



The 9th Asian Conference on Education & International Development

March 27-30, 2023 | Tokyo, Japan, and Online



P R O G R A M M E & A B S T R A C T B O O K

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

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

www.iafor.org/about/partners

IAFOR Global Partners





/iaforjapan



@iafor.official



@iafor (#iafor)



www.aceid.iafor.org

ACEID Programme Committee

Professor Shingo Ashizawa

Kansai University of International Studies, Japan

Dr Joseph Haldane

The International Academic Forum (IAFOR), Japan

Professor Brendan Howe

Ewha Womans University, South Korea

Professor Farish Noor

University of Malaya, Malaysia

Professor Barbara Lockee

Virginia Tech., United States

Dr Taro Mochizuki

Osaka University, Japan

Professor Haruko Satoh

Osaka University, Japan

Dr Krisna Uk

The Association for Asian Studies (AAS)

Letter of Welcome



Welcome to Tokyo!

As a Japan-based organisation, we are very happy to be welcoming you to our home, and when it is at its best, during the spring flowering of the cherry blossoms, known in Japanese as sakura. We are particularly happy to be able to host people from all over the world, and for the first time in four years, due to the global pandemic.

The International Academic Forum (IAFOR) is dedicated to encouraging interdisciplinary discussion, facilitating intercultural awareness and promoting international exchange, principally through educational interaction and academic research, and we expect this Japanese spring conference series in late March and early April will see more than 500 delegates from sixty different countries.

Through conferences, we expand ourselves, our horizons, our network and our partners. These events offer a remarkable opportunity for the sharing of research and best practice; for the meeting of people and ideas working across different countries, cultures and disciplines, all while nurturing the professional and personal collaborations that will inform and enrich our lives.

I encourage your active participation in this hybrid event, whether as a presenter or an audience member, and expect that this year we will be particularly engaged as we celebrate a return to this great city.

I look forward to meeting you all

Dr Joseph Haldane

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

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

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

Honorary Professor, University College London (UCL), UK

Member, Expert Network, World Economic Forum

Inspiring Global Collaborations

One of the greatest strengths of IAFOR's international conferences is their international and intercultural diversity.

ACEID2023 has attracted 275+ delegates from 40+ countries

Total Registrations: 276

Total (presenter) Registrations: 223

Audience Registrations: 53

By Country (Presenter Registrations)

Taiwan - 47
Philippines - 27
Thailand - 19
Hong Kong - 17
Japan - 13
Indonesia - 11
United States - 10
Singapore - 9
United Kingdom - 6
Australia - 6
South Korea - 5
Malaysia - 5
United Arab Emirates - 5
New Zealand - 4
Canada - 4
Germany - 3
Vietnam - 3
India - 3
Oman - 2

Pakistan - 2
Israel - 2
Poland - 2
Norway - 2
Mongolia - 2
Qatar - 2
Ghana - 2
Czech Republic - 1
Croatia - 1
South Africa - 1
Italy - 1
France - 1
Chile - 1
Colombia - 1
Bangladesh - 1
Albania - 1
Spain - 1
Finland - 1
Greece - 1
Kuwait - 1
Portugal - 1
Jordan - 1
Cambodia - 1

Total Countries: 41

By Continent

Asia: 14
North America: 2
Oceania: 2
Europe: 14
Africa: 2
South America: 2

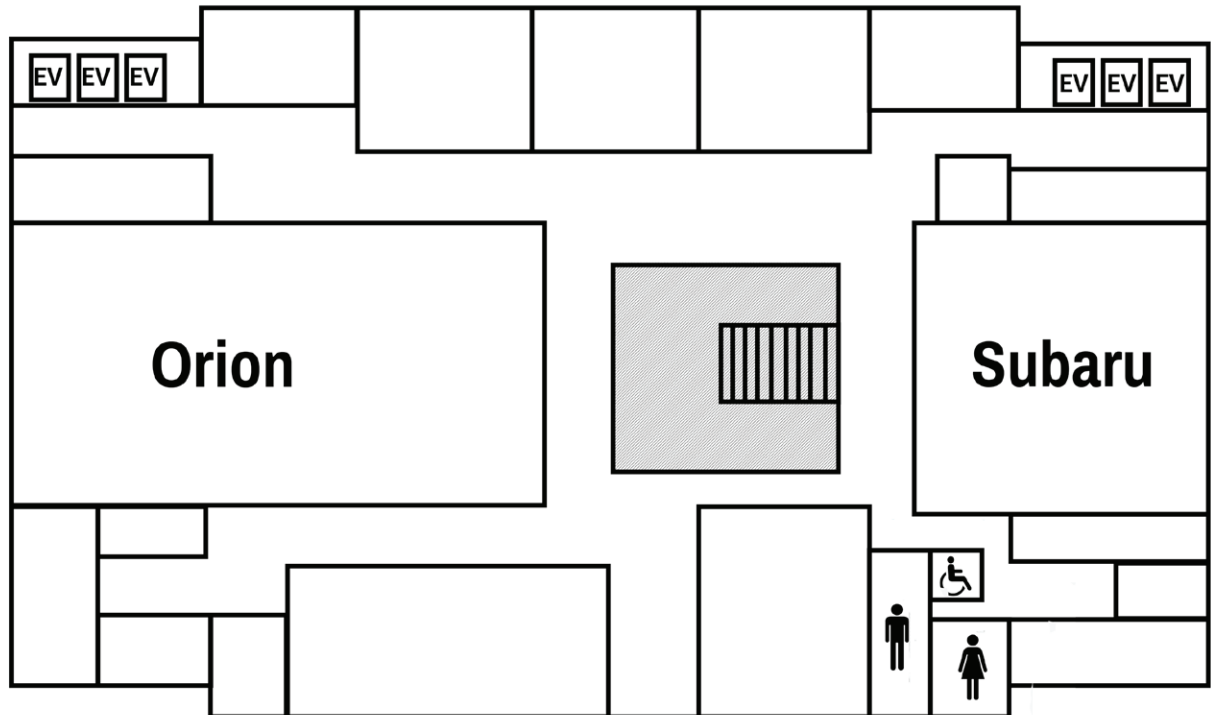
**International,
intercultural,
Interdisciplinary,**

