher plays a pivotal role in terms of service back to the profession and community within the education landscape. Programmes targeting personal growth (Meranti), service learning with the community (Group Endeavours in Service Learning) and using appreciative inquiry to better understand Singapore (Singapore Kaleidoscope) provides the corner-stone for Values-based Education (VBE) in NIE's initial teacher education programmes. There is a strong focus on Student Teachers undertaking independent self-directed learning in shaping their own teaching philosophy and values that are the foundation in preparing them for a profession in teaching. Key collaborative partnerships with stakeholders like the Ministry of Education, school leaders and teacher mentors highlight the critical interdependent relationship among partners that are present in supporting individual Student Teachers make the transition to Beginning Teachers. In this presentation, insights on why VBE is important, how Student Teachers are engaged in VBE and the use of an E-portfolio to support VBE in Singapore's Teacher Education Programmes would be shared.

15:50-16:40 | Room 703 (7F)
Tuesday Session IV
Knowledge Creation
Session Chair: Lili Luo

45209   15:50-16:15 | Room 703 (7F)
Information Management Practices and Challenges in School Governance: Basis for Localized Digital Archive
Lerma Peña, Department of Education, Philippines
Marycon Carmela Mella, Department of Education, Philippines

Information plays a vital role in school governance as it is a primary basis for policy planning and development. The Department of Education recognizes this significance as it launched its own management information systems known as EBEIS (Electronic Basic Education Information Systems). In the school level, however, technology and resources for information management remain a challenge. To address this concern, this research examined the data management practices and challenges in a local public secondary school in the Philippines to develop a school-based online information management system. Focus group discussions were conducted among school administrators and personnel who are directly in charge of managing school data. The existing information management process involves: 1) data gathering and receiving of reports, 2) filing and storage, and 3) retrieval of data. Time consumed in the filing and retrieval of data; unorganized storage of paper-based documents; and absence of school policy on information management were observed as primary challenges of the existing process. Hence, project GEARS (GEANHS' Electronic Archiving & Retrieval System) was developed and introduced for pilot testing. The system is an online archive of school data, utilizing a free-hosting website and a cloud storage application to remain economical for a public school. Implications on the new system were positive and were observed as efficient, accessible, organized, and secure. The new system can be modified for information management needs of both local secondary and elementary public schools.

44633   16:15-16:40 | Room 703 (7F)
Public Libraries' Role in Preventing Summer Learning Loss: A Content Analysis
Lili Luo, San Jose State University, United States

Students risk summer learning loss between the end of one school year and the start of the next. Summer learning loss is defined as the loss of academic skills and knowledge over the course of summer holidays. The literature has shown that that on average, students score lower on the same standardized tests at the end of the summer than they do at the beginning of summer. For high school students, over 60% of the academic achievement gap in reading and language can be attributed to the learning loss that students experience during the summers of the primary school years. Public libraries, as an important community partner in K-12 education, play an active role in mitigating the summer learning loss among students. They offer a variety of library programs to keep students engaged in reading and learning during the summer. In this study, an in-depth content analysis is conducted to examine the educational programs provided by a large urban public library system in the United States in the summer of 2018, seeking to understand in what ways public libraries are contributing to the prevention of summer learning loss. The following areas are analyzed in analyzing the programs: 1) subject area; 2) target audience; 3) content; and 4) format. Findings of the study will yield insights for K-12 educators and policy makers to understand the public libraries' value in supporting education and thus develop effective partnerships with them.

15:50-16:50 | Room 704 (7F)
Tuesday Session IV
Workshop Presentation

44822   15:50-16:50 | Room 704 (7F)
Fostering Learner Autonomy: Does it Really Work?
Ahmed Brahim, Sultan Qaboos University, Oman

This will be a workshop where I will report on the procedures and results of an action research that I did in 2017 with pre-intermediate EFL foundation programme students at Sohar University, Oman, using a mixed method approach. The scope of the study was to investigate teachers' and learners' beliefs and practices to account for the constraints to promote Learner Autonomy in this context (similar to other non-western contexts, e.g. Asian cultures) and ultimately pilot a flexible middle-way approach which enables teachers to work around these constraints to foster LA in their students, without detracting from course content or sacrificing test scores. After briefly making a case with reference to the literature for the necessity for the ELT curriculum to cater for important 21st century skills, especially LA, the audience will be given the opportunity to discuss in groups (preferably multi-cultural) and to report on their own experiences in their different contexts, namely whether or not and how frequently they train their students to be autonomous, what difficulties they faced, how they went about overcoming these and what they think would or wouldn't work well in their specific contexts. I will then share the findings of the study: the constraints (learners, teachers, educational institutions, material developers), the content and methodology of the trailed approach and an effectiveness evaluation through my own observation and students' feedback. Finally, I will present practical classroom recommendations on materials development and activities adaptation, as well as on methodology. Q&A to follow.

15:50-16:40 | Room 705 (7F)
Tuesday Session IV
Cross-Cultural Education
Session Chair: Kristine Newton

45549   15:50-16:15 | Room 705 (7F)
The Challenges and Benefits of Being a Laowai: Conquering Compound Barriers in Cross-Cultural Research
Kristine Newton, University of Indianapolis International College, United States

Very few cross-cultural research articles specifically address the challenges researchers face when conducting studies overseas with participants who do not share the same nationality, race, ethnicity, etc. as the researchers. To outline the benefits and challenges foreign investigators encounter in the field, this presentation examines the experience of a Black American graduate student conducting a basic interpretive qualitative dissertation study of women factory workers in the Yangtze Delta Economic Area of Mainland China. The presentation suggests a series of guidelines and techniques cross-cultural researchers can employ to anticipate, examine, and immediately confront any internal and external biases when conducting cross-cultural qualitative studies abroad. Analysis of the methodology focuses on efforts used to successfully overcome racial barriers, dispel stereotypes, and establish a level of trustworthiness with the participants. Navigating obstacles faced during the transcription and translation process are also discussed. Review of the analysis concludes that vigilance and preemptive steps taken before data collection, and analysis of every component of the data collection processed must be scrutinized; even minor oversights by the researcher or anyone involved with the research can affect the validity of the data. This session will be a significant contribution to Educational Research scholarship because it provides valuable insight regarding researcher positionality, building a research team, gaining access to participants, conducting interviews, and engaging strategies to yield the greatest impact from a cross-cultural study.

45101   16:15-16:40 | Room 705 (7F)
Distributed Facilitator Framework (DFF) Visualising Career Development Learning (CDL): Teaching International Students (TIS) in Partnerships
Arianne Rourke, University of New South Wales, Australia
Kim Snepvangers, University of New South Wales, Australia

This paper will discuss a Distributed Facilitator Framework (DFF) that was created to visualise the reflective practice processes that were utilised to develop educators Teaching International Students (TIS) partnerships. The DFF is non-hierarchical, non-judgmental, authentic, generative, interconnected and inclusive Career Development Learning (CDL) Model. It aims to promote transformative practice with the outcome of producing authentic artefacts to inform TIS. The processes used in educator interactions and knowledge exchange are visualised in the DFF to capture the nuances of moving from the generalised to the specific TIS transformative CDL model. An Action Practitioner Research (APR) methodology over a one-year cycle was utilised to capture design educators' CDL, which is visually mapped in a flexible, adaptive, practice-based scaffold architecture. How the DFF was created to visually capture an interconnected series of processes and events utilising the Kemmis and Heikkinen, (2011) characteristics of 'sayings, doings and relatings' to develop a creative 'Ecology of Practice' will be explained. The DFF is underpinned by the theoretical premise of Kruger's (2013) Iceberg Model for surface and deep culture; the Australian Government International Education Strategy 2025 and Leask and Carroll (2013) 'Good Practice Principles: Teaching across Cultures'. The DFF provides a reflective practice visualisation that is in the service of providing transformative professional learning, which is transferable to other educational settings and disciplinary contexts. The ultimate objectives of the Ecologies of Practice DFF include engaging in meaningful international educational development and empowering educators to self-direct their own CDL after the TIS scaffold architecture is removed.

Notes

Wednesday
March 27

Parallel Sessions

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

09:30-11:10 | Room 703 (7F)
Wednesday Session I
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Yaoko Matsuoka

45971   09:30-09:55 | Room 703 (7F)
Translanguage Teaching in a Multilingual Classroom in Sweden Advantages and Challenges
Jessica Calington, Augustenborg School, Sweden

Rapid rise of number of immigrants in last immigration crises in Europe, resulted in significant number of immigrant communities in Sweden. Sweden is well-known as a multicultural state with good legal and institutional framework for integration of newcomers. Very important field of their integration with multicultural measures applied and financed by the state, is a field of education. Newly created socio-cultural environment has educators faced with new challenges. Classrooms are filled by students from different ethnocultural communities with different languages as their mother tongue. The educator's obligation to teach the newly arrived Swedish language is intertwined with their standard school work. In order to reach that goal different teaching models and methods can be applied. In this presentation, the author will closely examine and present the translanguage method of teaching. The analysis of advantages and challenges of this model is based on the author's testing of this method in a secondary school during the period of one year. How does this model work? What are main benefits and challenges? How can it be improved to be usable, not only in Sweden but also in other contexts faced with similar challenges?

45577   09:55-10:20 | Room 703 (7F)
Andragogic Learning in a Technology-Based EFL Classroom
Robert J. McClung, Kyoto University of Foreign Studies, Japan

Although there is no standardized training in the university educational structure, EFL teachers throughout Japan have been trying to use pedagogical strategies learned from recent CLT trends in EFL acquired and adapted from participating in local, national, or international conferences (Littlewood, 2014). A recent influx of technology in the Japanese university classroom has provided an opportunity for teachers to experiment with numerous technologies and investigate various techniques (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur & Sendurur, 2012). Employing mobile smartphones in the English as a foreign language classroom as a means to increase student participation is being widely researched. However, using technology in the classroom with the aim of enhancing mandatory textbooks and institute directed syllabi can be very difficult for instructors. The purpose of this research is to look at specific applications for using technology in the classroom. There will be multiple technologies chosen such as web-based student response systems. A mixed-methods research methodology will be used to analyze data from both students and teachers. The implications for social change from this research will be to reach out to students who have only known EFL as an evaluation criterion for school examinations, and thus lack the motivation to improve their overall language skills. This objective will be reached by training teachers to use more tools at their immediate disposal by incorporating technology-based learning.

44825   10:20-10:45 | Room 703 (7F)
Using Big Data in Educational Settings: Empowering Students Through Increased Autonomy
Tove Larsson, Uppsala University, Sweden

Having a good command of English is becoming increasingly important in an academic context for students and academics alike. Many studies have emphasized the benefits of introducing student writers to big data in the classroom, as a way of helping students improve their English proficiency (e.g. Bernardini, 2004; Granath, 2009). By introducing students to tools that enable them to do searches in large bodies of texts (so-called corpora), teachers can give them a way of quickly answering questions about grammar, lexis and idiomaticity that does not hinge on having access to an expert informant (e.g. a teacher or a native speaker of English). In addition to fostering increased autonomy, this approach thus serves to empower students and give them a way to express themselves with confidence in writing. However, despite the fact that these tools are freely available and can be used in many different course settings, few students (and teachers) seem to have come across such tools. This talk discusses some ways in which corpora can be used in the classroom to engage students in activities that promote learning. Students can, for example, use multi-million-word corpora to see which words tend to go together (collocations, colligations, etc.) and to see whether an expression is appropriate in a given context (register, style, etc.). Corpora are frequently used in the classroom in this way at Uppsala University in Sweden. Based on these practices, I will discuss various pedagogical applications of corpora, including benefits and challenges of such methods.

45551   10:45-11:10 | Room 703 (7F)
Investigating Language Teacher Autonomy at Higher Education in Japan
Yaoko Matsuoka, International Christian University, Japan

In the field of language education, although learner autonomy has been studied widely and enthusiastically, relatively few studies of teacher autonomy exist and little has been explored as for the relation between teacher autonomy and learner autonomy. Teacher autonomy has a complex nature, although researchers have tended to view teacher autonomy as a unitary concept (LaCoe, 2006). Teachers need to have autonomy in order to foster autonomous learners (Erpelding, 1999; Jones, 2000; Pearson & Moomaw, 2006; Wilson, 1993), and teachers generally desire more autonomy than they perceive they already possess (LaCoe, 2006). Teacher autonomy can be identified by examining individual psychological factors such as motivation, stress, and job satisfaction, social factors such as school systems and educational policies, and practical factors such as workload, wage, and working time. This research focuses on curriculum autonomy (e.g., selection of activities and materials; instructional planning) and general teaching autonomy (e.g., decision making on instructional approaches and class control) based on the Teaching Autonomy Scale (TAS) by Pearson and Hall (1993). The study investigates the constructs of teacher autonomy, provides current situation of perceived autonomy of English as foreign or second language teachers, and discusses the significance of promoting teacher autonomy in higher education.

Wednesday Session I
Primary & Secondary Education
Session Chair: Eileen Bernardo

45231   09:30-09:55 | Room 704 (7F)
Visual Basic Coding in Power Point-Based Lessons in Grade 6 Mathematics
Dick Anthony Calleja, Bicol University, Philippines

There is no doubt that education and the learning process has changed since the introduction of computers such as PowerPoint-Based Lessons. It includes pedagogical approaches like interactive learning, inquiry-based approach, discovery learning and contextualized-localized learning that promotes student-centered activities and lessons, teacher-assisted instructions and appreciation of the locale by-products, livelihood, academic-occupational relevance, and individuality. Mixed method was used in getting the impression and significance increase of the pre-test and post-test. There was a large effect and significant increase in the pre-test and post-test scores in the learners' conceptual understanding (d = 1.36 & 0.89), problem-solving skills (d = 0.56 & 0.39), and interest (d = 1.56 & 1.05) towards Mathematics in experimental and control group respectively. Unfortunately, there was only a small effect and no significant difference between the groups. However, it doesn't pose any conflicts in the use of technology in the classroom context rather it clearly showed the versatility of the pedagogical approaches in the reality of the educational system. Overall, the quality of the instructional material and the assimilation of technological progress in the classroom are crucial for the teaching and learning process. In relevance with the changes, educators should accept and wholeheartedly embrace technology-based tool in teaching as one of the proofs of the continual professional development, keeping abreast with needs and interests of the 21st century Millennial learners. The challenge is to incorporate technology in a more engaging (active) rather than entertaining (passive) manner.

50406   09:55-10:20 | Room 704 (7F)
Perceptions on Disaster Risk Reduction Issues by Junior High School Students in Manila, Philippines
Marissa Fearnley, De La Salle-College of Saint Benilde, Philippines
Aris Lapada, Eastern Samar State University, Main Campus, Philippines
Frosyl Miguel, Ramon Magsaysay High School Manila, Philippines

Disasters can strike anytime and anywhere. When these occur in communities that lack the capability to respond, the resulting damage can lead to mortality, loss and suffering. The school is an example of such a community where many vulnerable children are susceptible to the negative impact of natural or manmade hazards. This study aimed to assess the disaster-related knowledge, preparedness and readiness, adaptation, awareness, and risk perception of 384 junior high school students in Manila. Survey results revealed that there are significant differences in students' responses on disaster risk reduction issues across grade levels in junior high school. Among all five disaster risk reduction issues, significant differences with respect to sex were noted only on two areas, namely disaster-related knowledge, and disaster preparedness and readiness. Disaster risk reduction education and initiatives in schools should be enhanced to reduce the vulnerability of children to disasters.

45293   10:20-10:45 | Room 704 (7F)
The Earth is Out There: Attitudes of Irish Junior Secondary Students Towards Earth Science
Emer Emily Neenan, Trinity College Dublin, Ireland
Joseph Roche, Trinity College Dublin, Ireland

The world is facing a future where issues relating to Earth Science are increasingly important, including climate change, clean water, energy and resource management (e.g. mining, fracking), and natural disasters. Earth Science is included in the new Junior Certificate (lower secondary level) Science syllabus in Ireland for 12 - 15 year old students, but so far, no one has studied Irish students' attitudes towards Earth Science. The disposition of the next generation of citizens, as future voters and as future scientists, is vital if Ireland is to meet the challenges of rising temperature, rising sea levels, and rising incidences of natural disasters. This paper arises from ongoing research undertaken in Irish primary and secondary schools, examining student engagement with and understanding of Earth Science topics. This is a mixed-methods study involving a survey of approximately 100 schools in Ireland, including primary and secondary, urban and rural, and mixed- and single-gender schools. Students representative in age and demographics of the participants are included as consultant voices at multiple stages in the study. Preliminary results from this study will be discussed in detail, focusing on student attitudes towards Earth Science as global and Irish citizens; how students conceptualise human interdependence with and on the planet; and how Irish students consider themselves connected to or independent to the Earth, to the study of Earth Science, and to students or children their age elsewhere on the planet facing similar challenges in the era of climate change.

45385   10:45-11:10 | Room 704 (7F)
Implementation of K to 12 Science Program of Public Elementary Schools: Teachers' Pedagogical Practices and Problems Encountered in Teaching Science
Resttie Daguio, Department of Education, Philippines
Eileen Bernardo, Isabela State University, Philippines

The study aimed at conducting formative evaluation of the implementation of K to 12 Science Program of public elementary schools in Santo Tomas District, Isabela, Philippines for the first semester, school year 2017-2018. Specifically, the study aimed to determine teachers' pedagogical practices and common problems encountered by teachers and administrators. The respondents of the study were nine randomly selected public elementary schools in Santo Tomas district. From these schools, nine administrators, 36 teachers and 333 learner respondents were selected to participate in the study. The study used quantitative and qualitative research designs. Quantitative methods were used in generating data on the extent of the implementation of teachers' pedagogical approaches. Qualitative approach was used to uncover the common problems encountered by teachers, administrators and learners in the implementation of K-12 Science Program. Results of the study showed that the teachers implement the prescribed pedagogical approaches of teaching K-12 Science such as the use of 5-E Instructional model, Inquiry-Based Learning, contextualization, integration of concepts in other subjects and the linking of what learners know with the lesson to be tackled. The major problems encountered by teachers and administrators are lack of K-12 training, lack of resources, and curriculum enhancement. These problems are caused by teacher factor such as lack of knowledge on teaching approaches and techniques and contents in Science, unavailability of resources and disruption of classes, and student factor which include lack of prerequisite knowledge on contents, poor English comprehension and some topics are too high for the learners' level.

Wednesday Session I
Educational Research, Development & Publishing
Session Chair: Xin Ma

45524   09:30-09:55 | Room 705 (7F)
Integration of Cultural Practices in Teaching Mathematics
Monira Samaupan, Bicol University, Philippines

The interdependence between culture and education is not new to educators anymore. Educators acknowledge the fact that culture defines and gives identity to education while education strengthens culture. Indeed, these two disciplines are inseparable and complementary. However, cultural relevance in mathematics instruction is seldom evident. This qualitative study designed lesson plans that drew upon the context of students' cultural background and experiences. Primarily, this study presented several ways on how teachers, especially those with less technological opportunities, can make use of locally-available materials. The role of the community as co-partner in the teaching and learning process was maximized when they serve as key resource persons. Interviews and observations were conducted to determine the cultural practices of a certain cultural group along with their traditional games and livelihood activities. The identified mathematical practices were examined to develop appropriate and culturally relevant lessons which were implemented to determine its effects on students' conceptual understanding, interest in Mathematics and cultural awareness. Results revealed that there is a significant difference between the performance of the students, within the considered constructs, before and after being exposed to culture-related activities. Supported with what had been reflected from the collated and analyzed students' outputs and the manifestations during the activities and interviews, the researcher, therefore, encourages educators to become culturally responsive in instruction.

50373   09:55-10:20 | Room 705 (7F)
Relationship Between Availability of Digital Technologies and Reading Comprehension in Basic Education Students in Latin America
Wilman Enrique Perez Benitez, Institución Educativa Técnica Comercial Francisco Javier Cisneros, Colombia
Carmen Tulia Ricardo Barreto, Universidad Del Norte, Colombia

The research shows the outcomes of the correlational study where it is confirmed that the availability and use of ICT has a positive relationship with students' performances, based on the results on literacy comprehension from the Colombian structured test SABER 9 during the years 2015, 2016 and 2017, crossed with the information on availability of computer equipment during the same years, from 7738 schools in Colombia. The study proves that the correlation between variables, is positive, but very weak in range from +0,042 to +0,075 in the Spearman bivariate correlation index. The outputs constitute a benchmark to confirm what the Organisation for Economic Co-operation and Development, OECD, (2015), affirms by noting that countries that have invested heavily in educational technology reflect low performance of students in the Programme for International Student Assessment, PISA, according to the results of a study applied in the 2012 test; and also affirmed domestically by Hung, Iriarte, Valencia & Borja (2015). The outputs were triangulated along with theory and with the results of the Level of ICT Maturity at Schools instrument (Beltrán, E., Cabrera, Y. and Martínez, D., 2014) on 55 local schools, finding correspondence with the correlation indexes analyzed, with mean of 48%; but, unlike the correlation analysis, this instrument identifies important factors that slow the process, from the school management perspective. Based on the conclusions, as an alternative of solutions, it is proposed to start with the strengthening of reading comprehension based on the design and implementation of learning environments enriched by ICT.

45664   10:20-10:45 | Room 705 (7F)
Using Classification and Regression Trees (CART) In Educational Research and Development
Xin Ma, University of Kentucky, United States

This presentation examines the application of a modern, advanced statistical technique to educational research and development. Classification and regression trees (CART) is a decision tree procedure that functions to classify cases and make predictions. A decision tree is much like a flow chart that shows a logical path of answers to a sequence of questions. CART classifies cases into mutually exclusive terminal groups so that cases within each group are very similar but cases between groups are very different in terms of the outcome measure at hand. CART possesses unique properties that are attractive to education researchers and developers. CART was used in this presentation to analyze data from the Longitudinal Study of American Youth (LSAY) and the Health Behaviors of School-Aged Children (HBSC) with the purpose to use the results to inform educational policies and practices. The analytical results on individual differences in the rate of growth in math achievement across Grades 7 to 12 and on the unique effects of parent (home) related stress and teacher (school) related stress on smoking behaviors among Canadian high school students captured complex interactions and non-linear relationships in the data which traditional statistical techniques such as analysis of variance and multiple regression analysis cannot capture. Therefore, the CART results offered unique, more credible insights into educational policies and practices that can target with clear focus essential issues in promoting math achievement and understanding smoking behaviors among high school students.

Wednesday Session I

Educational Policy, Leadership, Management & Administration

Session Chair: Florentin Popescu

45717   09:30-09:55 | Room 707 (7F)

Quality Management System of Selected Religious of the Virgin Mary (RVM) Schools in Luzon: Basis for a Proposed Intervention Plan

Imelda Macaraig, St. Mary's College, Quezon City, Philippines

The main thrust of this study is to determine the quality management system of Selected Religious of the Virgin Mary (RVM) Schools in Luzon which could help propose an intervention plan. The descriptive method of research was used in this study to determine the Quality Management System (QMS) of Selected Religious of the Virgin Mary (RVM) Schools in Luzon. It involved 266 employees including heads, and administrators who responded the survey questionnaires. The data gathered and tabulated were statistically treated using percentage, weighted mean and anova. The respondents were predominantly female, of diverse age ranges, college graduates, stable employment status, teachers and faculty members in terms of position, and have been with RVM Schools for fairly long years of service already. The seven aspects of Quality Management System of RVM Schools were all strongly agreed upon by the respondents. Leadership, strategic planning, customer focus, measurement, analysis, and knowledge management, workforce focus, operations, and results were all deemed as important aspects of QMS in RVM Schools. The findings summarizes that demographic profiles are good indicators of the respondents' perceptions towards QMS in Schools. As QMS is the backbone to achieve quality, it is not only necessary to sustain and improve it but the RVM schools' leaders and administrators should consider some innovations that are attuned to the demands of the times. Thus, a proposed intervention plan was prepared which could probably utilize by the RVM School Administrators for sustainability of quality management system.

45478   09:55-10:20 | Room 707 (7F)

The Impact of PISA in a Local Chinese Context: Qualitative Insights

Huiming Ding, University of Leeds, United Kingdom

The policy influence of international large-scale assessments (ILSAs) in domestic contexts has been growing around the world. Some regions in Mainland China have participated in one of the most influential ILSAs, the Programme for International Student Assessment (PISA). As a part of a project employing mixed methods, this study using qualitative data empirically investigated the use of PISA in a local context in China and its influence through implementation of PISA-motivated initiatives on schools. Fangshan District of Beijing is the focused local context because it continuously participated in two cycles of PISA China trials and PISA 2015, and has been actively using PISA for improving local educational quality. 16 participants consisting of key informants of Fangshan PISA-motivated initiatives, school leaders and teachers were interviewed individually with semi-structured interviews. Thematic analysis found that: (1) PISA has been used by local policymakers as an international perspective for reviewing local educational quality; (2) various school-based initiatives in which some PISA ideas were incorporated have been launched to address not only the issues identified in PISA but also those identified in domestic sources; (3) implementation of these initiatives varies across schools; and (4) requirements of domestic high-stakes examinations play an important role in either the launch of the PISA-motivated initiatives or school-level implementation of these initiatives. How international assessment ideas have been translated into local practices, and how domestic assessment system have mediated and moderated the translation were also discussed.

44948   10:20-10:45 | Room 707 (7F)

Glocalising Teacher Quality: How Canada and Singapore are Preparing Their Teachers for the Future

Catherine Siew Kheng Chua, University of Calgary, Canada
Johannah Li Mei Soo, National Institute of Education, Singapore

The quality of the education system is dependent on the quality of teachers. Countries that have invested in recruiting the right people and developing them into effective teachers are found to have better student achievement (Barber & Mourshed, 2007). Therefore, high quality teachers are needed in "bringing out" the desired traits and skills among students. In Canada, the Albertan government implemented a revised Teacher Quality Standard (TQS) that will take effect on 1 September 2019. Its main aims are to improve the quality of teaching and to "deliver high-quality education". Adopting a decentralised approach, this standard serves as a guide for educators to chart their growth, and for universities and other education institutions to design courses that complements the requirements of this revised standard (Hare, 2018). In Singapore, the education system adopts the Educational Performance Management System (EPMS), a centralised and competency-based performance management system, to help teachers develop the required competencies to perform well in the educational system, and also to ensure Singapore continues producing students who will remain top performers in the world (NCEE, 2018). This paper discusses how Canada (Alberta) and Singapore prepare its educators to meet their country 21st century educational needs by glocalising their teacher quality standards. It explores the components of both standards and examines how these two countries globalise their educational systems by localising teacher quality. The paper concludes with a discussion on the challenges these two countries face in improving the quality and rigor of teacher training in this global time.

45202   10:45-11:10 | Room 707 (7F)

Internationalization Agendas in Higher Education. A Dutch Russian Perspective

Dmitry Shtykhno, Plekhanov Russian University of Economics, Russia
Florentin Popescu, Han University of Applied Sciences, Netherlands
Roman Iskandaryan, Plekhanov Russian University of Economics, Russia

This comparative study paper seeks to document how different aspects of internationalization agendas are perceived by both Plekhanov Russian University of Economics and HAN University of Applied Sciences (Arnhem Business School), the Netherlands, faculty and higher management in form of institutional strategic planning and policies. The researchers encompass a consideration and evaluation of the specific universities policies and practices in relation to the theme and as well as an evaluation of institutional responses to a range of issues, policies and strategies concerning internationalization. This paper contributes to knowledge by attempting to develop faculty leadership in the strategic planning of the internationalization process by determining the best practices while creating a process for internationalization to increase the university' global competitiveness. It positions the responses to internationalization process of chosen universities within the policy context that they set. In a conceptual context, this research is exploring the various tiers of internationalization and tries to equate them to the overall context of institutional strategic planning regarding internationalization and globalization. According to the fourth Global Survey of International Association of Universities 89% of universities worldwide claim to have an institutional policy or to have implemented internationalization within their overall strategy, and 22% are preparing an internationalization strategy (Egron-Polak, E., Hudson, R., 2014). In particular, the strategic planning is explored, and as the literature shows this aspect is critical in identifying reasons for institutional responses of complex organizations, such as universities.

09:30-11:10 | Room 708 (7F)
Wednesday Session I
Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)
Session Chair: Masako Nishikawa-Van Eester

44768   09:30-09:55 | Room 708 (7F)
Students' Perceptions Regarding E-Learning: A Study Case of EFL Students at Sultan Qaboos University
Mourad Ben Bennani, Sultan Qaboos University, Oman

The evolution of e-learning has exceeded all expectations in recent years. As a result of development of IT & C technologies and the support of decision makers at Sultan Qaboos University (SQU), the assimilation of virtual learning platform has become a normal phenomenon. The e-learning concept seeks to revolutionize traditional learning methods and requires major changes in the perception of educational process of teaching and learning. However not many research studies were carried out at the Centre of Preparatory Studies (CPS) at Sultan SQU to find out how foundation program students perceive e-learning. To better understand the learners' perception of e-learning, data was collected in the form of interviews and questionnaires. The present research study aims to investigate the perception of SQU students at CPS towards e-learning including their perception of the quality and effectiveness of e-learning and its advantages and disadvantages. To accomplish this goal, the presenter will provide a short literature review on e-learning, followed by a discussion of the perception held by EFL learners regarding the effectiveness of this tool. Finally it will provide a general discussion of the findings followed by a summary and then the implication.

45831   09:55-10:20 | Room 708 (7F)
Problems of Writing Discussion Section in the Doctoral Dissertation: Advisors' and Their Doctoral Students' Perspectives
Shih-Chieh Chien, National Taipei University of Business, Taiwan

In doctoral study, students including English as a foreign language (EFL) students are generally required to write a dissertation and, as a growing literature shows, EFL students often have problems in the writing of this section. While the majority of this research has focused on advisor perceptions, only a few studies have also focused on student perceptions. Most of the perceptions have centered on students' problems when writing dissertation on the whole, instead of particular section. The present study, based on in-depth interviews with three advisor-student pairs, focused on students' problems in writing the discussion section of the dissertation and explored the degree to which the perceptions of the students were line with those of their advisors. The study showed that: (1) students had a rather limited understanding of the overall picture of the discussion section in comparison with that of their advisors; (2) there was a gap between advisors and their students in terms of understanding the nature and cause of the students' problems; (3) students were inclined to use limited English language proficiency to explain their problems while their advisors gave reasons not predominantly related to their language proficiency; and (4) there was incongruence between advisor and student understanding of writing objectives and audience expectations. In view of these findings, it is critical to help students understand the expectations of the academic community. The importance of on-going dialogue between advisor and student cannot be overemphasized. Finally, recommendations are made for helping EFL doctoral students in writing development.

50421   10:20-10:45 | Room 708 (7F)
What is Expected of Us? – Study Abroad and Expected Roles of Native and Local Teachers
Tamami Kita, Japan Women's College of Physical Education, Japan
Richard Coxford, Beo College, Japan

As study abroad with English has become popular for university students in Japan, in-country language preparation courses have become a popular option. These courses allow Japanese students to acquire not only English but also academic skills before they actually progress into foreign universities. Although the demand for these courses are increasing, the number of studies focusing on these courses are still limited. This presentation is about the study of the expected roles of native and local teachers in a language preparation course in Japan. The participants of the study are Japanese students who had applied or had got an offer from universities in the UK and joined English preparation courses in Japan. The participants had lessons with both British and Japanese teachers. In terms of course direction, British teachers were supposed to be representatives of the community which students will aim to join, while Japanese teachers were models who shared the same language and cultural background and had an experience of studying in that community. A questionnaire was conducted to measure students' attitudes toward language, teachers, and cultural issues. In this presentation, the result of questionnaire is discussed focusing on the gap between the stereotypes and their actual needs are examined. The implication is also suggested.

50420   10:45-11:10 | Room 708 (7F)
The History of English Education in Japan: Focusing on Its Dawn
Masako Nishikawa-Van Eester, Nishogakusha University, Japan

How did the English education start in Japan? A strong need to foster human resources to handle situations in the English language (instead of Dutch) arose from "the Nagasaki Harbour Incident" of HMS Phaeton in 1808. Facing a foreign power, the Japanese saw that a simple fact - nobody understood English - might have led Japan to a major crisis of extinction. The government at that time (Tokugawa Shogunate) suddenly realized this urgent task and launched a national project of retraining their Dutch translators/interpreters, Oranda-tsuji, into the English ones. Through the observation and exploration of this early stage to the establishment of the public system of English education, we can reflect on our current chaotic status, and try to predict the future. The 2020 Olympic and Paralympic Games in Tokyo are just around the corner, and the government is proclaiming the need of English-speaking Japanese.