iafor

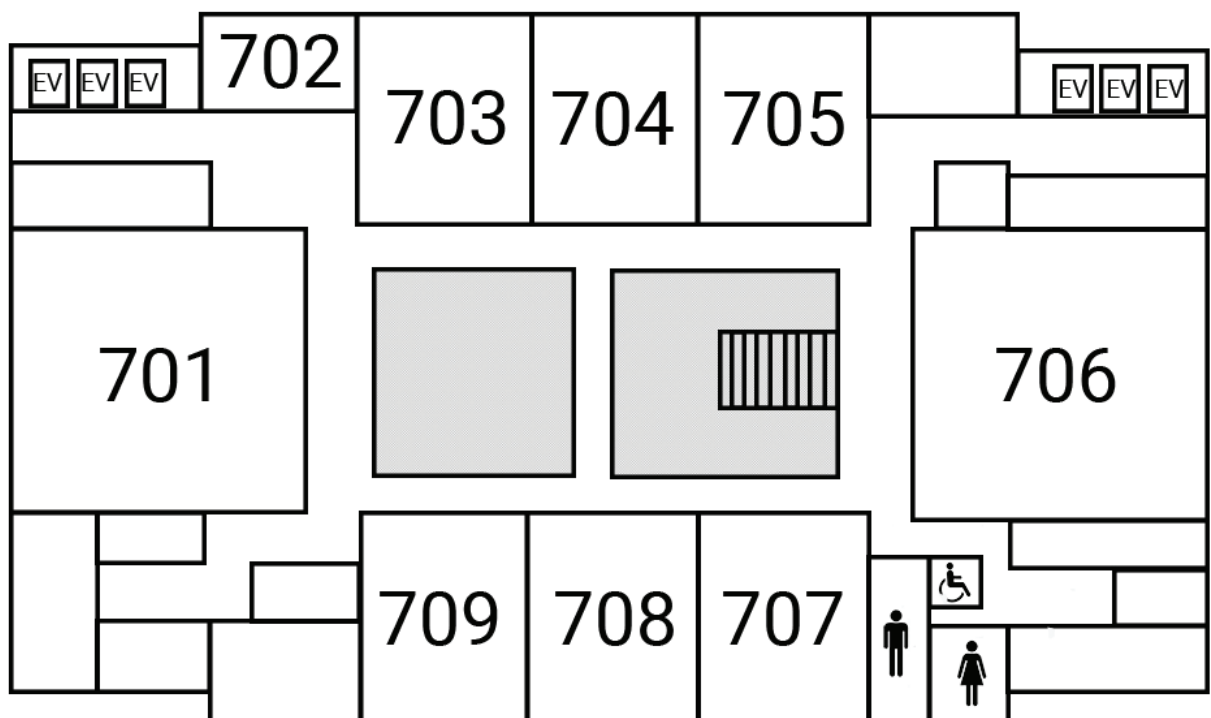
Toshi Center Hotel

Floor Guide

Fifth Floor | 5F



Seventh Floor | 7F





March 26 | All times are Japan Standard Time (UTC+9)
Sunday at a Glance

13:30-15:00 Pre-Conference Registration | Toshi Center Hotel, Room 702

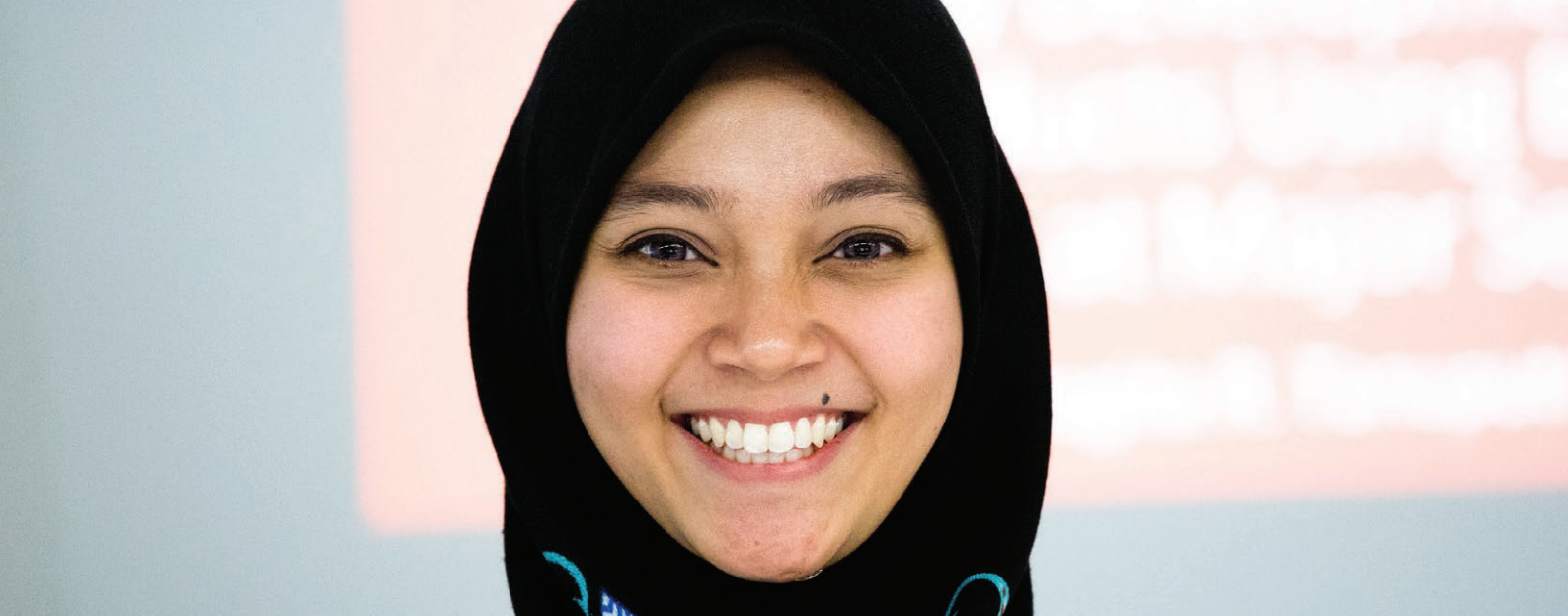
15:00-17:00 Cultural Visit | Cherry Blossom Viewing in the Imperial Gardens

17:00-19:00 Conference Meet & Greet | GARB Central



March 27 | All times are Japan Standard Time (UTC+9) Monday at a Glance

- | | |
|-------------|--|
| 10:30-11:30 | Conference Registration & Coffee Orion Hall (5F) |
| 11:30-11:35 | Announcements & Welcome Orion Hall (5F) |
| 11:35-11:50 | Welcome Address & Recognition of IAFOR Scholarship Winners
Joseph Haldane, The International Academic Forum (IAFOR), Japan
Jun Arima, The International Academic Forum (IAFOR), and
University of Tokyo, Japan |
| 11:50-12:35 | Keynote Presentation Orion Hall (5F)
<i>Internationalisation, Education and Development Cooperation
in East Asia</i>
Brendan Howe, Ewha Womans University, South Korea |
| 12:35-13:15 | Keynote Presentation Orion Hall (5F)
<i>Developing Students' Transferable Skills Through Service
Leadership of an Inclusive Learning Community</i>
Atara Sivan, Hong Kong Baptist University, Hong Kong |
| 13:15-14:30 | Lunch Break |
| 14:30-15:15 | Featured Discussion Orion Hall (5F)
<i>IAFOR's Collaborative Efforts: AAS and the IAFOR Research Centre</i>
Brendan Howe, Ewha Womans University, South Korea
Haruko Satoh, Osaka University, Japan
Krisna Uk, Association for Asian Studies, United States |
| 15:15-15:30 | Conference Photograph Orion Hall (5F) |
| 15:30-15:45 | Coffee Break Orion Hall (5F) |
| 15:45-16:45 | Conference Poster Session & AURS 10 Orion Hall (5F) |



March 28 | All times are Japan Standard Time (UTC+9) Tuesday at a Glance

09:00-09:30 Registration & Coffee | 7F

09:30-11:10 Onsite Parallel Presentation Session 1

Room 703: Foreign Languages Education & Applied Linguistics

Room 704: Educational Research, Development, Publishing & Curriculum Design

Room 705: Educational Policy, Leadership, Management & Administration

Room 707: Professional Training, Development & Concerns in Education

Room 708: Educational Policy, Leadership, Management & Administration

11:10-11:25 Coffee Break

11:25-12:40 Onsite Parallel Presentation Session 2

Room 703: Learning Experiences, Student Learning & Learner Diversity

Room 704: Foreign Languages Education & Applied Linguistics

Room 705: Learning Experiences, Student Learning & Learner Diversity

Room 707: Primary & Secondary Education

Room 708: Education & Difference

12:40-13:40 Lunch Break

13:40-15:20 Onsite Parallel Presentation Session 3

Room 703: Foreign Languages Education & Applied Linguistics

Room 704: Adult, Lifelong & Distance Learning

Room 705: Design, Implementation & Assessment of Innovative Technologies in Education