Wednesday Session II

International Education: Mathematics and Science Education
Session Chair: Masooma Al Mutawah

45490   11:30-11:55 | Room 703 (7F)
Interdisciplinary Approach to Student Exchange: The Case of ITMO University
Ekaterina Rassolenko, ITMO University, Russia
Aleksandra Krivonogova, ITMO University, Russia

Interdisciplinarity and arising from it an interdisciplinary study approach have long been known to positively influence the science and innovation evolvement. Being a response to the global market demands, interdisciplinarity encourages higher education to revise and modernise curriculum plans which are still placed within borders of one discipline. As the result, higher education institutions are gradually implementing interdisciplinary programs and nurturing the generation of global citizens who possess and utilise professional competences, skills and knowledge at the cross-section of disciplines. The paper includes a literature review of an interdisciplinary approach exercised by leading world higher education institutions and, in particular, by ITMO University, Russia. Furthermore, it demonstrates the application of this approach upon the practice of a student exchange. The choice of ITMO University is advocated by its increasing emphasis towards interdisciplinarity at the master's level and elimination of background requirements for a student admission. In the framework of the work, an interdisciplinary student exchange is viewed as an applicable platform for attending courses from a different discipline, and is asserted to facilitate a prudent choice of a professional track and students' competitiveness in the labor market.

50412   11:55-12:20 | Room 703 (7F)
Student Reflection to Curriculum Design for Computer Scientist Comprehensive Examination
Amnart Pohthong, Prince of Songkla University, Thailand
Chouvanee Srivisal, Prince of Songkla University, Thailand
Nithi Thanon, Prince of Songkla University, Thailand

Currently, computer scientists do not need professional certificates for applying for jobs although many organizations have introduced several specific-purpose certificates. In Thailand, most professional certificates are granted by authorities in the field. Nowadays, there is still a controversy whether theses authorized committees should involve in the curriculum design process or they should act as the third parties in quality assurance process. In designing a current curriculum of Bachelor of Science (BSc) program in Computer Science at Prince of Songkla University (PSU), PSU-BSc-CS-2017, the objectives of outcome-based learning were mainly concerned. Therefore, this new curriculum has included the course 344-493: Comprehensive Review and Test for Computer Scientists. The main objectives of this course are (1) to prepare the fourth-year students for job recruitment by self-learning and practice, (2) to assess their knowledge and skills in computing at the end of their BSc program in order to give useful information to stakeholders, and (3) to examine the students' performances in the same manner as an exit examination. Hence, in our preliminary investigation, we started to get some important information from the groups of students who will adopt the course 344-493 called Group-A and who will not adopt the course 344-493 called Group-B. The thirty-nine second-year students were selected as Group-A and the forty-nine forth-year students were selected as Group-B. The results from our preliminary investigation show that only 31% know about professional certificates. Around 54% averaged from students in Group-A and Group-B agree with having the course 344-493 in the curriculum.

44685   12:20-12:45 | Room 703 (7F)
Initiatives for Joining the TIMSS 500 Centerpoint: Curricula and School Instruction
Masooma Al Mutawah, University of Bahrain (UOB), Bahrain
Ruby Thomas, University of Bahrain (UOB), Bahrain
Abdulghani Al Hattami, University of Bahrain (UOB), Bahrain
Nisha Preji, University of Bahrain (UOB), Bahrain
Maha Al Enizi, Ministry of Education, Bahrain

The Trends in International Mathematics and Science Study (TIMSS) is one of the most influential assessment of student achievement conducted every four years. It provides reliable data on the mathematics and science achievement in grade 4 and grade 8 as well as information about instructional curricular and teaching-learning process. This will help to make decisions on policy development and identify the area of progress. This research delivers evidence on the factors that influenced the improvement in the scores of TIMSS examination in 2015 compared to 2011 in the Kingdom of Bahrain. Since the Kingdom experienced a major reformation in mathematics and science education, this research is analyzing the improvement in students' skills and knowledge by comparing the same cohort results in 2011 and 2015 in mathematics as well as science. This research is also trying to identify the other factors such as the school environment, teacher education, teacher's professional development, and classroom contexts for learning and instructional support which backed the improvement. This research provides initiatives to be taken to cross TIMSS CenterPoint 500 in the coming TIMSS examination in 2019.

11:30-12:45 | Room 704 (7F)
Wednesday Session II
International Education
Session Chair: Naoko Araki

45032   11:30-11:55 | Room 704 (7F)
Rethinking Chinese International Student Engagement in a Neoliberal Time
Meng Xiao, OISE, University of Toronto, Canada

My research aims to examine how neoliberalism affects Chinese international student engagement in Canadian graduate study and rethink their engagement in the neoliberal educational system. With the landscape of globalization, the number of Chinese international students who pursue their graduate study abroad has rapidly increased. Chinese international graduate students who are situated within Confucian and Canadian educational models, have been facing great challenges resulted from the neoliberal ideology in education. First, I would like to explore how neoliberalism imposes dominant notions of student engagement, and challenge stereotypical notions of engagement for those students. The impacts of neoliberalism in education such as standardization and profit-making have led to significant barriers that affect those students' engagement. Second, I will analyze notions of student engagement in two educational models. Confucian and Canadian models are examined to expose how differences between both have affected Chinese international students within the transition from a Confucian-oriented environment to Canadian educational environment. I would like to challenge stereotypical notions of engagement for Chinese students affected by the Confucian model in a Canadian learning environment. Third, by rethinking student engagement of Chinese international graduates, I suggest a critical-democratic framework based on student engagement and inclusive leadership as a way to advocate for the equity of Chinese international students as well as to fight against the neoliberal ideology in education. This includes the appreciation of different forms of critical thinking and engagement, the environment of student-centered learning, the democratic relationship between teachers and students, and the importance of multiculturalism.

50418   11:55-12:20 | Room 704 (7F)
The Travel Overseas Programme for Scholars (TOPS): In Pursuit of Intercultural Connection Through Learning Experiences Abroad
Rebecca Nichols, Nanyang Technological University, Singapore
May Lwin, Nanyang Technological University, Singapore

Given our increasingly globalized world, it is imperative for universities to consider opportunities for students of all disciplines to connect with and learn from different cultures. Many universities seek to inject cultural experiences through programmes such as student exchange and overseas excursion, but few have incorporated intercultural interaction as a foundational pedagogical component in undergraduate education. In this paper, we introduce the Travel Overseas Programme for Scholars (TOPS), a required core offering for first-year students in the Nanyang Technological University-University Scholars Programme (NTU-USP) at NTU, Singapore. Students in the TOPS programme complete a first-year course, Fieldwork and Documentation, which exposes them to conducting a collaborative research project in the arts, humanities, and social sciences. Midway through the course, students complete a weeklong regional overseas trip during which they collect data to answer questions related to topics such as ethnic minorities, gender roles, language and culture, sustainable agriculture, urbanisation, and youth culture. By the completion of the programme, students will have produced a substantive research report and exhibited a media deliverable, but they also will have engaged in meaningful intercultural dialogue, reflected upon challenges faced by everyday people, embraced fresh perspectives on local, regional, and global affairs, and forged new connections with individuals that will endure beyond their return home. Through multiple iterations and refinement of the programme, we believe our learnings from the TOPS programme can inform educational strategies that promote mutually beneficial exchange and support young people's development as creative, reflective, and committed global citizens.

50187   12:20-12:45 | Room 704 (7F)
'Junjapa' Syndrome: A New 'Imagined' Category in Globalising Japan
Naoko Araki, Akita International University, Japan

Japanese students enter university with diverse learning experiences. Their impressions of English language and culture have been shaped by their previous educational experiences, understandings, parents, teachers, and society in globalising Japan. Common impressions that they hold towards English and the use of English in the world is still fairly limited. They, further, associate their understanding of English language with a sense of self-worth. This creates a new imagined category of 'Junjapa' amongst themselves that it is particularly seen amongst students who highly value advanced English language levels as essential for being accepted into 'elite discourses of globalisation' (Yamagami and Tollefsen, 2011). The presentation will bring discussions of this new category and will be critically questioning how it emerged and how it influences on their views of themselves, their life, career, and society in Japan and the world.

Wednesday Session II

Higher Education
Session Chair: Mark Beeman

45689   11:30-11:55 | Room 705 (7F)
Development and Validation of Policy Guidelines on Academic Freedom for Philippine Higher Education Institutions
Domingo Jr. Reyes, Centro Escolar University & De La Salle-College of Saint Benilde, Philippines

Academic freedom is a vaguely understood concept brought forth by the lack of a unified document that enumerates all the relevant existing laws in the Philippines. Although there are available laws on academic freedom, they are found on different legal documents. Added to the difficulty of locating them, these documents contain redundant provisions and some are even contradictories. In an attempt to mitigate this problem, the researcher developed policy guidelines on academic freedom for Philippine Higher Education Institutions (HEIs). The presence of a codified provisions on academic freedom may reduce, if not eliminate, inaccurate or conflicting interpretations among stakeholder in the academic environments. Applying a qualitative method, secondary data were collected from web portals containing primary sources such as jurisprudence from the Supreme Court. These data were analyzed, integrated, and inferred and came up with policy guidelines comprising three dimensions and twenty two items which were validated by academic experts.

45466   11:55-12:20 | Room 705 (7F)
Early Reduction of University Students Misconception in Introductory Courses: An Application of Revised Bloom Taxonomy
Vutthi Bhanthumnavin, National Institute of Development Administration, Thailand
Duangduen Bhanthumnavin, National Institute of Development Administration, Thailand
Duchduen Bhanthumnavin, National Institute of Development Administration, Thailand

Recent development in science and technology, especially with new disruptive technology in many fields, results in emphasis of new top competencies declared by World Economy Forum, at Davos, Switzerland in the year 2016 as "critical thinking/problem solving, and creativity". Later, requirements from this forum shifted to new top skills for the year 2020 as "complex problem-solving, critical thinking, and creativity". It is a hardship for any curriculum and course instructors to cope with these requirements. In this paper, proposed solutions to the problem are suggested. Critical thinking is embedded in scientific thinking-reasoning in the domain of High Order Thinking (HOT), in the Revised Bloom Taxonomy (RBT). In order to achieve this goal of reduction of immanent misconceptions (of students) which are a stumbling block of teaching new knowledge. HOT training should start from the beginning of introductory courses. It is well understood that misconception is internalized in students from past experiences and learning. Thus, it can be done by incorporating HOT of RBT (training the ability to analyze, to evaluate, and to create) in teaching via scientific thinking and reasoning of the subject-content being taught. Furthermore, lecturers must prepare the learners for thinking-reasoning in reading and writing report. This primary training will lead to problem solving and decision making in advanced courses and future career. Consequently, this presentation will cover the essential techniques for incorporate HOT with the content and activities in any subject to enable the enhancement of students' readiness to learn new materials.

50425   12:20-12:45 | Room 705 (7F)
Diversifying the Curriculum and the Faculty in Higher Education: Establishing an Ethnic Studies Program
Mark Beeman, Northern Arizona University, United States

This paper explores the establishment of an ethnic studies program at a residential campus at a state university in Arizona. The paper traces the strategies and the challenges of diversifying both the curriculum and the faculty in higher education. Specifically, the strategies employed were designed to address the lack of ethnic diversity within the traditional university framework. Methodologically, the paper relies on both participant observational study and official university documents to trace the development of the program. The study suggests that the most successful strategies require utilizing the traditional university structure for financial and budget support, but at times strategically circumventing official university systems for effective resource allocation. These attempts to gain resources outside official university protocol may provide significant gains, but they also entail risks. The experiences of the program under investigation suggest university employees attempting to introduce an ethnic studies program may benefit from several guiding principles. First, develop or coordinate with a committee that draws from university faculty and staff across campus. Second, use existing resources as a point of departure for introducing the new program. Third, create a university curriculum requirement that creates a demand for both national and international diversity courses in the curriculum. Fourth, resist administrative reorganizational efforts that are deleterious to quality university instruction in favor of claims for efficiency. Fifth, incorporate nontraditional request strategies for resources when a compelling case can be made.

11:30-12:30 | Room 707 (7F)
Wednesday Session II
Teaching Experiences, Pedagogy, Practice & Praxis
Workshop Presentation

45997   11:30-12:30 | Room 707 (7F)
Integrating Google Classroom into EFL Classes
Abdullah Mohammed Almatani, Saud Bin Azzan School, Oman

This workshop spots light on the importance and usefulness of Pinterest for language teachers and how they help to create autonomous learners who use the language communicatively. It will show participants how to use Pinterest to create their certain focus for their targeted group. Finally, participants will be able to share their accounts online with their colleagues and students.

14:00-15:15 | Room 703 (7F)
Wednesday Session III
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Ying-Hao Cheng

45327   14:00-14:25 | Room 703 (7F)
A Local/Global Approach in Developing 21st Century Teachers
Alexius Chia, Office of Teacher Education, National Institute of Education, Nanyang Technological University, Singapore, Singapore

'Today's educational landscape is highly dynamic due to rapidly evolving technology and volatile socio-political settings, as well as the emergence and rise of a digitally well-versed generation of learners with new learner needs.' (Learning & Teaching @ NIE, 2018) This epigraph encapsulates succinctly the complex challenges faced by the 21st century teacher. Added to this complexity is the need to remain rooted in skills, knowledge and values while staying attuned to events affecting the local community and the world at large – a tall order for any teacher, let alone one just starting out in the profession. This paper presents a model of initial teacher preparation that attempts to achieve this balance – i.e. between developing teachers that are autonomous and possessing a multi-perspectival mindset that is wired to a wider local/global community. This mindset is brought about by making available opportunities for student teachers to acquire lived global experiences and at the same time develop an internalised set of local values and practices. This broadened mindset will in time carry with it an enriched set of competencies in which a teacher could draw on to teach in new and engaging ways. This presentation will also discuss how a rigorous university-based teacher education curriculum enacted alongside a carefully planned suite of local/global initiatives – i.e. Building University Interns for Leadership Development (BUILD), international practicum/teaching assistantship and semester exchange – can produce teachers with unique and developed sets of identities that are grounded locally yet connected globally.

45795   14:25-14:50 | Room 703 (7F)
Learning Thru Practice: Tailor Made Teaching for Students in Public Colleges
Eran Gur, Azrieli College of Engineering, Israel

In many public colleges for engineering the accepted students do not have the same credentials as those accepted for large universities; this makes teaching public-college students a challenging task. Most of these students cannot absorb large amounts of theoretical data in the classroom and at the same time cannot be expected to understand the theory beforehand by themselves, as in the flipped classrooms approach. In this work the author examines two courses given in a public college. In the first course, given to Software Engineering undergraduate students, an Electrical Engineering course was altered in such a way that chapters that are more important to software engineers were taught first and the topics that are usually of interest to electrical engineers were placed at the end of the course. In the second course, given to Mechanical Engineering students, the method of teaching was completely different. Instead of teaching theory and then practice it, the instructor taught each of the laws and rules by means of an example. Less emphasis was placed on proving theorems and more on using them. The effect of changing the courses was tested in two aspects. The first aspect is the influence on students' achievements. This could be measured by the average grade and the histogram of the grades before and after the syllabi changes. The second aspect is the way the students see the course and the instructor. This is measured by means of a students' feedback grading the course and the instructor.

45535   14:50-15:15 | Room 703 (7F)
Facilitating Teachers in Improving the Quality of Their Pedagogical Reasoning in Changing Times
Ying-Hao Cheng, University of Taipei, Taiwan
Hui-Yu Hsu, National Tsing Hau University, Taiwan
Jian-Cheng Chen, National Taipei University of Education, Taiwan

To promote school teachers to change their inherent teaching style is the core task in educational reform. From the results of PISA and TIMSS, Taiwanese students are of high achievement in mathematics. However, the results also show that there is a huge gap between high and low level of students, and unbelievable low of students' self-confidence and interest in learning mathematics. By a closer look into the school math classroom, we found that the teachers pay main attention to do effective "presentation and explanation" rather to motivate students' "sense-making" of mathematical ideas. The educational challenge now is how to promote the teachers to change their pedagogical reasoning in mathematics lessons. They should pay more attention to establishing a friendly and accessible environment by promoting more students to engage in constructing mathematics ideas. This challenge may be more difficult in Taiwan because all school teachers are well-educated and certificated by government. In this presentation, we will introduce our experience in four years of the effort in re-educating school teachers how to design and implement mathematics lessons in the approach of "manipulating and image-making in game-playing environment then formulating to formal ideas". We find some common features from the successful school teacher re-educating program. Including (1) to apply a learning theory as the focus of pedagogical reasoning; (2) teacher educator should play the role of cooperative designer rather critical commenter; (3) to encourage the teachers to fill the gap of students' reasoning flow rather to change their teaching in a new style.

14:00-15:15 | Room 704 (7F)
Wednesday Session III
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Melyn Barcelona

45628   14:00-14:25 | Room 704 (7F)
Problem-Based Learning in Statistics and Probability
Olive Mancera, Bicol University, Philippines

This study was focused on Grade 11 students with 73 respondents. It aimed to help students in enhancing their conceptual understanding, problem solving skills and attitude towards Mathematics. This study used mixed methods and pre-experimental design one-group- pre-test-post-test study. Additionally, this strategy encompasses the Problem-Based Learning four features of learning such as collaborative, constructive, self-directed and contextual learning as cited by Dolmans et al (2005). These four features of learning were evidently shown on the lessons about hypothesis testing, correlation and regression that exposed students to different problems which enabled them to see the bigger picture of what they are learning inside the four-cornered classroom. Furthermore, students' conceptual understanding was evidently shown that their performance in the pre-test and post-test had increased in terms of proficiency level from 33% to 83.02% with an interpretation of being highly significant at α= 0.05. Also, the students' problem-solving skills were improved as reflected in their formative assessments' mastery level on the nine lessons from 38.36% to 100%. Lastly, the attitude of the students towards Mathematics resulted from an average of 3.25 to 3.71 with an interpretation of being neutral to positive and with t-value= 6.34. In conclusion, using Problem-Based Learning in Statistics and Probability of Grade 11 students, their conceptual understanding, problem solving skills and attitude towards Mathematics were enhanced and found to be significantly different. The results of this study are big help to all stakeholders of education and to students in stimulating them towards collaborative, constructive, self-directed and contextual learning.

45250   14:25-14:50 | Room 704 (7F)
Content and Presentation Implementation of Hope 1 Curriculum Model
Charis Limbo, Instructor/ Visayas State University Laboratory High School, Philippines

The study investigated the status of implementation of Health Optimizing Physical Education (HOPE) 1 curriculum model in terms of content and presentation implementation lens. The study utilized descriptive design employing a qualitative research approach which focused on the experiences of senior high schools' HOPE 1 teachers from private, public and state university senior high schools. Data were gathered from an in-depth interviews and focus group discussions which were analyzed through a thematic content analysis. For the content implementation lens, results of the study revealed that most of the teachers discussed the topics on type of fitness activities and the role of PA's in managing one's stress. On other hand, for the presentation implementation lens, results of the study revealed the following themes: teaching methods, learning activities and assessment strategies. For the teaching methods, teachers used lecture-discussion and skill-demonstration; for the learning activities, teachers employed physical fitness test, brainstorming, fun runs, "laro ng lahi" and zumba; and for the assessment strategies, teachers utilized pre-assessment test, journals, peer-assessment, paper-pencil test and practical examination. For the challenges that teachers' encountered in the content and presentation implementation of HOPE 1, results revealed the following challenges: teacher-related, student-related challenges and the administrative-related challenges. The main implication of this research is that it generated substantial information in module development for HOPE 1.

50617   14:50-15:15 | Room 704 (7F)
Evaluation of Technical Vocational-livelihood (TVL) Track in Governor Juanito Reyes Remulla Senior High School, Philippines
Melyn Barcelona, Department of Education, Philippines

This study attempted to evaluate the Technical-Vocational Livelihood (TVL) Track in Governor Juanito Reyes Remulla Senior High School. It utilized the descriptive method of research. The questionnaire was the main instrument used to gather data. The descriptive statistics such as Frequency, Percentage and Arithmetic Mean were used to analyze the data. A sample size of one hundred TVL students and Twelve TVL Teachers served as the respondents in this study. The significant findings were as follows: As to demographic profile of Teachers in terms of area of specialization, out of 12 TVL Teachers, 3% was specialized in Driving NC II, while 10% were SMAW NCII, 13% were Housekeeping, 3% in Mechatronics, 7% in Cookery, 3% in Electrical (EIM), 10% in Bread and Pastry, 3% in Front Office, another 3% in Travel Service, 3% in Wellness Massage, another 3% in 2D and 3D Animation, the 3% in Dressmaking, 2 teachers in ICT, another specialized in Scaffolding NC II, another 1 teacher in GTAW NC III, the 13% were Food and Beverage Services (FBS), the 3% in Automotive, another 1 teacher in Beauty and Nail Care, 1 in Computer Hardware Servicing (CHS). In terms of National Certification (NC II), 84% of the teachers were NC II holder, the 8% were NC III holder. Another teacher were a National TVET Trainer Certificate (NTTC) holder. The teachers perceived the "Teachers' Competence" as average level (Competent), the same with the students who perceived the Teachers' Competence" as average level (Competent) with average mean of 3.66

14:00-15:15 | Room 705 (7F)
Wednesday Session III
Higher Education
Session Chair: Shin Yee Wong

45177   14:00-14:25 | Room 705 (7F)
Equipping Graduate Accountancy Students with Data Analytics Competencies an Integrated Approach
Arif Perdana, Singapore Institute of Technology, Singapore
Sze Kee Koh, Singapore Institute of Technology, Singapore

Implementation of data analytics to the accounting curriculum requires thoughtful consideration. Issues may arise from the implementation, for example, What data analytics skill-set should the accountancy students be equipped? What modules would be relevant for data analytics? Would there be necessary to have separate modules for data analytics or embedding relevant data analytics topics into the existing modules? What technology should be used to run the data analytics module? Is data analytics solely about the use of sophisticated technology for analysis? Dzuranin, Jones & Olvera (2018) proposed three strategies to integrate data analytics into the accounting curriculum, i.e., a focused approach, an integrated approach, and a hybrid approach. The first approach requires separates data analytics modules from the existing accounting modules. The second approach attaches relevant data analytics topics into the existing accounting modules. The third approach is the combination of both the first and second approach. In this presentation, we propose the roadmap in developing data analytics competencies for accountancy students via the integrated approach. The roadmap started with evaluating the existing modules that can be attached with relevant data analytics topics. The next step is formulating the learning objectives and strategies. Lastly, is the technological consideration. The use of particular technologies plays an important role in implementing data analytics competencies. Our intention of data analytics integration into the accountancy programme's modules is to help students access the relevant skills for accountants and auditors as well as experience different immersion of data analytics in their learning journey.

45867   14:25-14:50 | Room 705 (7F)
Computer Interaction for the Enhancement of Higher Learning in Papua New Guinea
Philemon Yalamu, Swinburne University of Technology, Australia
Wendy Doube, Swinburne University of Technology, Australia
Caslon Chua, Swinburne University of Technology, Australia

Developing countries face substantial challenges in providing higher education, many of which are related to insufficient funding, infrastructure, academic expertise and ICT policies amongst others (Garnaut & Namaliu, 2010; Gunga & Ricketts, 2007; Kituyi & Tusubira, 2013). Papua New Guinea (PNG) shares many of these challenges but others are unique to PNG with its cultural and geographic diversity. Technology could prove a cost effective way to address some of these challenges and enable Higher Learning Institution(HLI)s and their students to gain access to scarce expertise with collaboration and shared resources. It can be argued that the effectiveness of technology use in education relies on its ability to support interaction between instructors, students, learning materials, and administrative support (Anderson, 2008). Sensitivity towards traditional means of knowledge transfer and the cultural diversity of PNG could assist effective interaction in higher learning environments. An exploratory study was conducted at the university of PNG to investigate a) types of computer interaction that can enhance higher learning in PNG and b) ways in which culture could influence that computer interaction. Sixty-six participants including students, lecturers and administrators were surveyed. Primary findings related to infrastructure challenges while secondary finding revealed a range of cultural influences that should be considered in learning and teaching with technology. In summary, due to scant literature about technology for higher learning in PNG, this exploratory study has acquired information to signpost key requirements of a technological solution to assist learning and teaching through interaction and communication in PNG HLIs.

45174   14:50-15:15 | Room 705 (7F)
Using 3D Printing to Enhance the Industrial Readiness of Pharmaceutical Engineering Graduates
Shin Yee Wong, Singapore Institute of Technology, Singapore
Zong Lin Chia, Singapore Institute of Technology, Singapore

In chemical engineering education, the learning is always made more interesting by providing case studies with problem- or project-based learning. Recent development in computer-based learning has been well received, and has aided learning in courses related to control and unit operations. These teaching pedagogies have proven their efficacy in training chemical engineering graduates with high cognitive and problem solving skills. However, there remains a gap in the training for industry-ready graduates: students need more industrial exposure. The ideal solution to bridge the gap would be a fully functioning industrial manufacturing plant, where students have full access to a variety of learning activities. But this is rarely achievable given the constraints on cost, time and space. An alternative is to use model of the manufacturing plant as the basis for skill training. This study aimed to explore the use of 3D printing to enhance the applied industrial component in the cGMP (continuous Good Manufacturing Practices) course of pharmaceutical engineering program. In the cGMP class, the students are employees in the 3D pharmaceutical manufacturing plant. They are tasked to carry out cGMP related activities, using scenarios generated from the model plant. The feedback from the students are generally positive. The model plant is a great tool for visualization, which is especially helpful for students without prior industrial experience. The implementation of the proposed teaching pedagogy have provided a fresh look into the practicability of conventional chemical engineering education, and also add value to produce industry-ready graduates.

14:00-15:15 | Room 707 (7F)
Wednesday Session III
Higher Education
Session Chair: Duangduen Bhanthumnavin

50150   14:00-14:25 | Room 707 (7F)
Building an E-profiling of Technical and Vocational Education and Training (TVET) Instructors in Malaysia

Aziyati Yusoff, Centre for Instructor and Advanced Skill Training (CIAST), Malaysia
Zool Hilmi Mohamed Ashari, Department of Skills Development, Malaysia
Nurul Amin Badrul, Centre for Instructor and Advanced Skill Training (CIAST), Malaysia
Maznizam Mansor, Centre for Instructor and Advanced Skill Training (CIAST), Malaysia
Mohamad Sulaiman, Centre for Instructor and Advanced Skill Training (CIAST), Malaysia

The study in Technical and Vocational Education and Training (TVET) has been progressively improving for the past decade supporting all possible market trade in supply and demand for workforce management. In the era of industrial revolutionary, most of the things are connected and administered by big data computational edge technology. The challenge is on how to manage the expansion of data within the workforce of TVET to meet the demand of skilled industrial workers with the right competencies. This study is deliberating on the big data growth of TVET instructors in Malaysia. TVET instructors in this country have distinct characteristics and governed by different background of ministries performing diverse policies including Ministry of Education (KPM), Ministry of Human Resources (MoHR), Ministry of Rural and Regional Development (KKLW), and to name a few. On contrary, they deliver one major similar task in providing technical training and skilled workforce career advancement. This research is to highlight on the use of eProfiling as the portal of TVET instructors as well as to study on the effectiveness of this system throughout the ministries involved in this project. The methodology used in this research includes the frequency study and partial least square (PLS) modeling for the effectiveness of the portal to its users. The eProfiling portal was built with subtlety and tangibility producing comprehensive technical instructors' profiles in this country. The number of profiles keeps growing in accordance to the growth of industrial sectors within the country's occupational framework and trade analysis.

45376   14:25-14:50 | Room 707 (7F)
Academic Profession Identity Scale (APIS): Development and Validation in Thai Scholars

Duchduen Bhanthumnavin, National Institute of Development Administration, Thailand

Academic Professional Identity Scale (APIS) based on the concept of identity from Aquino and Reed (2002) was constructed. After reviewing by a group of experts in behavioral science, 22 items of internalization (it) and 20 items of symbolization (sy) components were selected. Three steps of development and validation of this scale are as follows. In the first step, data from 300 Thai university lecturers were used for exploratory factor analysis (EFA). The finding revealed a four-factor model (2 factors on internalization, and 2 factors on symbolization) with the total of 12 items which yielded 62.40% of the total variance accounted for. In the second step, data from a new group of 300 Thai university lecturers were employed in second-order factor analysis which confirmed this model. The result revealed the important factors in order starting with the highest one as: academic activities and habit (sy), importance of academic self-development (it), avoidance of ethical training activities (sy), and importance of sharing experience with students (it). In step 3, data of a new group of 128 university lecturers were used. Incremental validity of APIS was tested. The results revealed that APIS could predict academic inculcating behavior (AIB) beyond the traits of psychological capital and core self-evaluation with R square change of .227, with the total r square in predicting AIB of .507. Discussion and recommendations from these findings shed light on the necessity to enhance academic profession identity of faculty members in order to increase the achievement of higher education outcomes.

45378   14:50-15:15 | Room 707 (7F)
Development and Validation of Behavior in Exploring and Exploiting Knowledge Scale (BXXKS) In Thai University Upperclassmen

Duangduen Bhanthumnavin, National Institute of Development Administration, Thailand
Duchduen Bhanthumnavin, National Institute of Development Administration, Thailand
Bung-on Sorod, National Institute of Development Administration, Thailand

Most desirable outcomes of higher education are the induction and maintenance of academic habits of the learners throughout life. Exploration of new knowledge and its exploitation are the two components of this objective. Thus, more serious programs of training should be established. But, first of all, tools for assessing the outcomes are needed. A scale measuring behavioral activities in exploring and exploiting knowledge (BXXKS) was constructed. The first stage of item construction resulted in 31 items covered the 3 components of behaviors with both positively and negatively worded, each accompanied with 6-unit rating scale of "extremely true" to "not true at all". Second stage was item quality assessment followed by exploratory factor analysis with the total of 60.39% of the variance accounted for by using 500 university students in Thailand. The three-factor structure with 10 items was confirmed by another group of 400 undergraduate students. Validation of BXXKS revealed that the convergent validity with research news consuming habit (RNCH) was stronger than with research-like activities in everyday life (RAEL). The last stage, Hierarchical Multiple Regression Analysis on BXXK scores of 225 upperclassmen was based on the trait-state psychological model and habit model for targeted behavior. Three steps of predictors were used with two predictors in each step. The six predictors could account for 49.30% of the BXXK's variance. Thus, important roles of the significant predictors in enhancing BXXK for the new generations of students will be discussed and recommended.

Notes

Notes

Virtual
Presentations

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

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Virtual Presentations

45157

Secondary School Students' Educational Perceptions and Experiences in Nyarugusu Refugee Camp
Jessica Msofe, Lakehead University, Canada

In Tanzania's Nyarugusu Camp, one of the world's largest and most protracted refugee camps, only 7% of youth are enrolled in secondary school. These rates are surprising, especially considering that primary school enrollment rates stand at nearly 80% (UNHCR, 2017 March 31). This study, which is in-progress, explores the question of what it means to be a secondary school student in Nyarugusu Camp. Much of the literature on refugee education has focused almost exclusively on organizational aspects of planning and monitoring education (Kirk & Winthrop, 2008), and much of the research that has been done on student and community perspectives in relation to education tends to be conducted by stakeholders (eg/ UNICEF, UNESCO, UNHCR, International Rescue Committee), which has significant potential to be undertaken for certain objectives (Pottier, 1996). Therefore, this study uses a symbolic interactionist framework and grounded theory methods, including written responses, individual interviews, and observation. The intent of this research is to gain more of an understanding of the youth's experiences and perceptions, so grounded theory is appropriate, as it gives voice to the constructions that youth make of their situation and experiences (Woodgate, 2000). I will employ grounded theory in an attempt to build a theory that helps to explain how this aspect, secondary education, "works" or functions in Nyarugusu Camp. Whether or not that theory might be substantive, or transferable to other refugee camp settings, remains to be unseen.This study has been approved by Lakehead University's Research Ethics Board and data collection is currently underway.