Room 707: Teaching Experiences, Pedagogy, Practice & Praxis

Room 708: Challenging & Preserving: Culture, Inter/Multiculturalism & Language



March 28 | All times are Japan Standard Time (UTC+9) **Tuesday at a Glance (cont'd)**

15:20-15:35 **Coffee Break**

15:35-17:15 **Onsite Parallel Presentation Session 4**

Room 703: International Education

Room 704: Higher Education

Room 705: Learning Experiences, Student Learning & Learner Diversity

Room 707: Professional Training, Development & Concerns in Education

Room 708: Education, Sustainability & Society

19:00-21:00 **Conference Dinner: Gonpachi Nishi-Azabu**



March 29 | All times are Japan Standard Time (UTC+9) Wednesday at a Glance

09:00-09:30	Registration & Coffee 7F
09:30-11:10	Onsite Parallel Presentation Session 1 Room 703: Teaching Experiences, Pedagogy, Practice & Praxis Room 704: Foreign Languages Education & Applied Linguistics Room 705: Innovation and Technology in Education Room 707: Interdisciplinary, Multidisciplinary & Transdisciplinary Education Room 708: Teaching Experiences, Pedagogy, Practice & Praxis
11:10-11:25	Coffee Break
11:25-12:40	Onsite Parallel Presentation Session 2 Room 703: Teaching Experiences, Pedagogy, Practice & Praxis Room 704: Higher Education Room 705: Learning Experiences, Student Learning & Learner Diversity Room 707: Interdisciplinary, Multidisciplinary & Transdisciplinary Education Room 708: Learning Experiences, Student Learning & Learner Diversity
12:40-13:40	Lunch Break
13:40-15:20	Onsite Parallel Presentation Session 3 Room 703: Foreign Languages Education & Applied Linguistics Room 704: Higher Education Room 705: Learning Experiences, Student Learning & Learner Diversity Room 707: Education & Difference Room 708: Education, Motivation & Psychology
15:20-15:35	Onsite Closing Session Room 703



March 30 | All times are Japan Standard Time (UTC+9) Thursday at a Glance

09:25-09:30	Online Welcome Address
09:30-11:10	Online Parallel Presentation Session 1 Room A: Teaching Experiences, Pedagogy, Practice & Praxis Room B: Professional Training, Development & Concerns in Education Room C: Educational Research, Development & Publishing
11:10-11:25	Break
11:25-12:40	Online Parallel Presentation Session 2 Room A: Higher Education Room B: International Education & Exchange Issues Room C: Educational Research, Development & Publishing
12:40-12:55	Break
12:55-14:10	Online Parallel Presentation Session 3 Room A: Learning Experiences, Student Learning & Learner Diversity Room B: Foreign Languages Education & Applied Linguistics Room C: Educational Policy, Leadership, Management & Administration
14:10-14:25	Break
14:25-15:40	Online Parallel Presentation Session 4 Room A: Interdisciplinary Education (Design) Room B: Interdisciplinary Education
15:40-15:45	Online Closing Session



General Information

Registration Desk

You will be able to pick up your name badge at the Conference Registration Desk at the times listed below.

Sunday, March 26 | 13:30-15:00 - Pre-registration – Toshi Center Hotel, 7F

Monday, March 27 | 10:30-15:00 – Toshi Center Hotel, 5F

Tuesday, March 28 | 09:00-15:00 – Toshi Center Hotel, 7F

Wednesday, March 29 | 09:00-15:00 – Toshi Center Hotel, 7F

Thursday, March 30 | No in-person registration

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

Name Badges

Wearing your badge is required for entrance to the sessions. You must wear your badge at all times.

Online Schedule

The full conference schedule (including abstracts) and conference programme are available on the conference website.

Conference Survey

Please take a few moments to fill out our conference survey at the end of the conference.





General Information

Refreshment Breaks

Complimentary coffee, tea, water, and light snacks will be available during the scheduled coffee breaks.

Connecting to WiFi

There is a 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.

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 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

The Asian Undergraduate Research Symposium (AURS10)

This two-day-long Undergraduate Research Symposium (AURS) gives participants the opportunity to join other engaged undergraduate students from across the globe in an international and interdisciplinary course that aims to enhance their oral communication skills through a series of challenging and exciting online seminars and activities.

We invite conference delegates to view online presentations and the onsite poster presentations. Please give a few moments to provide feedback and encouragement to these undergraduate presenters.

<https://aurs.iafor.org/aurs10/>



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 backgrounds 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



Conference Proceedings

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

Full text submission is due by April 24 2023, through the online system. The proceedings will be published on May 24, 2023.

Conference Catch-up

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

Pre-Recorded Virtual Presentations & Virtual Poster Presentations

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



IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities

IAFOR Journal of Cultural Studies

IAFOR Journal of Education

IAFOR Journal of Literature & Librarianship

IAFOR Journal of Psychology & the Behavioral Sciences

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

Academic Grant & Scholarship Recipients

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

Our warmest congratulations go to the following scholarship recipients who have been selected to receive grants and scholarships to present their research at the conference.

Dhany Efitasari (Virtual Presentation)
IAFOR SCHOLARSHIP Recipient

Dhany Efitasari is a junior lecturer in the Accounting Education Study Program, at the Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta. She was appointed as a lecturer at the Universitas Muhammadiyah Surakarta, Indonesia and continued his doctoral studies in the field of accounting education at Universiti Pendidikan Sultan Idris, Malaysia. She is passionate about improving the quality of teaching and learning of students and their development in schools and in higher education settings. His research interests lie in teacher and teacher education, accounting education, higher education, 21st-century teaching and learning, school-based assessment, classroom research, and the practice of youth and their education.

68751 | *Getting Ready for F2F Learning: Teaching Factory in the Fashion Design Program*
Khadija Hamidani, Multimedia University, Malaysia
Dhany Efitasari, Universitas Muhammadiyah Surakarta, Indonesia

Niina Kovalainen (Virtual Presentation)
IAFOR SCHOLARSHIP Recipient

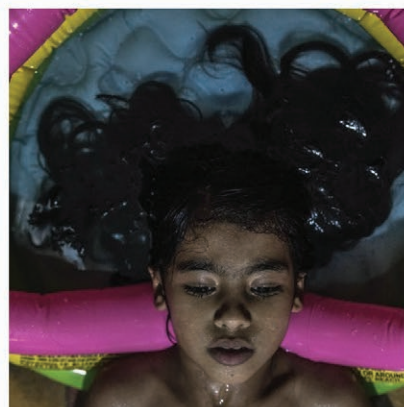
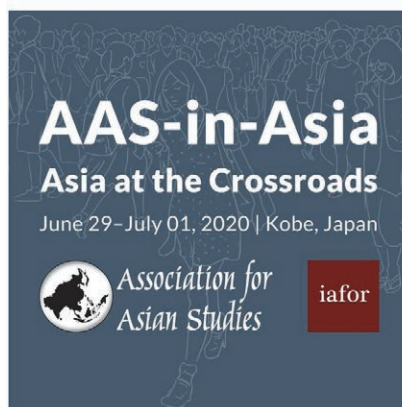
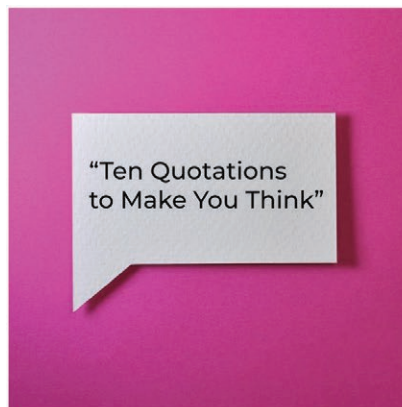
Ms Niina Kovalainen is a University Associate Professor/Senior Lecturer at Laurea University of Applied Sciences in Finland.