46059

Data, Data, Data – What Does Management Want and Need to See?
Kristin Palmer, University of Virginia, United States

News flash! Data is important and learning analytics are a major near-term trend. What data does administration need and want to see? How can you build data dashboards that have solid source data and are feasible to update on a routine basis delivering value to management? This presentation will go through variations of reports that were provided to management at the University of Virginia and summarize what has worked well.

44497

Teaching and Learning Engineering Laboratory Classes with Smartphones
Getu Hailu, University of Alaska Anchorage, United States

Although engineering laboratory classes are crucial to understanding fundamental, theoretical concepts and gaining practical exercise, generally, it is well-documented fact that they provide a poor return of knowledge in proportion to the amount of time and effort invested by faculty/teaching assistants and students. There is abundant evidence that shows most students do not enjoy laboratory classes. As a result, most lab reports are mediocre at best. In this work, smartphones were used to teach a laboratory class. We present results of a laboratory the class taught. Class interaction, student engagement and quality of the lab report will be discussed.

44696

Understanding School Plant Management in Public Secondary Schools and Compliance to DepEd Standards: Courses of Action and Effective Practices
Lorena Taglucop, University of Science and Technology of Southern Philippines, Philippines

This descriptive study aimed to determine the existing school plant management of the seven secondary schools of Claveria, Misamis Oriental. This study employed descriptive research design, involving a total of seventy-three (73) respondents. Frequency, percentage and weighted means were used to determine the level of compliance to DepEd standards of the seven schools. The schools generally have an excellent level of compliance in terms of classroom structuring, very satisfactory level of compliance in school site and school furniture and equipment, and satisfactory level of compliance in terms of school buildings, instructional and administrative spaces and disaster management. The schools generally lack toilet bowls and external hand washing facilities, but have more than enough armchairs. Lack of knowledge and inadequate information dissemination, substandard materials and distance of the school are considered main factors which affect the compliance level of the schools. Courses of action to address the concerns include division of labor, use of personal initiative and networking. The practices in plant management considered as most effective included Brigada Eskwela, pahina, and partnerships with LGU, PTA, SSG and school organizations. It was recommended that teachers and administrators should be made fully aware of the standards set by DepEd through INSET, and those who have direct involvement should be given training and/or seminars. A simplified version of the manual should be put into circulation for the benefit of interested stakeholders.

Virtual Presentations

45222

Restoring Women Status in Rural Afghanistan by Building a Sustainable Livelihood Through Education and Capacity Building to Overcome Poverty
Hilda Grigorian, American University of Armenia, Armenia

Since 2002, foreign aid has been invested billions of dollars to bring a sustainable social change for women in Afghanistan through education, literacy project and capacity building of women in large cities in Afghanistan, however, a very little is known about the impact on women in the rural areas. The paper will examine the importance of education and building a strong capacity in rural Afghanistan to ultimately lead to a sustainable livelihood and overcome poverty. Once a woman is educated and skilled in many ways, she can change her social status from a housewife to a decision-making role in her household and the community. A woman with a secured financial status has purchasing power, hence building a positive dialogue and earns the trust and respect of the community elders. She will be an affluent woman and will support other women in promoting women empowerment through education and capacity building. The paper will review the importance of women working together in the grass roots to bring changes to their community and find ways to avoid the poverty trap. The paper looks into the importance of women' involvement in community affairs which contributes in gaining their confidence and self-esteem to be able to overcome daily challenges in a Muslim male driven society. The paper will show case best practices and success stories from Afghanistan and neighboring countries

45566

Design and Implementation of Spatial Navigation Transfer Game for Examining Transfer of Learning
Tamara Galoyan, Drexel University, United States
Hovak Abrahamian, American University of Armenia, Armenia

Learners continuously shape and reshape their knowledge base, which allows them to generalize their learning to novel contexts and solve novel problems. Irrespective of the academic domain, it is important to provide students with a variety of opportunities to apply their learning across multiple contexts, thus increasing self-awareness and autonomy, and enhancing transfer. Based on one of its broader definitions, transfer is "a term that describes a situation where information learned at one point in time influences performance on information encountered at a later point in time. (Royer, Mestre, & Dufresne, 2005, p. vii). Understanding the cognitive processes underlying transfer and developing instructional strategies that could be used to enhance transfer across various contexts is an important, yet challenging educational issue. This proposal discusses the design features of a Spatial Navigation Transfer (SNT) game, which was developed by the researchers of this study to examine problem solving and transfer of learning in virtual environments. The SNT game was piloted with six graduate students at a private, four-year university located in the northeast of the US. Preliminary findings from the pilot study will be shared, and implications for instruction and instructional design for enhancing transfer of problem solving skills within higher education will be discussed.

Notes

Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, company presidents, documentary photographers, movie directors, members of the armed forces, actors, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...

Here are some highlights from the past twelve months, from our events in six cities, in five countries, and over three continents.
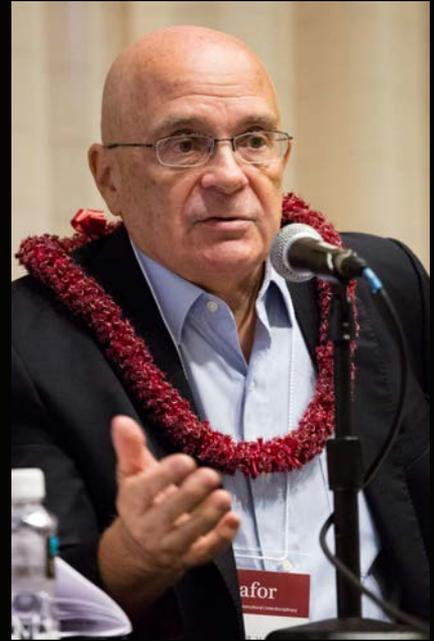
IAFOR began its 2019 in Honolulu, Hawai'i with a joint plenary session of the IAFOR International Conferences on Education (IICEHawaii) and Sustainability, Energy and the Environment (IICSEEHawaii), with Dr Christina M. Kishimoto (above left), Superintendent of the Hawai'i State Board of Education, Dr David Lassner (above center), President of the University of Hawai'i, and Dr Richard R. Vuylsteke (above right), CEO of the East-West Center. The panel was chaired by Dr Joseph Haldane, Chairman and CEO of IAFOR and entitled "Education and Sustainability: Local Lessons from Hawai'i", and three of the State's leaders joined to give their reflections on leadership and positive change around the conference theme of "Independence & Interdependence".

Below: Professor Nathan Murata (top left), Dean of the College of Education at the University of Hawai'i at Mānoa (UHM), welcomes delegates to the conference, following the traditional Hawaiian Oli ceremony, opening and blessing of the conference by Aunty Kehaulani Lum and Uncle Bruce Yoshio Keaulani (top right). Dr Amanda Müller of Flinders University (bottom left) conducts an interactive workshop discussing the opportunities gained through conducting interdisciplinary research and the benefits of team-based research projects. Volunteer graduate students from the College of Education at the University of Hawai'i at Mānoa (bottom right) relax during a lighter moment in the conference.
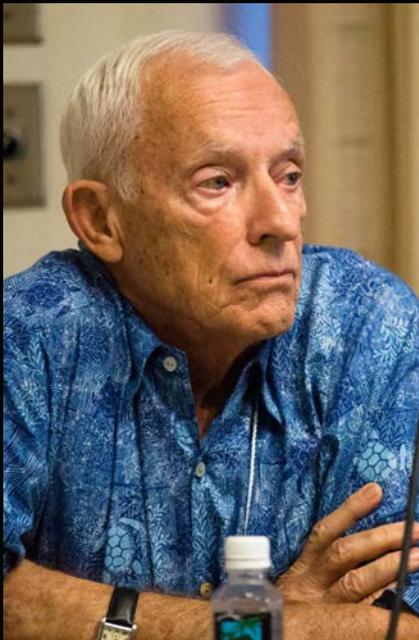
Above: Dr Deane Neubauer (above left), Professor Emeritus of Political Science at the University of Hawai'i at Mānoa (UHM), moderates a wide-ranging plenary panel on "Independence and Interdependence", looking at the challenges faced by teachers and policymakers as they prepare students for the unknown in a rapidly changing world. Held in collaboration with the Asia Pacific Higher Education Research Partnership (APHERP), which conducts a wide range of policy-focused research with a special focus on higher education, this panel included presentations by Professor Joshua Mok Ka-ho (above center), Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, and Dr Sela V. Panapasa of the University of Michigan (above right). Dr Panapasa looked at questions of demography, race and ethnicity, measuring health and education disparities.

Below: Professor David P. Ericson (top left), Professor of Philosophy of Education and Educational Policy Studies in the Department of Educational Foundations, at UHM gives a historical overview of formal education and systems, in order to then offer possible projections of where we might be heading in a thoughtful address as part of the "Independence and Interdependence" plenary panel. Dr Keiichi Ogawa (top right), a Professor/Department Chair in the Graduate School of International Cooperation Studies at Kobe University in Japan, delivers a Keynote Address on "SDGs and Education: Sustainable Financing for Early Childhood Care and Education (ECCE) in Viet Nam, Laos and Cambodia". Bottom: Delegates join for a group photo on the steps of the Hawai'i International Convention center. Over 300 people from 45 different countries attended the 2019 IAFOR conference.

"Urban Heritage and the Modern City" was the theme of The IAFOR Conference on Heritage & the City, held in partnership with Hostra University, New York. Academics from more than 25 countries attended the conference to "help build the concept of 'urban heritage' as the foundation for developing pioneering methodologies for the study of cities".

Above from left to right: Academic, actress and theatre director, Professor Jean Dobie Giebel (Hofstra University) welcomes delegates; Professor Mark Lukasiewicz, Dean of the School of Communication at Hofstra University, delivers a Keynote Presentation on "Alternative Facts"; Professor Gregory Pell (Hofstra University), an expert on artistic correspondence between cinema and film, speaks as part of the Featured Panel on "Urban Heritage and the Modern City". Panelists responded to the proposition that the "diversity and otherness of the new city-space requires us to study the city as a sort of cultural heritage collage," and "urges us to consider new methodological paradigms".

Below, clockwise from top left: On the same Featured Panel were Dr Rodney Hill of Hofstra University, a prominent film scholar and archivist who considered the role of visual and filmic versions of New York, and Professor Alfonso J. García Osuna, who looked at literary interpretations of the city. IAFOR Vice-President, Professor Ted O'Neill of Gakushuin University, Japan, with IAFOR Scholarship winners, Ioannis Vardapolous of Harakopio University (Greece), and H. Kubra Gur Duzgun of Mimar Sina Fine Arts University (Turkey). Dr Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade, Serbia, spoke of cities as places of both conflict and compromise, as well as cooperation and reconstruction. Professor Markovic has been interested in the role of the university at the very heart of civil life in Serbia, where she also serves as a city councilor.

Top left: Professor Leonard K Cheng, President of Lingnan University, Hong Kong, welcomes delegates to the IAFOR Conference on Higher Education Research (CHER-HongKong2018), before delivering his keynote presentation, "Innovation and Entrepreneurship at a Liberal Arts University? The Experience of Lingnan University". The Conference was held in association with the Asia Pacific Higher Education Research Partnership (APHERP). **Top right:** Professor Anthony Welch, of the University of Sydney, Australia, delivers a Keynote Presentation, "Innovation, Entrepreneurship and the Shift to the East", to a packed room in Lingnan University, in which he detailed the massive increase in research and development budgets and output from China.

Below, clockwise from top left: Dr Xu Di from the University of Hawai'i at Manoa, USA, gives her Featured Presentation titled "Value, Innovation, Entrepreneurship: An Ethical Perspective for Global Education, Research & Development". Professor Deane Neubauer from the East-West Center, USA, and co-director of APHERP, gives a Featured Presentation on "Recalculating Higher Education in the Asia Pacific Region within the Emerging Fourth Industrial Revolution". Professor Catherine Montgomery, University of Bath, UK answers questions following her Featured Presentation on the impact of innovation and entrepreneurship on education. Professor Yuto Kitamura, The University of Tokyo, Japan, gives a Featured Presentation on "The Impact of Internationalization of Higher Education in Asia on Cooperation Among Diverse Stakeholders: International Cooperation to Promote Entrepreneurship and Innovation".

Top: APHERP celebrates the moving of its secretariat from the East West Center (Hawai'i, USA) to Lingnan University (Hong Kong) with the unveiling of a ceremonial plaque at CHER–HongKong. The International Academic Forum (IAFOR) was excited to partner with APHERP for this event. After this successful conference, IAFOR is looking forward to future opportunities to work with APHERP.

Below: Professor Ka Ho Joshua Mok, Vice-President of Lingnan University (left), and Dr Joseph Haldane, Chairman and CEO of IAFOR (right) deliver closing addresses following the plenary sessions. The two both expressed that the conference had been a great success, and that they enjoyed seeing so many scholars from around the world coming together in international, interdisciplinary academic pursuits.

Bottom left: A trio of musicians from Lingnan University entertain delegates at the Welcome Reception. Many delegates noted they enjoyed the opportunity to network at the Welcome Reception, and that the music helped to create a relaxing, informal atmosphere. **Bottom right:** Detail from the CHER–HongKong Programme.

Top left: Dr Zachary Walker, of University College London's Institute of Education, delivers the opening keynote to the 10th Asian Conference on Education (ACE2018), held in Tokyo, and attended by more than 550 people. Dr Walker's insightful Keynote Presentation, titled "The Things that Do Not Change", explained the importance of flexibility in responding to learner needs, but also the need to implement best practices as demonstrated by research in the field. **Top right:** Dr Andy Curtis, from Anaheim University (USA), and 50th President of TESOL International, gives a humorous and moving account of his journey as an educator and scholar, in a Keynote Presentation titled "Moving Forward by Going Back: Not Changing but Innovating", drawing on both personal experience and on a wide variety of intellectual inspirations, including the current relevancy of Thomas Dewey's work from more than hundred years ago.

Bottom, clockwise from top left: Professor Keith W. Miller, University of Missouri-St. Louis (UMSL), USA, delivers a Keynote Presentation titled "Sophisticated Machines and Innovative Education: Who (or What) Will Thrive?" in which he spoke of the role of AI, robots and their relationship with students and teachers in an interactive, and thought provoking speech. Dr Liying Cheng, from Queen's University, Canada, gives a wide ranging Keynote Presentation on "High-Quality Classroom Assessment in Times of Change: From Purposes and Uses to Tasks and Environments", which looked at new and innovative methods of assessment. Professor Ted O'Neill of Gakushuin University (Japan) is flanked by founding IAFOR Journal of Education editor, Dr Bernard Montoneri of National Chengchi University (Taiwan), and current editor, Dr Yvonne Masters from the University of New England (Australia). Professor O'Neill moderated a lively Featured Panel on "Thriving in Publication: Ethical Guiding Principles for Academic Publication".

Top left: Professor Kay Irie, from Gakushuin University, Japan, speaks about delivering change in conservative institutions as part of the Featured Panel Presentation on "Leadership and Innovation", chaired by IAFOR Chairman, Dr Joseph Haldane (not pictured). **Top right:** Professor Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade, Serbia, who spoke of the challenges facing a developing country, responds to a question during the same panel.

Bottom, clockwise from top left: Dr Kristin Palmer, Director of Online Learning Programs at the University of Virginia, USA, in the Featured Panel Presentation titled "Leadership and Innovation", delivers a perspective from a major US public research institution. Dr Peter McCagg, Vice-President of Akita International University, Japan, a small but highly ranked college located in rural Japan, talks of disconnect between the university's more global facing aims and its relationship with the local community. Professor Ljiljana Markovic is interviewed by prominent Serbian TV anchor, Svetlana Gurbor of Pinkova TV. Distinguished Professor Tien-Hui Chiang, of Zhengzhou University, China, delivers a thought provoking and controversial Keynote Presentation titled, "Teacher Competences Function as the Discourse of International Competitiveness within the Institutionalized Milieu in the Epoch of Globalization".