64183 | *Language, Communication and Culture: Higher (Virtual) Education for the Future Professions*
Niina Kovalainen, Laurea University of Applied Sciences, Finland

Gian May Morgado (Virtual Presentation)
IAFOR SCHOLARSHIP Recipient

Ms Gian Morgado is currently a senior high school faculty in Far Eastern University High School and was a previous junior high school teacher for four academic years at Saint Jude Catholic School. She is currently pursuing her graduate studies on Physics education at the De La Salle University in Manila.

68584 | *Procedural Checkpoint-Infused Laboratory Activity: Impact on the Attitude Towards Physics Among STEM Students with Varying Academic Achievement*
Gian May Morgado, San Beda University, Philippines



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



Monday, March 27

Plenary Session

All times are in Japan Standard Time (UTC+9)

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

Keynote Presentation: Brendan Howe

Internationalisation, Education and Development Cooperation in East Asia

Monday, March 27, 2023 | 11:50-12:35 | Orion Hall (5F)

East Asia (defined here as including both Northeast Asia and Southeast Asia) is a region that has contributed greatly to the concept of an “Asia-Pacific Century.” This focus has been justified by the East Asian economic development “miracle,” the absence of interstate war in the “long peace of East Asia,” and an “Eastphalian peace.” Reference has also been made to East Asia’s other miracle, the decline of mass atrocities, while Freedom House notes that it is the only region of the world to have made significant gains in political freedoms in recent years. Education has been core to the regional “miracles,” and the governments of development success stories have looked to export their models through education, training, and development cooperation. Yet, many obstacles remain to a true internationalisation of higher education, and to the transfer of lessons to other countries in the region. These include a paucity of resources, a shortage of publishing outlets, language barriers, an emphasis on hard sciences and disciplines that promote economic growth (econophilia), and relatedly, the pull of policy-relevant work that offers greater prestige and financial rewards. In some cases, nationalism, and in other cases, a subaltern relationship to the West (sometimes both together), restrict regional educational and development cooperation. This presentation will discuss some of these issues and shortcomings, but also suggest opportunities for overcoming the challenges.



Brendan Howe

Brendan Howe is Dean and Professor of the Graduate School of International Studies, Ewha Womans University, South Korea, where he has also served two terms as Associate Dean and Department Chair. He is also currently the President of the Asian Political and International Studies Association, and an Honorary Ambassador of Public Diplomacy and advisor for the Korean Ministry of Foreign Affairs. He has held visiting professorships and research fellowships at the East-West Center (where he is currently enjoying a second term as a POSCO Visiting Research Fellow), the Freie Universität Berlin, De La Salle University, the University of Sydney, Korea National Defence University, Georgetown University, Universiti Malaysia Sarawak, and

Beijing Foreign Studies University.

Educated at the University of Oxford, the University of Kent at Canterbury, Trinity College Dublin, and Georgetown University, his ongoing research agendas focus on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding and conflict transformation. He has authored, co-authored, or edited around 100 related publications including *Society and Democracy in South Korea and Indonesia* (Palgrave, 2022), *The Niche Diplomacy of Asian Middle Powers* (Lexington Books, 2021), *UN Governance: Peace and Human Security in Cambodia and Timor-Leste* (Springer, 2020), *Regional Cooperation for Peace and Development* (Routledge, 2018), *National Security, State Centricity, and Governance in East Asia* (Springer, 2017), *Peacekeeping and the Asia-Pacific* (Brill, 2016), *Democratic Governance in East Asia* (Springer, 2015), *Post-Conflict Development in East Asia* (Ashgate, 2014), and *The Protection and Promotion of Human Security in East Asia* (Palgrave, 2013).

Keynote Presentation: Atara Sivan

Developing Students' Transferable Skills Through Service Leadership of an Inclusive Learning Community

Monday, March 27, 2023 | 12:35-13:15 | Orion Hall (5F)

One important aim of higher education is to develop students' attributes and skills that can be applied in their future careers. Apart from contributing to their employability, the skills students gain during their university experience can enhance their personal and social capacity and prepare them to take leadership roles in the community.

This paper presents a study examining the development of secondary school and special educational needs students' transferable skills through active participation in an inclusive learning community. Students were trained to take a service leadership role in the learning community as part of a general education course on service leadership and learning communities. The study adopted a mixed-method design. Pre-and post-course questionnaire surveys and follow-up interviews were conducted with a sample of 27 students enrolled in the course. Data analysis revealed a statistically significant increase in the scores of attributes related to the appreciation of diversity, respect, contribution to society, and civic engagement after completing the course. Thematic analysis of the qualitative data indicated an increase in understanding of social inclusion, demonstration of service leadership skills and willingness to contribute to society by undertaking leadership roles. Students demonstrated empathy, respect and effective communication. They delegated roles to others and reflected on their leadership experience. Results of the study highlight the importance of empowering students to undertake leadership in a learning community of diverse populations in real-life settings. This authentic experience contributes to the development of important skills and attributes for students' personal and social development.



Atara Sivan

Professor Atara Sivan is Head of the Department of Education Studies at Hong Kong Baptist University, Hong Kong. She is the President and Senior Fellow of the World Leisure Academy and has been the Editor-in-Chief of *World Leisure Journal*.

Atara has contributed extensively to the body of knowledge through journal articles, books, and invited keynote presentations at international conferences worldwide. Her co-authored books include *Leisure Education Towards the 21st Century* (CABI, 2000); *Leisure Education, Community Development and Populations with Special Needs* (CABI, 2000); *Leisure Education in School Systems* (Cossell Center, 2002); and *Leisure from International Voices* (Venture Publishing, Inc., 2018).

She is the recipient of several international awards, including the George Torkildsen Literary Award, the Hillel Ruskin Memorial Scholar Lecture Award, and the 2015 Knowledge Transfer Award in recognition of her significant contribution to the advancement of research and scholarly endeavours in the areas of leisure education and learning community.

Professor Sivan is also active in the community. As a psychotherapist and EMDR trainer certified by the EMDR Institute, United States, she provides support to clinical psychologists, social workers and counsellors working with people suffering adverse life events.

She is the President of the EMDR Association of Hong Kong, Vice President of TREATS, Hong Kong, and board member of Carmel Primary and Secondary School.

Panel Presentation: Krisna Uk, Haruko Satoh & Brendan Howe

IAFOR's Collaborative Efforts: AAS and the IAFOR Research Centre

Monday, March 27, 2023 | 14:30-15:15 | Orion Hall (5F)

The objective of The Asian Conference on Education & International Development (ACEID) is to showcase the importance of education as an integral (and indispensable) component of international development. In higher education, where the resource-rich Global North dominates in research capacity, as well as in shaping mainstream discourse, many institutions in the Global South still need considerable capacity building in order to make their voice count.