Top left: Professor Kaori Hayashi, a noted expert in the field of Japanese Media and Politics at The University of Tokyo, Japan, gives the opening Keynote Presentation on "Indifferent Publics – The Challenge of Japanese Media Today" at the ninth Asian Conference on Media, Communication & Film (MediAsia2018). **Top right:** Prominent Asian documentary filmmaker, Keiko Bang, gives a highly engaging multimedia Keynote Presentation on "Fearful Futures: Are we Awoke?". Bang has produced more than 50 award-winning documentary films, worked and for and with governments and non-profit agencies, undertaken projects to support refugees, and worked at some of the largest broadcast companies in the world, and she drew on this breadth of experience to deliver a truly memorable presentation.

Bottom, clockwise from top left: Professor Georg Adlmaier-Herbst, of the Berlin University of the Arts, Germany, delivers a Keynote Presentation titled "When All the Research Says Otherwise but Fear Remains: On the Role of Facts in Dealing with Future Fears", which looked at the intersections of psychology, behavior and media. Professor Yutaka Kubo from Waseda University, Japan, takes part in a Featured Panel Presentation on the state of film studies in Japan. The panel was moderated by Timothy W. Pollock, from Osaka Kyoiku University & Hagoromo University of International Studies, Japan, who also served on the Organising Committee for MediAsia2018, helped to make the conference so successful. Professor Chie Niita, also from Waseda University, was another panel participant. Professor Kubo and Professor Niita provided deep insights built on their many years of respective experience, and thoroughly engaged the audience in discussion.

The IAFOR Global Innovation & Value Summit (GIVS2018) was held in Tokyo, and brought together some of the biggest names in government and business in Japan. Organised in association with JWT and *The Wall Street Journal*, the conference considered and contextualised questions of innovation and value with a focus on innovation ecosystems in the global, regional and local ecosystem of Japan.

Top left: Telecommunications pioneer, Dr Sachio Semmoto, Chairman of RENOVA, Inc. and founder of DDI (later KDDI), delivers the opening Keynote Presentation at GIVS2018, recalling his experience of innovation in Japan in the privatisation of the telecom industry. **Top right:** Oki Matsumoto, Managing Director & Chairman of the Monex Group gives his views on how government can help encourage innovation by keeping its distance.

Clockwise from bottom left: Motoko Imada, President and Founder of media group, Infobahn, Inc., talks of the challenges and opportunities of being a woman in business in Japan; Dan Sloan, Founder of the Nissan Global Media Center moderates the morning Keynote Panel; Student volunteers from Gakushuin University help welcome delegates to GIVS2018.

If the phrase "innovate or die" is true, then these "shinisei" businesses must be considered to be the most innovative in the world. This "Innovation in Japan's Heritage Industries" plenary session at GIVS2018 explored how innovation happens within heritage companies and what can be gleaned from these practices and applied to organisations that aspire to be similarly sustainable over the long term.

Top left: Masao Hosoo, President (11th Generation), Hosoo Corporation, talks about how his textile company uses both tradition and cutting edge technology in its products. Top right: Reverend Takafumi Kawakami, Zen Priest & Vice Abbot, Shunkoin Temple, Kyoto, has lectured around the world, including at MIT, on mindfulness and the continued relevance and role of religion in changing times.

Below left: Shuji Nakagawa, President & Craftsman, Nakagawa Mokkougei, which makes wooden objects, speaks about using innovation to introduce a new generation to traditional implements by reimagining them.

Bottom left: Hiroko Koide, External Board Director of Mitsubishi Electric Company, and Board Director for Business Strategy and Marketing at Vicela Japan Co. chairs the panel discussion. **Bottom right:** Rumiko Obata, Executive Vice President, Obata Sake Brewery, speaks of the innovative production and promotion practices she has employed to keep tradition and the rural brewery flourishing.

Top left: Japanese firms have been regularly regarded as inwardly focused, and averse to overseas business and competition, but this is not accurate, as there are many notable exceptions, including that of Mr Yuzaburo Mogi, Honorary Chief Executive Officer & Chairman of the Board, Kikkoman Corp. One of the true business giants of the past century, Mr Mogi was responsible for introducing soy sauce to the US market postwar, and to the building of the company into the food manufacturing giant it is today. Here he recounts his experiences of opening a new market to a traditional product, and how he helped create that market.

The second plenary panel at GIVS2018, on "The Multinational View on Innovation (Inbound/Outbound)", explored how Japan's leading companies define, measure, manage and inspire innovation both domestically and overseas with representatives from several leading Japanese companies. Panelists included Jin Song Montesano, Chief Public Affairs Officer, LIXIL Corporation (pictured above), and clockwise from left below, Masafumi Ishibashi, Chief Marketing Officer, Nestle Japan; Mandali Khalesi, Toyota Global Head of Automated Driving Mobility and Innovation; Ludovico Ciferri, President, Advanet. The panel was chaired by Ross Rowbury, President of Edelman Japan.

Prime Minister Shinzo Abe has pinned the future of Japan's economy on innovation, and while heritage and existing businesses must plan an important role in this embrace of growth and change, everyone is looking to Japan's start-up sector as the key driver of Japan's future growth. In the "Entrepreneurial Innovation in Japan" session at GIVS2018, panelists explored the unique elements of Japan's start-up culture, and how this is driving or dampening the country's future innovativeness.

Above: Kei Shimada, Director of Innovation, at IBM Innovation and Incubation Labs (left) and Tamaki Sano, General Manager of the Business Creation Department at Kirin Company, Ltd. (right) talk about creating and encouraging innovation and entrepreneurship within large corporations.

Below left: David Milstein, Partner, Head of Japan, Eight Roads Ventures, and prominent venture capitalist speaks positively of the investment environment of Japan. **Below right and bottom:** Marco Koeder, Digital Business Director at J. Walter Thompson, Japan chairs the panel, where David M. Uze, Co-Founder & CEO, Trillium Secure, Inc., strongly disagrees with the positive views of Japan's start-up environment, comparing it unfavourably with Silicon Valley.

Driving innovation and value creation across all earlier panels at GIVS2018 are the laws, regulations and overall policies set in place by the central and regional governments. Simultaneously, Japan's educational foundation is built on creating the proper environment and launching pad for innovative research and new entrepreneurs and innovators who will drive the future of innovation growth. This session explored how the Japanese government, as well as educational institutions, are working to foster both the spirit and environment to foster and develop future innovations.

Top left: Yoshimasa Hayashi, Minister of Education, Culture, Sports, Science, and Technology (2017-2018), & Member of the House of Councillors, Japan, talks as part of the panel, and outlined how the Ministry is preparing for "Society 5.0", where Artificial Intelligence both destroys and creates opportunities and employment. **Top right:** Yoko Ishikura, Professor Emeritus, Hitotsubashi University, Japan, and Member of the Global Future Council at the World Economic Forum speaks on the need for immediate action to encourage innovation in Japan.

Clockwise from left below: Kosuke Motani, Chief Senior Economist of the Japan Research Institute, talks about regional regeneration in Japan in depopulated areas; Eikei Suzuki, Governor of Mie Prefecture, Japan, responds with success stories from Mie; David Hajime Kornhauser, Director of Global Communications, Kyoto University, Japan, moderates the session; Yoshiaki Ishii, Director of the Science, Technology and Innovation Bureau at the Cabinet Office gives another government view.

Above (and bottom left): Geoffrey Wexler, Chief, International Division, Studio Ponoc, Japan, and formerly of Studio Ghibli and Walt Disney, moderates the final session at GIVS2018, weaving together the insights and discussions from all previous sessions, and encouraged the remaining panelists to answer the key question under discussion throughout the entire Symposium: What is truly driving innovation and innovativeness in Japan today, and how will this develop and grow in the future?

Below left: Professor Philip Sugai, Professor, Doshisha University, Graduate School of Business, Japan, and Director of the OSIPP-IAFOR Research Center's Innovation and Value Initiative at Osaka University thanks delegates for attending the event.

Below right: Peter Landers, Tokyo Bureau Chief of *The Wall Street Journal* delivers a very thoughtful overview of the GIVS2018 summit in his closing remarks. *The Wall Street Journal* was the official partner of the summit.

Above left: Dr Alex Aguilar, Vice Rector for Outreach and Internationalisation at the University of Barcelona (left) and Dr Joseph Haldane, IAFOR Chairman and CEO, welcome delegates to The IAFOR International Conference on the City (CITY2018) held concurrently with The IAFOR International Conference on Global Studies (GLOBAL2018). The conference theme was "Fearful Futures" and the uncertain political future of the global city of Barcelona provided a stimulating backdrop for this conversation to unfold. **Above right:** Internationally acclaimed novelist and journalist, Liz Byrski of Curtin University, Australia, delivers a Keynote Presentation, considering her love-hate relationship with various cities in which she has lived, the reasons for fleeing from them, and the physical and emotional effects of being in any city. This address was a part of a "Cities we Fled" panel that also included addresses by Professor Sue Ballyn **(opposite page above right)** and Professor Donald Hall **(opposite page bottom right)**.

Below (clockwise from top left): Dr Bill Phillips delivers a Keynote Presentation on "Catalonia's Referendum on Independence from Spain", contextualising the political crisis in Catalonia as part of a panel on the subject. Dr Philips is head of the English and German Studies Department, and teaches English literature and culture, at the University of Barcelona, and also serves as a local councillor. Dr Cornelis Martin Renes delivers a thought-provoking keynote address, "¡A España no hay presos políticos! / In Spain there are no Political Prisoners!", that looked at the way in which the Spanish government handled political and legal issues around the Catalan independence referendum. Dr Montserrat Camps-Gaset, a member of the Board of the University of Barcelona, and a Catalan native responds to questions on the issue of separatism and identity in Spanish politics, while Michael Strubell contributes a poignant analysis as a panelist in a Featured Panel Presentation "The Way and Wherefore of Spain's Current Political Crisis: Catalonia... Again".

Above (from left to right): Professor Cynthia Schmidt-Cruz, Director of the Center for Global and Area Studies at the University of Delaware, after her her Keynote Presentation "Writing the City: Buenos Aires in New Millennium Crime Fiction", which looked at true crime as inspiration for fictional explorations. Phil Ball delivers a thought-provoking Keynote Presentation on "Football, Politics and the City". Mr Ball is one of the world's foremost football journalists, who has written award-winning and bestselling books during his career as a sports journalist. Professor Emerita Sue Ballyn, Founder and Honorary Director of the Centre for Australian and Transnational Studies Centre at the University of Barcelona, responds to questions from the audience during the Featured Panel Presentation "Cities we Fled".

Below (from left to right): Writers Phil Ball, Gloria Montero and Liz Bryski on a very wide-ranging panel entitled "How Can Writers Respond when the Future Looks Fearful?". Gloria Montero is a world-renowned novelist, playwright and poet, especially known for her play *Frida K.*, which has been performed globally.

Bottom right: Professor Donald Hall, Dean of the Faculty of Arts, Sciences & Engineering at the University of Rochester, delivers remarks as part of the "Cities we Fled" panel, where he talks of the societal, racial and generational fissures in the Deep South of the United States in the 1960s and 1970s. **Bottom left:** Conference attendees pose for a group shot outside the Aula Magna of the University of Barcelona.
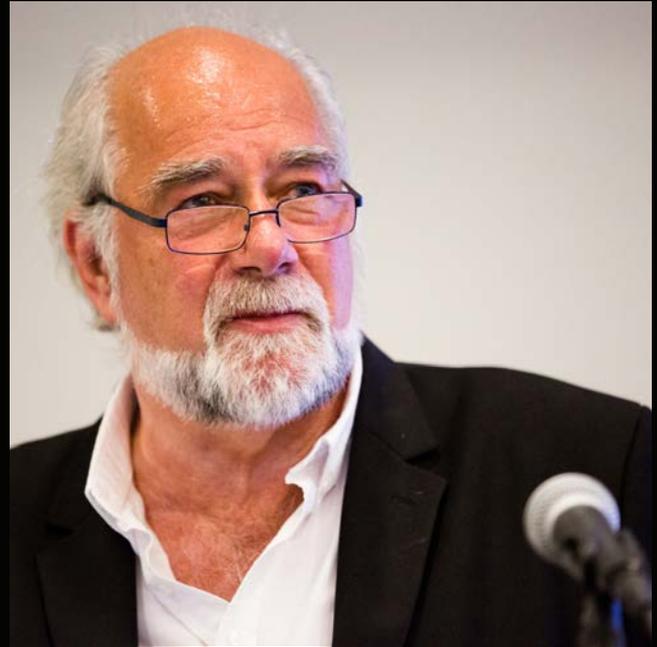
Above left: Dr Thomas G. Endres responds to audience questions after his Keynote Presentation, "Classic Rock in the Year of Revolt: Using the Illusion of Life to Examine the Hits of 1968" at The European Conference on Media, Communication & Film 2018 (EuroMedia2018), held in parallel with The European Conference on Arts & Humanities 2018 (ECAH2018), in Brighton. Dr Endres is head of the School of Communication at the University of Northern Colorado, USA, and Executive Director and Editor-in-Chief of the Society for the Academic Study of Social Imagery. **Above right:** Professor Bruce Brown of the Royal College of Art, UK, delivers a wide-ranging and powerful Keynote Presentation on "Design and Democracy". Underscoring the "Fearful Futures" conference theme, Professor Brown presented ideas about how art and design intersect with politics and freedom, and how advancing technology impacts these relationships.

Below left: Dr James Rowlins enjoying the audience discussion following his Feature Presentation & Film Screening at The European Conference on Media, Communication & Film 2018 (EuroMedia2018). Dr Rowlins is currently a lecturer in the Humanities and the Arts Department at the Singapore University of Technology and Design, Singapore, which was established in collaboration with the Massachusetts Institute of Technology (MIT), USA. As Founding Director of the Brighton Rocks Film Festival, Dr Rowlins discussed the triumphs and challenges of starting a new film festival in the digital age before screening the "Best Short Film" of the 2018 Brighton Rocks Film Festival, *Alexanderplatz*, directed by Mark Nelson (below right), who is seen taking questions from the audience about his film.

Bottom: Delegates line up for a group photo outside the conference venue.

Above left: Dr Eddie Bruce-Jones, Deputy Dean at Birkbeck College School of Law, University of London, gives an engaging Keynote Presentation on "Contemporary Continuities: Racism, Populism and Migration" at The European Conference on the Social Sciences 2018 (ECSS2018) which was held in parallel with The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018). Dr Bruce-Jones discussed ideas related to race in British colonialism, law, and populism drawing on his experience as a scholar of legal history. **Above right:** Professor Matthew Weait delivers a profound Keynote Presentation entitled "HIV – Environmental Phenomenon or Bodily Harm?". Dr Weait, who is Professor of Law and Society, and Dean of the Faculty of Humanities and Social Sciences at the University of Portsmouth, in the UK, talked about societal and individual responses to the criminalisation of HIV and the stigma attached to the disease.

Below (clockwise): A group photo of attendees outside the conference venue. Dr Tom Houghton has a relaxed conversation with other delegates at The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018) before giving his Keynote Presentation "Innovation for Low Carbon Energy: Are Power Utilities Ready?". Dr Houghton, who has recently established a training program in Renewable Energy for Developing Countries with UNITAR, is Director of the MBA (Oil & Gas) at Curtin Graduate School of Business, Australia. The magnificent Royal Pavilion in Brighton, designed by John Nash and inspired by the Indo-Saracenic style of India.

Above left: Dr George D. Chryssides, Honorary Research Fellow in Contemporary Religion at the University of Birmingham, enjoying discussion with the audience after his Keynote Presentation "Unchanging Truth? – Not in the Study of Religion" at The European Conference on Ethics, Religion & Philosophy 2018 (ECERP2018). Dr Chryssides presented ideas on modern spirituality and the concept of change in the study of religion. Drawing on his vast experience, from completing his doctorate at Oxford, in 1974, to being Head of Religious Studies at the University of Wolverhampton, UK, from 2001 to 2008, Dr Chryssides was able to give in-depth analysis of how views on religion change through time. This Keynote Presentation underscored the conference theme "Surviving and Thriving in Times of Change". **Above right:** Held concurrently with ECERP2018, The European Conference on Psychology & the Behavioral Sciences 2018 (ECP2018) shared the same "Surviving and Thriving in Times of Change" theme. Here, Professor David Putwain delivers his Keynote Presentation, "Surviving High-stakes Exams: Do Teachers Help or Hinder?". As Director for the Centre of Educational Research in the School of Education at Liverpool John Moores University and Chair of the Psychology of Education Section of the British Psychology Society, Professor Putwain is a noted expert on the psychology of education, and the audience showed a keen interest in the lively discussion following the address.