In this featured discussion, we invite Krisna Uk, Director of Special Initiatives at the Association of Asian Studies, who is leading the South and Southeast Asia initiative to "Cultivate the Humanities and Social Sciences in Under-represented Scholars in Asia", to discuss this major region-wide, collaborative undertaking. She will be joined by Brendan Howe, Dean of the Graduate School of International Studies at Ewha Womans University and President of APISA (Asian Political and International Studies Association) and Haruko Satoh, the co-director of the IAFOR Research Centre (IRC) at the Osaka School of International Public Policy, who are both contributing to this initiative through the IRC's "Peace and Human Security in Asia: Toward a Meaningful Japan-Korea Partnership" project supported by the Korea Foundation.



Krisna Uk

Krisna Uk is the Association for Asian Studies (AAS) Director of Special Initiatives, in charge of project development, outreach, and strategic initiatives. Prior to joining the AAS, she was the Executive Director of the Center for Khmer Studies, designing and running programs focused on the history, politics and culture of Cambodia and neighbouring countries in Southeast Asia. Krisna studied at the University of California-Berkeley and holds a Master's degree in Comparative Literature from the Sorbonne University and an MSc in Environmental Change and Management from Oxford University. Her experience in Cambodia also includes overseeing landmine clearance programs and a period living in a remote

village in the northeast of the country researching impacts of the Indochina Wars on ethnic minority communities. This formed the basis for her PhD in Social Anthropology at Cambridge University and subsequent book on the same topic.



Haruko Satoh

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

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



Brendan Howe

Brendan Howe is Dean and Professor of the Graduate School of International Studies, Ewha Womans University, South Korea, where he has also served two terms as Associate Dean and Department Chair. He is also currently the President of the Asian Political and International Studies Association, and an Honorary Ambassador of Public Diplomacy and advisor for the Korean Ministry of Foreign Affairs. He has held visiting professorships and research fellowships at the East-West Center (where he is currently enjoying a second term as a POSCO Visiting Research Fellow), the Freie Universität Berlin, De La Salle University, the

University of Sydney, Korea National Defence University, Georgetown University, Universiti Malaysia Sarawak, and Beijing Foreign Studies University.

Educated at the University of Oxford, the University of Kent at Canterbury, Trinity College Dublin, and Georgetown University, his ongoing research agendas focus on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding and conflict transformation. He has authored, co-authored, or edited around 100 related publications including *Society and Democracy in South Korea and Indonesia* (Palgrave, 2022), *The Niche Diplomacy of Asian Middle Powers* (Lexington Books, 2021), *UN Governance: Peace and Human Security in Cambodia and Timor-Leste* (Springer, 2020), *Regional Cooperation for Peace and Development* (Routledge, 2018), *National Security, State Centricity, and Governance in East Asia* (Springer, 2017), *Peacekeeping and the Asia-Pacific* (Brill, 2016), *Democratic Governance in East Asia* (Springer, 2015), *Post-Conflict Development in East Asia* (Ashgate, 2014), and *The Protection and Promotion of Human Security in East Asia* (Palgrave, 2013).

Notes

This image shows a full page of blank handwriting practice paper. It features evenly spaced horizontal grey lines across its entire surface, providing a guide for letter height and placement. The paper itself is white, and there are no margins, text, or other markings present.



Poster Presentations

**15:45-16:45 | Orion Hall (5F)
Monday Poster Session**

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

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

Monday Poster Session

Adult, Lifelong & Distance Learning

67335 | *Remote Learning Experience of College Teachers in Israel during COVID-19 Pandemic*
Lipaz Shamo-Nir, Zefat Academic College, Israel

Online education has evolved as an alternative to face-to-face classes during the COVID-19 pandemic both in schools and in higher education. The positive implications of planned remote learning have been explored however, online teaching in response to a disaster incur limitations especially, in sessions designed for educational staff training. This study explores experiences and perceptions of college teachers and instructors while participating in online sessions. Thematic analysis found two aspects arising from the participants' experience: (a) participants struggled to overcome technical difficulties that undermined group intimacy, (b) learning was perceived as ineffective due to interpersonal communication problems and online facilitating issues. These findings provide more evidence to ineffectiveness of communication in online sessions and have implications for remote training programs for teachers and development of video conferencing as a mode of communication in professional contexts.

Curriculum Design & Development

68587 | *The Development and Evaluation of Virtual Reality for Ultrasound Detection Acupuncture of Acupuncture Education*

Mark Hou, Changhua Christian Hospital, Taiwan
Ying-Ling Chen, China Medical University, Taiwan
Ting-Long Lin, National Taichung University of Science and Technology, Taiwan
Yen-Liang Wu, National Taichung University of Science and Technology, Taiwan
Ya-Fen Hsu, Changhua Christian hospital, Taiwan

The prevalence of Covid-19 has changed education completely. Distance learning become an inevitable practice. In order to make acupuncture education pass the test of possible future pandemics, it is urgent to introduce Virtual Reality (VR) into acupuncture education, so that acupuncture education will not be limited by time and space. This study intends to develop a UDA/VR system to Implement VR on the Ultrasound Detection acupuncture (UDA) course as an important tool for acupuncture education.

Build the anatomical 3D model of GB21 acupoint, write the APK program with Unreal software and install it on the Quest2 helmet. Create a virtual ultrasound and give corresponding images according to the measured area. Set up a VR script, the user performs virtual acupuncture at GB21 with virtual needles after performing ultrasonic virtual measurement. The UDA/VR system records the user's measurement of depth, selection of needle length, and success or failure of the operation. The validity and reliability of UDA/VR are evaluated.

Result showed the content validity index and generalization coefficient of UDA/VR reach the standard and have excellent reliability and validity. UDA/VR is easy to use and is good for distance learning of acupuncture education.

69274 | *Cross-national Comparison of Units on Functions in Junior High School Mathematics Textbooks in Taiwan, the United States, and Singapore*

Der-Ching Yang, National Chiayi University, Taiwan
Wen-Yi Zhang, National Chiayi University, Taiwan

This study examines the differences in units on mathematical functions in junior high school mathematics textbooks among Taiwan (Grades 7–9), the United States (Grades 6–8), and Singapore (Grades 7–9). A content analysis was conducted to compare the number of units, number of problems, arrangement sequences, representational types, cognitive demand level (CDL), and characteristics among the textbooks. Results revealed that the Taiwanese A textbook has the highest ratio of the number of function units to the total number of units, and the American Connected Mathematics Program (CMP) has the least. The CMP has the most problems, and A has the least. The three sets of textbooks all have the most function units in Grade 9 textbooks, and most problems focus on quadratic functions. Regarding representational types, A is balanced, CMP primarily uses symbolic and verbal forms, and the Singaporean New Syllabus Mathematics (NSM) emphasizes symbolic forms. Regarding CDL, the three sets of textbooks mainly focus on memorization and unconnected procedural problems. The A textbook arranges mathematical windows and learning maps to assist students with understanding learning structures and functions. The CMP provides a "Homework Help Online" section, which guides students with after-class exercises. Moreover, the "Did You Know" section introduces real-world scenarios that apply mathematical concepts. The NSM provides an "Internet Resources" section that supports students through web-based activities. Moreover, the "Similar Questions" section connects concepts to related questions. Finally, the "Challenge Yourself" section provides high-CDL questions for students to answer.

Design, Implementation & Assessment of Innovative Technologies in Education

69099 | *Research on the Learning Effect of Statics Course by the Problem-Based Learning Method Integrated With Design Thinking*
Shyh-Chour Huang, National Kaohsiung University of Science and Technology, Taiwan

Statics is a compulsory course in the department of mechanical engineering, aerospace and department of shipbuilding. It is a difficult course, includes mathematical and physics concepts that students have previously learned. Traditional teaching methods usually start from statics formula calculations and concepts, which involve many abstract concepts and a large number of mathematical equations. In this study, the problem-oriented learning method integrated with design thinking (DTPBL) is used to carry out teaching practice research on the teaching of the "Statics" course. The research results of this study found that the introduction of DTPBL into the statics course to analyze the learning outcomes of students, the students' willingness to actively study was enhanced, they were able to actively seek static-related practical situational issues, their problem-solving and innovation ability was also improved, and the interaction between teachers and students was improved.

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

Monday Poster Session

69185 | *Development of a Tool to Analyze Source Code Submitted by Novice Programmers and Provide Learning Support Feedback with Comments*

Tatsuyuki Takano, Kanto Gakuin University, Japan
Osamu Miyakawa, Tokyo Denki University, Japan
Takashi Kohama, Tokyo Denki University, Japan

Novice students make a variety of mistakes in the process of learning computer programming. In a course with more than 100 students, it is difficult to provide accurate and detailed feedback to students on errors in the source code submitted for their assignments. For this reason, we have created a source code analyzer and developed a tool to provide detailed feedback to each student.

This tool analyzes submitted Java source code and identifies misspelled class and method names. It then performs unit tests with those misspelled class and method names.

From the results, the tool generates comments such as "Let's check the method name" or "Let's check the execution result".

The tool could generate an average of more than 8,000 characters in Japanese comments per assignment in an actual programming lecture with more than 100 students.

In this study, we report on the developed tool, its adaptation to an existing LMS, and its evaluation.

Educational Policy, Leadership, Management & Administration

67759 | *Facing Up to the Importance of Societal Impact of University*

Hsiuhsi Liu, National Academy For Educational Research, Taiwan

Discussions about the societal impact of universities are now commonplace around the world, notably in the UK, Australia and the US, but also Latin America. In most Asian countries, however, the emergence of these debates has been more gradual and fragmented. The educational policies of Taiwanese government supporting universities' broader societal role were framed for a long time in purely economic terms, focusing on innovation, technology transfer and cooperation with industry.

After the outbreak of the Covid-19 epidemic in early 2020, it has had a huge impact on political, economic, and social development in global scale. At this critical moment of survival, the government and the private sector begin to reflect: after the government provides funds for academia to conduct research, what impact can it have on people's welfare in addition to accumulating more academic papers? The above question have led to emphasize on the societal impact of university.

Based on this, this research used document analysis to collect scholars' discourses regarding the societal impact of university from various countries. Besides, semi-structured interviews were conducted among 14 scholars to collect their viewpoints on the issue; the collected responses were compiled and analyzed. Accordingly, suggestions for strategies were proposed to improve assessment mechanism of the Taiwanese projects related to the societal impact of university.

68206 | *A Study of Developing an Effective Cognitive Coaching Program for Mentor Principals: Application of GROW Models*

Hsin-Chih Lin, University of Taipei, Taiwan

Mentors and their cognitive coaching have been proven effective in many educational researches, especially for novice school principals. However, the researches about how to train mentor principals are still few. Therefore, the main purpose of this research is to apply the GROW model of cognitive coaching for designing and developing the training program for mentor principals. After a year of design, development and practice, the preliminary research findings are the four-stage training effective model for mentors' cognitive coaching: (1) to guide mentor principals to shape consensus and confirm the training goals, and familiarize them with GROW model relevant questioning and dialogue skills; (2) to guide the mentor principals to transform situational problems based on past coaching experience, mainly to facilitate the them reflect on his own dialogue skills and clarify possible difficulties; (3) to guide the mentor principals to think about the possible topics of conversation between different background novice principals, and then discuss with each other, form a consensus and classify them; (4) to facilitate the mentor principals to complete their own cases, based on the real experience of coaching. After finishing the cases, they must practice the case dialogue with each other. So far, 12 mentor principals have completed the 4-stage program above and now still in their 2-year process of coaching target 24 novice principals. And all the feedbacks corrected from every-month focus group interviews are highly positive and praised.

68877 | *A Study on the Evaluation Utilization and Evaluation Benefits of Technical High Schools in Taiwan*

Tsai-Feng Cheng, National Kaohsiung Normal University, Taiwan
Shu-Fen Tseng, National Kaohsiung Normal University, Taiwan

In addition to the presentation of the final results of evaluation, the use of evaluation can help guide the performance of evaluation functions, that is, the display of evaluation benefits. Therefore, how to effectively use the educational value generated in the overall process of evaluation to promote the improvement of evaluation benefits is one of the important issues of evaluation research. However, there is a lack of research in this area at present, and further analysis is still needed.

The main purposes of this study are: to explore the related theories and researches on evaluation utilization and evaluation benefits, to understand the current situation of these two variables, and to analyze the differences of the perceptions of technical high school educators with different background variables on these two research variables.

To achieve this purpose, this study adopts the questionnaire method, based on relevant literature and research, to understand the theoretical connotation of evaluation utilization, including evaluation process utilization and evaluation result utilization, and evaluation benefits, empirical research and measurement indicators to compile the study tool. Then, the purposive sampling, based on the educators of technical high schools in Taiwan, are about 800 people, including principals and teachers. The main statistical methods used in this study are: descriptive statistical analysis and single factor analysis of variance, including dependent samples and independent samples.

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

Monday Poster Session

69165 | *How Is Wisdom Connected with Leadership? A Bibliometric Analysis*
Wen-Yan Chen, National Chi Nan University, Taiwan

Wisdom plays a critical role in successful leadership. However, the exploration of its knowledge base is scarcely addressed. To systematically review the research that linked wisdom and leadership in the global context, the study conducted a bibliometric review analyzing 180 publications in the Scopus database. The analysis strategies of descriptive statistics, citation analysis, co-citation analysis, and co-occurrence analysis were used to understand the performance, research topics, and the intellectual structure of research connecting wisdom and leadership. Four preliminary findings were concluded as follows. 1. The top five influential countries concerning publication citation rates were America, Australia, the UK, Canada, and Germany. 2. The top five influential journals were The Leadership Quarterly, Journal of Business Ethics, Journal of Management Development, Leadership, and A Handbook of Practical Wisdom: Leadership, Organization and Integral Business Practice. 3. The topics of wisdom and leadership studies could be grouped into 12 clusters. The emerging themes included mindfulness, local wisdom values, narrative, philosophy, culture, phronesis, emotional healing, and altruistic calling. 4. The intellectual structure of wisdom and leadership consisted of 8 schools of thought. Based on the findings, the implications for school leadership are proposed.

Educational Research, Development & Publishing

68058 | *A Perception Study of Multicultural Values: Applying Hofstede's Values Survey Module in the Thai Setting*
Pradit Wanarat, National Institute of Development Administration (NIDA), Thailand
Maneewan Chat-uthai, National Institute of Development Administration (NIDA), Thailand
Tatchawan Kanitpong, National Institute of Development Administration (NIDA), Thailand

This paper aims to track the changes in Thailand's cultural dimension score that may happen over a decade. The research methodology includes the target dissemination of Hofstede's Value Survey Module 2013 (VSM2013) to collect data online from corporate employees with 264 usable responses. Demographic data of respondents are majority female (54%), age 36 years and above (77%), graduated with a master's degree (66%) and having a managerial title (54%). Data analysis consists of the formula calculation of mean scores into the dimension score for the six dimensions, including power distance, individualism, masculinity, uncertainty avoidance, long-term orientation, and indulgence. The dimension scores further require a designated constant computed from the shift, using seven particular Asian countries as a reference region. The final dimension score results show an increase and decrease from the originals. The surveyed power distance score is 40, a 25 points reduction from the original score of 64, indicating a shift in lower value of seniority and hierarchy among the respondents. The remaining five dimensions have higher scores than the previous, ranging from 8 to 34. The highest changed score is masculinity changing from the original 34 to 68, reflecting an increase in competitive and winning value. Perceived benefits of this study include updated perceptions of Thai respondents as a fresher view after the original and how to apply the VSM formula index to obtain a new score in the future study.