Below: Dr Joseph Haldane, Chairman and CEO of IAFOR, poses with conference scholarship award winners.

Bottom: Delegates outside the conference venue enjoying the summer sun in a group photo.
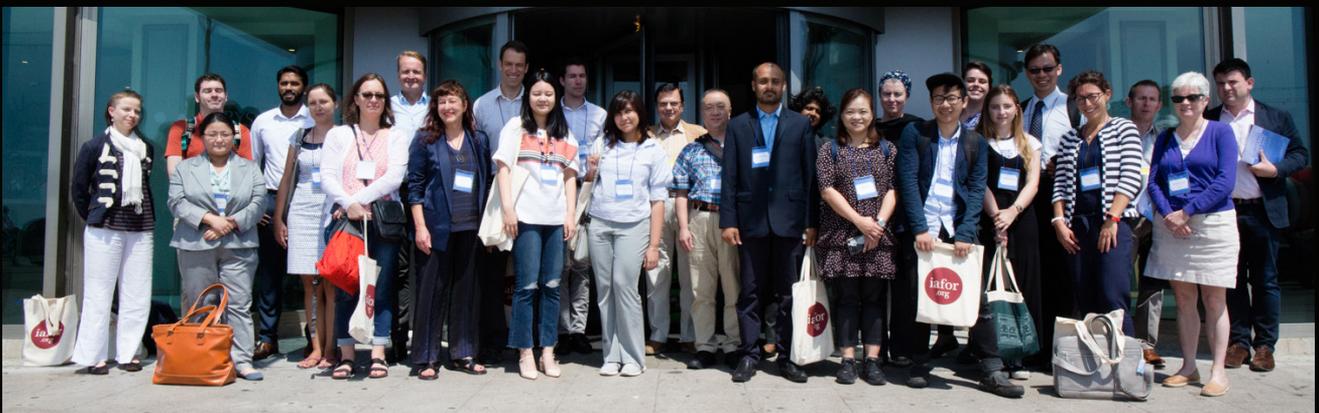
Above left: The Karl Mannheim Chair of Sociology of Education at University College London's Institute of Education, Professor Louise Archer gives an insightful Keynote Presentation, entitled "'It's Interesting, but Not for Me': Understanding what Shapes Student Subject Choice and Career Aspirations Age 10-18", to delegates at The European Conference on Education (ECE2018), and answers questions from an engaged audience. ECE2018 was held in parallel with The European Conference on Language Learning (ECLL2018). **Above right:** Dr Annamaria Pinter, of the University of Warwick, answers questions following her Keynote Presentation, "Children Working as Co-Researchers and Researchers – Possibilities and Challenges". Dr Pinter shared thoughts from her books and publications on second language acquisition in childhood.

Below (clockwise): Professor Anne Burns delivers her Keynote Presentation at ECLL2018, "Teacher Tales: Context-Embedded Language Teacher Professional Development" in which she discusses sustaining teacher professionalism, and professional development accounting for location. Professor Burns, armed with scholarship and international teaching experience, shared insights into the value of learning in the context of where one works. Dr Björn Åstrand, of Sweden's Umeå University, delivers his Keynote Presentation "Teaching in Times of Change – To Nurture the Essentials for a Thriving Education", before a large and engaged audience. Professor Mario Novelli, from the University of Sussex, UK, enjoys the discussion after his Keynote Presentation, "Education, Conflict & Peacebuilding: Transcending Negative Peace, Peace Education & the Global Education Agenda". Professor Novelli shared findings from his research for UNICEF on education in times of conflict and how it connects to peacebuilding. Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, and an Organising Committee member, addresses the audience at ECE2018.
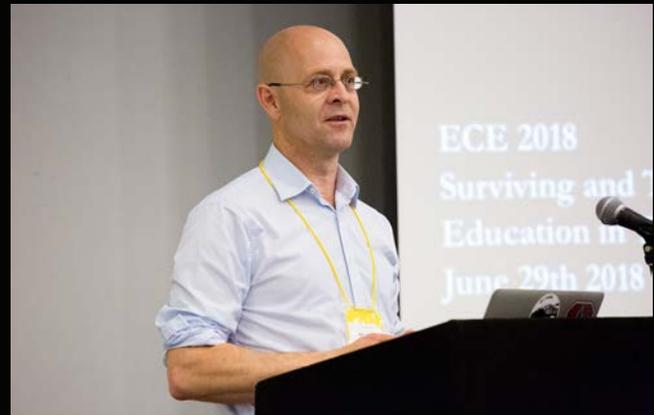
Above: Dr Megumi Rosenberg of the World Health Organization (WHO) engages with the audience in a "Health Across the Lifecourse" plenary panel at the Asian Conferences on the Social Sciences (ACSS2018), Sustainability, Energy and the Environment (ACSEE2018), and Aging and Gerontology (AGen2018), while Hiroshi Ishida, Professor of Sociology, in the University of Tokyo, looks on. Held in June, under the umbrella theme of "Surviving and Thriving", Kobe is also home to the WHO Centre for Health Development, which although based in Japan, is fully part of the WHO's headquarters in Geneva. The panel was chaired by James W. McNally, Research Scientist at the University of Michigan.

Below left: Philip Sugai of Doshisha Business School, Japan, delivers a featured presentation titled "Towards a Universal Standard of Value through Blockchain" in which he speaks of his work creating and testing a theoretical model for the application of blockchain technology to marketing practice with the aim of deepening scholarly and practical knowledge of how value is created, measured and managed for customers, firms, employees, partners, society and the planet. **Below right:** Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, delivers a featured presentation on "Surviving and Thriving", drawing on his experience working in and writing about intensely dysfunctional communities, the result of war, disaster and extreme poverty.

Bottom left: Professor William Baber of Kyoto University's Graduate School of Management, Japan delivers a workshop presentation introducing and review some general aspects of negotiating in professional contexts. **Bottom right:** Kathryn M. Lavender, a project manager at the National Archive of Computerized Data on Aging (NACDA) at the University of Michigan engages with attendees of a featured data research workshop.

Above: The Asian Conferences on Cultural Studies (ACCS2018) and Asian Studies (ACAS2018) were held concurrently under the theme "Fearful Futures: Cultural Studies and the Question of Agency in the Twenty-First Century" at the Art Center of Kobe in May. Here Haruko Satoh chairs a plenary panel titled "Fearful Futures: Rescuing Asian Democracy". Professor Satoh is professor at Osaka University's School of International Public Policy (OSIPP) where she lectures on Japan's relations with Asia and identity in international relations, and co-director of the OSIPP-IAFOR Research Centre. The panelists from left to right are Colin Dürkop, Visiting Fellow at Kyoto University, Japan and formerly of the Konrad-Adenauer-Stiftung (KAS); Pavin Chachavalpongpun, a leading Thai public intellectual, who is also associate professor at Kyoto University's Center for Southeast Asian Studies; and Takuma Melber, coordinator of the Master's programme Transcultural Studies Programme at The University of Heidelberg.

Below left: Helen Gilbert, Professor of Theatre at Royal Holloway, University of London, delivers a keynote on "Indigenous Resurgence and Environmental Justice on the Global Stage". **Below right:** Vinay Lal is Professor of History and Asian American Studies at UCLA, and one of the world's foremost scholars of Indian history, historiography, and culture in India. In a wide-ranging lecture on "The Challenge of the Global South" he highlighted what he termed the challenge of Bandung, which is to try to understand whether the Global South can mount an intellectual and socio-cultural defence that would facilitate the conditions for an ecologically genuine survival of plurality. **Bottom left:** Poet and academic Tammy Lai-Ming Ho of Hong Kong Baptist University answers questions following her keynote on "Poetic Resistance and Empowerment", which looked at how Western literature and culture are incorporated into the expression of a unique Hong Kong identity. **Bottom right:** Donald E. Hall, Dean of Lehigh University's College of Arts and Sciences, delivers a keynote presentation discussing the city of his birth: Birmingham, Alabama (USA), which encouraged the audiences to consider their own relationship with their own cities as sites of pleasure and pain.

Above left: Professor Diane Hawley Nagatomo of Ochanomizu University, Japan, delivers the opening Keynote Presentation at The Asian Conference on Language Learning (ACLL2018), held in Kobe, Japan. The conference theme was "Surviving and Thriving: Education in Times of Change", and Professor Nagatomo reflected this in her address exploring questions of gender, and personal and professional identity among Western female English Language Teachers in Japan "Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories". **Above right:** The second Keynote Speaker was Professor Bonny Norton of the University of British Columbia, Canada, who joined the conference by video link, and also tackled questions of identity in her insightful Keynote Presentation on "Identity and Language Learning in an Unequal Digital World".

Below left: Professor Ken Urano of Hokkai-Gakuen University, Japan, listens to questions following his Featured Presentation at ACLL2018, titled "Task-Based Language Teaching in an English for Business Purposes Program". **Below right:** Professor Emerita Judy Noguchi delivers a Featured Presentation on English for Specific Purposes (ESP) entitled "A New Paradigm for English Language Teaching in Asian Contexts". A Professor Emerita of Kobe Gakuin University, Judy Noguchi served as the first Dean of its Faculty of Global Communication. She served as Vice-President of JACET (The Japan Association of College English Teachers) from 2015 to 2017 and as President of JACET Kansai Chapter from 2010 to 2015.
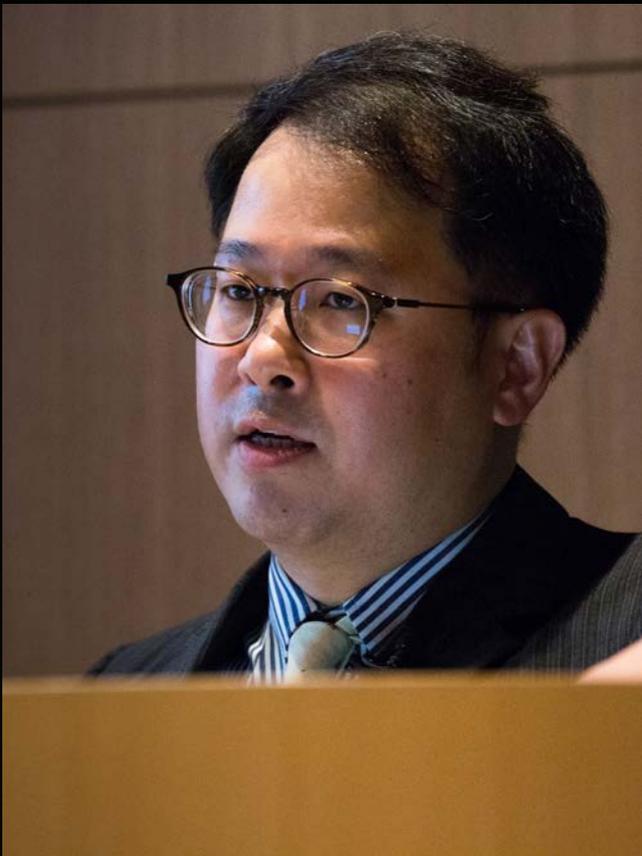
Above left: Professor Umberto Ansaldo, Chair of the School of Humanities at The University of Hong Kong, delivers a wide-ranging keynote that looked at controversial questions of language preservation and conservation in "Heritage in Language?", as part of a plenary panel on Language and Heritage. The panel explored issues surrounding the role of heritage languages in contemporary society and education, both from theoretical perspectives as well as practical solutions. **Above right:** Dr Lisa Lim, Head of the Department of English and at the University of Hong Kong and a noted scholar on the sociolinguistics of globalisation, delivered a keynote on "Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education". Here she is pictured in an exchange during the moderated panel which followed both presentations.

Below left: Professor Steve Cornwell IAFOR President, also Vice-President of Osaka Jogakuin University, Japan, takes part in a Featured Panel Presentation on "Language Learning in a Time of Complexity and Change" at ACLL2018, which asked and encouraged delegates to reflect and draw on their own experiences in language learning education. **Below centre:** Professor Ted O'Neill of Gakushuin University, Japan, and an IAFOR Vice-President, speaks as part of the same panel on his experience helping to found a new faculty at the university. **Below right:** Professor Jo Mynard, Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies (KUIS) in Japan in a light-hearted moment engaging with a member of the audience in the same panel.

Above left: Professor Eun Kyung Min of Seoul National University, South Korea delivers a Keynote Presentation entitled "'The Prospect ... towards the East': Reorienting Eighteenth-Century British Literature". Her research interests include Enlightenment ethics and aesthetics, the history of literary canon formation, and early modern cultural history; she is also interested in Asian literature in English, Asian American Literature, and Asian cultural production in general. Her keynote was delivered as a part of The Asian Conference of Arts and Humanities (ACAH2018), where the conference theme was "Recentering: Asian Spaces, Cultures and Ideas in the 21st Century". **Above centre:** Professor Li Ou of the Chinese University of Hong Kong, Hong Kong responds to a question following her Keynote Presentation entitled "British Romanticism in China: Received, Revised, and Resurrected". Li Ou is Associate Professor at Department of English, the Chinese University of Hong Kong. Professor Ou's research interests include Romantic poetry and cultural/literary relations between China and Britain. **Above right:** Professor Georges Depeyrot of the Ecole Normale Superieure, Paris, and Director of the IAFOR Silk Road Initiative, introduces the scope of the programme to delegates at ACAH2018. Professor Depeyrot is a monetary historian and Board Member of the French National Center for Scientific Research (CNRS), France. He is the author or co-author of more than one hundred volumes, and is the founding director of the Moneta publishing house, the most important collection of books on the topic of money. Professor Depeyrot is a member of the board of trustees of the Centre National de Recherche Scientifique.

Below left: Dr Yutaka Mino of the Hyogo Prefectural Museum of Art, Japan delivers a Keynote Presentation on The Ceramic Road as part of the IAFOR Silk Road Initiative at ACAH2018. Dr Mino is the Director of the Hyogo Prefectural Museum of Art, where the conference plenary session was held, and one of Japan's leading museum curators, as well as a Chinese ceramic and art historian of international renown. **Below right:** Dr Shoso Shimbo is a leading exponent of Ikebana, the Japanese art of flower arrangement. Dr Shimbo was selected by *Belle* magazine as one of six "Australia's top floral designers" and has won multiple awards including the Gold Award at the Melbourne International Flower & Garden Show. He is a director of the International Society of Ikebana Studies and he teaches "Japanese Aesthetics: From Ikebana to Contemporary Art" at RMIT. Here he is seen with his beautiful creation, following a demonstration at the ACAH Welcome Reception.

Above: The 2018 ACAH Conference in Kobe hosted a series of IAFOR Silk Road Initiative associated presentations on the conference theme of "Recentering: Asian Spaces, Cultures and Ideas in the 21st Century", using this as the lense through which researchers associated with the Initiative discussed a range of topics, covering art and culture, as well as history, politics, and international relations, and a special symposium was organised with the cooperatlon of Kobe University and the Nara National Museum, both of which organisations IAFOR will work on a planned Silk Road Conference in 2019. Pictured here after the presentations (from left to right) are Dr Sakae Naito, Chief Curator of the Nara National Museum and expert on Buddhist art; Kiyomitsu Yui, Professor of Sociology and Executive Director of the Centre for EU Academic Collaboration at Kobe University; Professor Hiroko Masumoto, Dean of the Graduate School of Humanities of Kobe University; Professor Noriyuki Inoue, Vice-President of Kobe University, and Professor Georges Depeyrot, Director of the IAFOR Silk Road Initiative. For more information about the IAFOR Silk Road Initiative, please visit **www.silkroad.iafor.org**.

Below left: Professor Ka-ho Joshua Mok listens to a response to his Keynote Presentation on "The Quest for World-class University Status: The Role of Liberal Arts University Nurturing Leaders for Uncertain Futures". Professor Mok is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, Hong Kong, and one of the world's leading scholars in international higher education research. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer. **Below middle:** Dr Xu Di of the University of Hawai'i at Manoa, USA discusses issues of education and ethics as part of a plenary panel entitled "The Challenge to Survive and Thrive in the 21st Global Learning Space/Community: Technology and Ethics". Xu Di is an educational philosopher and professor in the department of Education Foundations, at the College of Education in the University of Hawai'i-Mānoa whose research focuses on bridging Eastern and Western philosophy for educational practices. **Below right:** Professor Curtis Ho delivers a presentation as part of the same panel. Professor Ho is Department Chair and Graduate Chair of the Learning Design and Technology department at the University of Hawai'i at Manoa, who is a noted expert in educational media research, interactive multimedia, web-based instruction, distance education, video technology, and computer-based education.

THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

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

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

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

> To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global academic audience.

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

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SUBMIT TO THINK

We are currently accepting submissions for publication in 2018. We welcome photographs to accompany articles, as well as topical photo-essays.

Submissions should be between 500 and 2,500 words and sent to publications@iafor.org. Please include "THINK submission" in the subject line.

Kansai Resilience Forum 2019

On February 22, 2019, the Government of Japan, in collaboration with The International Academic Forum (IAFOR), held the Kansai Resilience Forum 2019, which became a major international and interdisciplinary platform for extensive discussion on resilience and its role in society, the globalising economy and disaster risk reduction.

The Kansai Resilience Forum took place at the Hyogo Prefectural Museum of Art, Kobe, comprised of three panel sessions on Disaster Risk Reduction Strategy, Resilience and Society, and Resilience and the Globalising Economy as major topics, and culminating in a Special Keynote Presentation by world renowned architect, Tadao Ando, who designed the event venue following the Great Hanshin Earthquake of 1995 as a symbol of both renewal and recovery.

The Forum was opened by Tomoaki Ishigaki of the Prime Minister's Office of Japan on behalf of the Government of Japan; and Joseph Haldane, Chairman and CEO of IAFOR, who highlighted the significance and timeliness of the discussion for both Japan and the global community.

kansai-resilience-forum.jp

Panel I: Disaster Risk Reduction Strategy

Panel Session I addressed the issues of disaster risk reduction strategies and how Japan can aid other disaster-prone areas. It was moderated by **Peng Er Lam** of the National University of Singapore, whose central point was that resilience is created through joint efforts of the local communities, national governments and international collaboration of regions under threat of natural disasters.

Yuki Matsuoka, the Country Head of The United Nations International Strategy for Disaster Risk Reduction (UNISDR), Japan, shared, among other issues, the UN's experience and expertise in disaster risk management speaking about the "shift from considering stakeholders as vulnerable victims to agents of change and focus on empowerment and inclusion" in building up resilience.

Shotta Hattori of Kozo Keikaku Engineering, Japan, spoke about simulated evacuations and the social value of their results which help study social psychology and human behaviour in times when disasters hit people's habitats.

Satoru Oishi of Kobe University / RIKEN, Japan, gave insight into how supercomputers and other state-of-the-art technologies are used for enhancing urban planning, evacuation and rescue strategies through complex modelling. Kobe is home to the K computer, one of the world's most powerful supercomputers.

Ljiljana Markovic of the University of Belgrade, Serbia, stressed the role of lifelong education in building up a resilient society. She also laid special emphasis on invaluable support the people of Serbia have been receiving from Japan in terms of rescue assistance, healthcare development and educational exchange, underlining the importance of international cooperation. As a way of recognising this aid, when Japan was struck by the March 11, 2011 earthquake, the Serbian people responded quickly and generously and were among the largest European donors of aid to Japan.

Haruko Satoh of Osaka University, Japan, summarised the panel by underlying the importance and timeliness of the Forum which has been able to showcase how Japan approaches disaster risk management, how it bounces back, what experience it has and most importantly how this is shared with the rest of the world.

Panel II: Resilience & Society

Panel Session II had Resilience and Society as its theme and was chaired by **Richard Lloyd Parry**, the Asia Editor of The Times, who has covered tsunamis and nuclear disasters in Japan, among other topics. He looked at the role of resilience in society, both positive and negative, in response to emotionally difficult situations.

Tomohide Atsumi, a professor of psychology at the Faculty of Human Sciences of Osaka University, Japan, addressed the issue of volunteerism and human support in dealing with the aftermath of natural disasters. He gave an example of the Pay-It-Forward Network, when the survivors of a previous disaster help those of the current one. He spoke of how this volunteerism organically occurred in Kobe in 1995, and of how this has become more formalised in the present day.

(Continued on the following page.)

Hidenobu Sumioka of Hiroshi Ishiguro Laboratory, Japan, spoke about the help of robots in increasing resilience in society, showcasing the effectiveness of robots through interpersonal touch in interaction with elderly people, children and those who need stress relief. An interesting finding of the Laboratory is that their Telenoids, robots with a minimal human design, can be successfully used across cultures, which was proven in an experiment at a caretaking facility in Denmark. Japan is a world-leader in robotics and AI, and in an aging society, such technologies can help augment the human experience.

Hiroshi Okumura of Kobe University, Japan, stressed the significance of "memory preservation in a stricken area for the formation of a strong community against a disaster" as historical records are pivotal for accumulating and sharing experience. This is especially important in areas ravaged by both human and man-made disasters and has implications and lessons far beyond Japan.

Monty P. Satiadarma of Tarumanagara University, Indonesia, looked at the concept of resilience from a psychological angle, explaining how natural disasters affect people's mental and emotional state and giving practical advice on how to deal with survivors. Dr Satiadarma is a leading clinical psychologist who treated children suffering PTSD following the 2004 Aceh earthquake and tsunami.

Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, Japan, used the example of tsunami stones, benchmarks that reminded people of the traditional lines below which it is unsafe to build, to examine the role and importance of oral history and education in passing on ancient experiences.

A lively discussion followed the panel addressing the questions of the importance of leadership in resilience, how disasters can change societies, what changes are necessary for Japanese society and how modern technology and robots could be implemented in disaster management in more efficient ways.

Panel III: Resilience & the Globalising Economy

The third panel was dedicated to the correlation and interplay between resilience and the globalising economy. The panel was chaired by **Brad Glosserman** of Tama University, Japan, who raised the issue of globalisation changing the ways societies are organised. He stressed that facing various problems that modernisation brings, combined with exposure to natural disasters, Japan might well see resilience and promotion of resilience as its national purpose in a postindustrial and postmodern world.

Atsushi Iizuka of Kobe University / RIKEN, Japan, talked about the partial application of big data and super computers in enhancing the resilience of cities and emphasized the importance of private/public partnerships that allow investment in big urban projects to make cities safer, better and smarter.

Ray Klein of Tekinvest KK, Japan, looked at various perceptions of resilience and its representation in the Japanese society. He outlined that resilience can be traced in how Japan manages its growth and aging of its population, in revitalisation and modernisation of older areas, and in how newer generations approach traditions.

(Continued on the following page.)

Thomas Mayrhofer of the Intercontinental Hotels Group, Japan, spoke on how the hospitality industry can help by becoming an active actor in the community in times of crisis, opening its doors to survivors and providing supplies and shelter to them. He also stressed the major role of communication between national and regional services and international tourists, and explained despite difficulties. Japan was able to quickly recover its key transportation and economic infrastructure from the heavy rain and typhoon last year.

Takenosuke Yasufuku of Kobe Shushinkan Breweries, Japan, situated in the largest sake production region in Japan, talked about how damage caused to his brewery was devastated by the earthquake of 1995, and reopened in 1997 after strenuous effort. He underlined the role of business in coping with the aftermath of natural disasters showcasing how the brewery supplied local communities with basic necessities such as water from their processing facility.

Tasuku Kuwabara of McKinsey & Company, Japan, spoke about how resilience matters for Japan's development, and its potential in further growth and innovation. He stressed that Japan not only recovers from natural disasters, but also moves further in its development using distinctive technologies that should be shared both inside and outside the country.

The panel was followed by an in depth discussion on the perception of resilience as a concept in and outside Japan and what is unique to Japan and could be exported to the outside world; whether there is a platform for Japanese communities, businesses and individuals to share the experience gained in natural disasters; whether Japanese resilience is effective for international guests, workers and students inside the country, who should be the agent to enhance resilience and decide how it should be communicated to the local and international community.

Special Keynote Presentation: Tadao Ando

The Forum closed with a Special Keynote Presentation by world-famous architect **Tadao Ando**, who emphasised the link between art, architecture and resilience and its impact on communities, and the role each member of a community can play in increasing social resilience, stressing the importance of education. The Hyogo Prefectural Museum of Art was designed by Tadao Ando after the Great Hanshin Earthquake of 1995 as a symbol of memorial and overcoming tragedy, as well as one of beauty, looking to the future. The Director of the Hyogo Prefectural Museum of Art, **Yutaka Mino**, a renowned museum director and curator, moderated the session.

The Kansai Resilience Forum provided a platform for re-examining resilience from interdisciplinary perspectives and paradigms, from the abstract concept to the concrete, with contributions from thought leaders in business, academia and government. The discussions were wide-ranging, in-depth and thought-provoking. Participants echoed the views from different perspectives that Japan is always working to improve, leads the world in disaster risk management and response. They also pointed out that Japan can share its experiences and expertise with the world, through its continued engagement in business and development, and in such forums as these.

We thank all of those who took part in the Kansai Resilience Forum 2019, and would like to express our gratitude to Osaka University, Kobe University, and the Hyogo Prefectural Museum of Art.

For more information please visit: kansai-resilience-forum.jp

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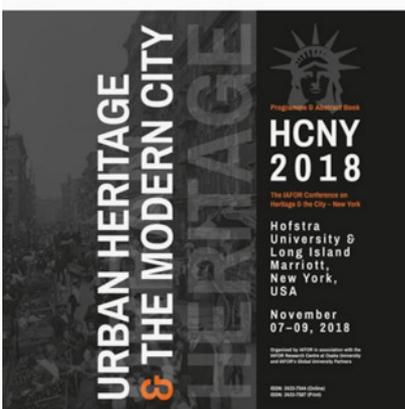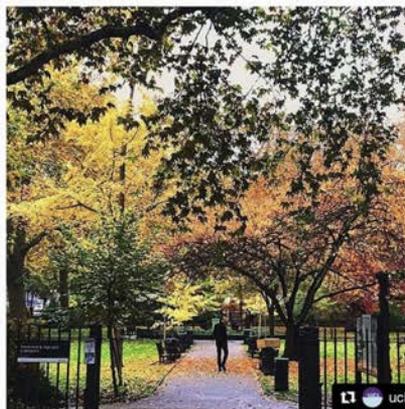
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Innovation and Value Initiative

www.iafor.org/innovation-and-value-initiative/

Innovation and Value Initiative

More than ever, solutions to the transnational challenges, from climate change, sustainability to refugee crises, are in need of radically new approaches that depart from the present institutional limitations of global governance. Interdisciplinary and cross-sector collaboration, between science/technology and the humanities or public and private sectors, in search of new values and models of how we conduct businesses, produce food or even live, are recognised widely as the way forward, as has been demonstrated in the United Nations' Sustainable Development Goals (SDG) that usefully combines the achievements of the Millennium Development Goals (public) and Global Compact (private sector).

Moreover, as the world confronts the limits of Western concepts of innovation and the value that these bring, other unique, sustainable and inclusive models of innovation may have important and globally applicable lessons that could guide the future of innovation and value creation initiatives around the world. Even though global connectivity has been greatly enhanced, there are local or regional pockets of ecosystems with demonstrated capacities to survive over centuries, and yet these are hardly recognised or properly integrated into the theoretical underpinnings that inform international practices and policies.

As a way to take part in this global endeavour to renovate the current international system and create new values, the IAFOR Research Centre is proud to announce the Innovation and Value Initiative that will start as a three nodes project in the following areas: Value and International Economy, Value and International Politics and Value and Social Innovation.

Lead Researchers

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan
- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan
- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations

About the Initiative

The purpose of the Innovation and Value Initiative is to explore the drivers, processes and outcomes of innovation and value creation across countries, markets, industries and sectors and identify the drivers that foster the most healthy innovation and value-creating ecosystems across (1) heritage businesses, (2) multinational companies, (3) entrepreneurial startups, (4) educational institutions, (5) governments, (6) NGOs and NPOs. This initiative will also foster mature conversation between leaders across these fields and industries, and will address the questions of "what is innovation?", "what is value?" "what are innovation ecosystems?" and what we mean by these terms in context.

The initiative will be comprised of the following elements: research, education, dissemination (working papers, workshops and conferences), and initiate collaborative implementation projects with businesses, local, regional or international NPOs and/or international organisations (for example, the humanitarian use of blockchain technology). The three nodes, "Value and International Economy", "Value and International Politics", and "Value and Social Innovation" will have each have its independent research component, but the researchers will also work closely to share findings, team teach for classes at OSIPP, integrate their works at implementation level or producing policy recommendations where possible and practicable, and plan new collaborative projects.

Project Nodes and Teams

Value and International Economy

Lead Researcher

• Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan

Associated Researcher(s)

• John Beck – President, North Star Leadership Group

Value and International Politics

Lead Researcher

• Haruko Satoh – Professor, OSIPP, Osaka University, Japan

Associated Researchers

• Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations
• Peng-Er Lam – Senior Research Fellow, East Asian Institute, National University of Singapore, Singapore

Value and Social Innovation

Lead Researcher

• Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations

Innovation and Value Initiative
United Nations STI Forum 2018 Report

IAFOR collaborated with the United Nations in the hosting of a special session at the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum 2018) at the United Nations Headquarters in New York on June 6, 2018.

Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderated the Official Meeting, a roundtable session on Innovators and Investors, and focussed on questions at the intersection of innovation and value, including "Impact investing"; investments made into companies, organisations, and funds with the intention to generate social and environmental impact alongside a financial return. The chair of the meeting was Japanese Ambassador to the United Nations, His Excellency Dr Toshiya Hoshino.

Dr Haldane said: "For IAFOR, impact investing is a particular area of interest in regards to the funding of research in higher education, and dovetails with the work we will be doing within the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, as part of our new Innovation and Value Initiative, and also with The IAFOR Global Innovation & Value Summit 2018 (GIVS2018) to be held in Tokyo later this year." He added that "it is a great recognition of IAFOR to have been invited to collaborate, and we are honoured to have been asked to work with the United Nations at this important event, and look forward to working with the UN and other stakeholders in the support of Science, Technology and Innovation for the Sustainable Development Goals (STI-SDG)."

Dr Haldane, who teaches on the postgraduate Global Governance course at OSIPP, and is an Expert Member of the World Economic Forum in this area, was also keen to raise the issue of governance and policy implications of the uses of blockchain technology. In his introduction to the panel, he suggested that the use of blockchain, given its verifiability and the transparency of transactions might have a positive effect on systems of governance. This might be especially important at a time when the rules-based international system, exemplified by institutions such as the United Nations, are being challenged.

Image | Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderates a roundtable session on Innovators and Investors at the United Nations Headquarters in New York.

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

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

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Hong Kong Chinese Institute of Engineers,
Hong Kong
Dr Christopher Stanfill
Pencils of Promise, United States
Dr Jumintono Suwardi Joyo Sumarto
Universitas Ahmad Dahlan Yogyakarta,
Indonesia
Dr Lorena Taglucop
University of Science and Technology of
Southern Philippines, Philippines
Dr Shin Yee Wong
Singapore Institute of Technology, Singapore

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Tokyo, Japan

March 29–31, 2019

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

May 16–18, 2019

The Asian Conference on Language Learning
(acll.iafor.org)

May 20–22, 2019

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

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

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

May 24–26, 2019

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

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

October 25–27, 2019

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

October 31 – November 03, 2019

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

November 03, 2019

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

Virginia, USA

May 06–08, 2019

The IAFOR Conference on
Educational Research & Innovation
(eri.iafor.org)

Brighton, UK

July 05–06, 2019

The European Conference on
Psychology & the Behavioral Sciences
(ecp.iafor.org)

The European Conference on
Ethics, Religion & Philosophy
(ecerp.iafor.org)

July 09–10, 2019

The European Conference on the Social
Sciences
(ecss.iafor.org)

The European Conference on
Sustainability, Energy & the Environment
(ecsee.iafor.org)

July 12–13, 2019

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

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

London, UK

July 19–20, 2019

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

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

Hong Kong, HKSAR

November 08–10, 2019

The IAFOR Conference for Higher Education
Research – Hong Kong
(cher-hongkong.iafor.org)

The Asian Conference on the Liberal Arts
(acla.iafor.org)

Hawaii, USA

January 04–06, 2020

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

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

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www.osipp.osaka-u.ac.jp/iaforresearchcentre/

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