69032 | *Undergraduate Research and Grant Applications: Access and Barriers at a Transnational University*
Heather Morgan, University of Utah, South Korea

Undergraduate research is an important opportunity that students should take advantage of. The benefits of undergraduate research have been proven many times, showing benefits to both the students and faculty who participate. Research grants have been an important part of increasing participation in research by overcoming the cost barrier, however, other barriers still exist. In this study we examined obstacles preventing students from taking part in undergraduate research at a transnational university. A survey was sent to undergraduate students at the University of Utah Asia Campus (UAC) to assess their awareness of and interest in undergraduate opportunities. The anonymous survey will be advertised to all undergraduate students at the beginning of the semester. The data collected will be analyzed by looking for key themes and organizing the respective categories. UAC offers a unique opportunity for students to gain an American education while living in South Korea. The barriers to research have not yet been explored in this particular environment. The result of this research will showcase the unique barriers facing students in this environment. It is expected that lack of knowledge about or understanding of research opportunities will be the major barriers facing these students. Understanding these barriers will allow for changes to be made to the existing application processes as well as to the dissemination process for information about research opportunities. Discovering and addressing these barriers will benefit many undergraduate students by increasing their access to undergraduate research opportunities.

69136 | *A Study on the Differences in Perspectives of Cyber-Bullying Between Korea and Japan*
Yoo Kyung Son, Ewha Womans University, South Korea
Hwajo Lee, Ewha Womans University, South Korea

South Korea and Japan are the top IT powerhouses in East Asia. Teenagers are taking lessons and forming social relationships such as peer relations through the Internet. Accordingly, cyberbullying by teenagers is increasing and this is a serious social problem. In this study, we focused on cyberbullying by teenagers, which commonly experience of Japan and South Korea, and we analyzed the differences in perspectives of definitions, causes, and others. We searched studies written since 2010 (69 in South Korea and 34 in Japan), used keywords 'cyberbullying' and 'net ljime'. In results, Studies of Japan defined cyberbullying as verbal violence (smeared and slandering) using computers and mobile phones, leaking of false and personal information, and excluding someone from the group. South Korea added insulting activities, intentionality and repeating to Japan's definition. Looking at the causes of the cyberbullying, Japan and South Korea acknowledging that there are personal, relational, and social factors, but there were some differences in specific contents. Studies of Japan are focusing on the role of parents, the bystanders in the classroom, the 'ljime' culture, and climate of accepting ostracism as main causes. Meanwhile, Studies of South Korea are discussing the impact of social networks such as parents' negative parenting attitudes and peer groups strongly. By increasing opportunities for South Korean and Japanese researchers to exchange cyberbullying research results and communicate about methods, it is expected that the damage of cyberbullying of teenagers in both countries can be reduced and healthy culture and growth of Internet can be promoted.

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

Monday Poster Session

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

69093 | *Cultivating Global Human Resources in Japan: Professional Reflections and Suggestions*
Mitaka Yoneda, Mukogawa Women's University, Japan

It has long been said that the fostering of global human resources or global workers (people who can actively work in a global environment) is an urgent issue in industry and education in Japan. However, the definition of global human resources is not clearly shared among the population; more specifically, the desired qualifications of global human resources - and the tools such workers need - have yet to be examined in detail. This study aimed to confirm the sought-after qualities in global workers from the perspective of businesspeople who work in international settings. Individual and group interviews were conducted with the study participants, who were English-major alumnae of one women's university in Japan. The Ministry of Education, Culture, Sports, Science, and Technology in Japan unpacks the concept of "global human resources," through the use of three categories: Category I comprises language and communication skills; Category II includes independence, positivity, a challenging spirit, cooperativeness, flexibility, and a sense of responsibility and mission; Category III refers to cross-cultural understanding and a Japanese identity. The study participants provided their views on each element and ranked which ones they believe are beneficial for global workers, based on their professional experiences. The presenter will contend that participants' perspectives are useful for stakeholders in language education attending to the development of global human resources in the Japanese context.

Higher Education

67707 | *Study on the University Admissions System Under the 108 Curriculum Guidelines*
Yu-Chuan Chen, National Taiwan Normal University, Taiwan

To understand the development and promotion of university admissions system under the "108 Curriculum Guidelines", the researcher collected and analyzed relevant data on the development of the university selection mechanism over the years. In view of this, the researcher conducted relevant document analyses and interviews to validate its development and identify the changes in the admission mechanism compared to previous periods when the "108 Curriculum Guidelines" were not in effect. After analyzing the documents and interviews verbatim, the researcher reached several conclusions. First, multiple data collection mechanisms for university admissions have become the direction of development for university admissions review. Second, while the mechanism's emphasis on the student's individuality and learning experience was well-intended, it has impacted the existing system of access to higher education. Thus, the promotion of multi-channel admissions is still questioned by the public. Third, the university admissions system has become a key factor that determines whether the "108 Curriculum Guidelines" are successful. However, a consensus has not yet been reached at the universities' end on the criteria for selection. Fourth, insufficient knowledge about the high school curriculum has resulted in the issue of Mathematics A or B scores being adopted in admission examinations. Fifth, given the declining birth rates, while the suitability of students is a consideration of many universities in recruiting them, how to actually secure students has become their priority. Many departments are actively decreasing the number of examination subjects that students appear for.

Innovation & Technology

67588 | *A Time-aware MOOC Recommendation Model Based on Global Learning Information*
Yen-Liang Chen, National Central University, Taiwan

Massive Open Online Courses (MOOCs) have been one of the most popular ways of learning in the Internet age. While many courses offer learners many opportunities to continue their learning, it is becoming increasingly difficult to identify courses that meet individualized learning goals. Therefore, MOOC recommendations are an important part of improving learner satisfaction and reducing dropout rates from MOOC platforms. No wonder there is a lot of research building models to recommend which courses students are most likely to take in the next stage of their studies. However, these studies have the same disadvantage of being unable to predict when learners will take the next course. Without this timing information, we would face the difficulty of not knowing when we should make recommendations to learners. Furthermore, the global learning information is an important source that helps to improve the recommendation accuracy. If we can leverage the global learning information to build a recommendation model, the recommended courses can be expected to be more accurate. Therefore, in this study, we propose a deep neural network model to predict the next course and time a learner will study by exploiting the interaction between learners and courses to construct global information to improve local information deficits.

Language Development & Literacy

67794 | *Reading Comprehension and Academic Achievement in Biology of STEM Students: Implications for a Reading Enhancement and Development Plan*

Bernard Lazaro, Ateneo de Manila University, Philippines
Catherine Genevieve Lagunzad, Ateneo de Manila University, Philippines
Queenie Lee-Chua, Ateneo de Manila University, Philippines

National and international assessments showed that students attained a very low academic achievement in science and in reading. This result encouraged the researcher to determine the academic performance of senior high school Science and Technology, Engineering, and Mathematics (STEM) students in Biology subject, their level of reading comprehension, and its correlates through mixed-methods research approach. Also, this study surfaced the challenges encountered by the students in reading comprehension in Biology were identified. A researcher-made instrument to assess the level of reading comprehension and an open-ended question on the challenges was administered to STEM students in Bulacan, Philippines. Grades of students in Biology class were utilized in measuring their academic achievement using descriptive statistics. Their reading comprehension was measured through the administered assessment that composed items measuring their literal, interpretative, critical and creative comprehension. The results revealed that the students have high academic achievement in Biology, and had a low scores in reading comprehension, for the topic cells. It was found that the information about students' proficiency level in reading comprehension is associated with their academic performance in Biology, but into a weak correlation. There are pressing challenges identified by students in reading comprehension in Biology, which include course content, student's vocabulary, retention of lessons, interests, application of studied concepts and time. The result of the study was used to support the proposal to create programs for reading enhancement and development among students and teachers.

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

Monday Poster Session

Learning Experiences, Student Learning & Learner Diversity

67956 | *Learning Material by Augmented Reality Technology About Korfball for Health*
Suppawan Vongsrangsap, Kasetsart University, Thailand

This research aimed to 1) develop the learning material by augmented reality technology about korfbal for health according to the performance criteria of 80/80 and 2) study the students' satisfaction after learning with the developed learning material. The samples in this research were the 50-1st year student in Physical Education and Health Education Faculty of Education and Development Sciences Kasetsart University Kamphaeng Saen Campus, by voluntarily. The research instruments included the learning material by augmented reality technology about korfbal, the performance evaluation of electronic media by using augmented reality and a questionnaire on student's satisfaction. The statistics used in this research was the E1/E2, mean and standard deviation.

The result of this research found that the efficiency of the developed instruction media was at 80.52/84.06, which was higher than the specified criteria of 80/80 and the students' satisfaction was at a highest level. ($\bar{x} = 4.87$, S.D. = 0.34)

69158 | *Research on the Relationship between Reflective Practice and Academic Performance in Experiential Learning*
Shu-Yin Yu, Ming-Chuan University, Taiwan

This research is based on Design-Based Learning (DBL), to enhance students' focus on project thinking and peer learning, connect with practical experience and establish a cooperative learning method. This research combines reflective practice, develops ATE (Analysis, Thinking, and Executing) execution process, and conducts a learning survey of reflective practice. The implementation project is three learning activities of creative thinking, advertising script, and video production in the advertising design course. Based on the learning effect of the project design, the participants go through the four processes of analysis, thinking, execution, and reflection, conduct phased investigations based on individual and team performance, and then proceed to the next project design, and so on. The research results show that there are differences between student team evaluation, individual self-evaluation, and academic performance. There is a moderate correlation between the two variables. There is a positive relationship between self-assessment and academic performance. Students with high team evaluation and individual self-evaluation scores will have higher academic performance. Personal self-evaluation results can have an impact on academic performance and can also be used as a basis for inferring students' academic performance. The research shows that the learning mode of developing cognition and skills can observe problems, innovate thinking, solve problems through the focus of thinking in the process of project execution, and then provide feedback and improvement through reflective practice so that the participant's ability and experience can be improved. More importantly, Reflective practice enhances learning outcomes for all learners.

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

68618 | *Effectiveness of Voluntary Learning in 'Love for One's Home Country' Education by Means of Traditional Colors*
Shin'ya Takahashi, Tokai Gakuen University, Japan
Noriko Aotani, Tokai Gakuen University, Japan

The Japanese government recently emphasizes the importance of 'love for one's home country' education as a part of moral education. We think Japanese traditional colors and their names would be excellent learning materials to achieve this goal, because each of them has its own natural, cultural, and historical background. In this study, we conducted a survey in which participants, 125 university students, were asked his/her knowledge of 10 Japanese traditional color names, past experience of having learned these colors, motivation for learning them, the opinion about the cultural value of them, his/her domestic and international interests, and their opinion about the validity of 24 selected items as representatives of Japanese culture. The results showed that those who recognize the cultural value of the traditional colors are inclined to be domestic-oriented and tend to have a positive attitude toward Japanese traditional culture. And, more importantly, it was revealed that the above relationship was clearer in participants who have learned these colors voluntarily than those who have been taught them in schools. Our research project originated from the idea that the recent situation in Japanese schools where students have rarely been taught traditional colors is regrettable. In this respect, the present findings suggest that it is important not only to teach the traditional colors to young people in schools, but also to make them have an interest in these colors and begin a voluntary learning. It is our next task to find the most effective way to trigger such a voluntary interest.

Professional Training, Development & Concerns in Education

68002 | *Mathematical Literacy-Oriented Approach in Teacher Education at Elementary Education Level*
Ju-Fen Yao, National Chia-Yi University, Taiwan
Yu-Tzu Wu, National Chia-Yi University, Taiwan

Curriculum reform is currently taking place in Taiwan, and teachers' professional development has become an important issue. Mathematics educators at teacher preparation institutions are expected to make important contributions, especially in terms of teacher preparation and professional development. There are three main purposes of this research, including (1) to investigate pre-service teachers' professional development through the process of designing and conducting mathematical literacy-oriented instructional modules, (2) to empower participants' ability for design and practice of mathematical literacy-oriented instructional modules, and (3) to build a model of mathematical literacy-oriented teacher education. In order for pre-service teachers to develop professionally, a learning group named "Mathematical Literacy Group" was built in National Chia-Yi University. Various data were obtained through observation, interview and the collection of relevant documents. From analyses of the data, it was noticed that pre-service teachers' changes took place in terms of their views about mathematics teaching, their understandings of the mathematics curriculum and of elementary school students' learning of mathematics, and the ways they made use of instructional resources. There was evidence indicating that pre-service teachers' own conceptual understandings of mathematical literacy-oriented instruction also increased. Suggestions from cooperating teachers and guidance provided by mathematics educator/researcher were found to be helpful for the pre-service teachers when developing and conducting instructional modules.

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

Monday Poster Session

Teaching Experiences, Pedagogy, Practice & Praxis

66841 | *Learning Beyond Teachers' Lesson Plans – Implementing the Ignorance-driven Teaching and Learning Model in College Classes*

Jeng-Yi Tzeng, National TsingHua University, Taiwan

Yu-Hsiang Chiu, National Tsing-Hua University, Taiwan

Knowledge and non-knowledge, or ignorance, seemingly antithetical, are actually symbiotic. In essence, knowing is about learning about (what is), learning from (what causes and what is the consequence of), learning with (how to deepen learning with the better exploration of), and learning for (how to pursue a greater) ignorance. That is, ignorance sets off, drives, materializes, measures, and guides learning. However, in school teaching, the predetermined lesson plans and textbook contents often pre-specify and confine ignorance to a set of to-be-answered questions, which misconstrues knowing as a process of solving preset ignorance, thus reducing learning to information gorging—a stiff notion of learning unfits for the ever-changing and morphing world of tomorrow. On the basis of Nepistemology and Enactivism, this study presents an "ignorance-driven teaching and learning model", which characterizes both teachers and students as the "perturbing agent", who disturbs the extant knowledge structure, and the "ignorance spelunker", who explores and exposes the unknown inherent in the learning process. The purpose is to deepen and widen teaching and learning by working ignorance into students' preconceptions, construction, deconstruction, reconstruction, reflection, and creation of knowledge. The goal is to improve the ability to raise better questions, so students learn to collide their extant schema with learning materials, lectures, discussions, suspicions, reflections, and imaginations to create ample ignorance space. The implementation of this model in 3 classes revealed positive responses from students. Analyses of students' questions showed how ignorance-driven instruction expanded both teachers' and students' knowledge beyond teaching materials and lesson plans.

67045 | *Impact of Flipped Learning Model on Learning Experience and Motivation: Cases of Mathematics and English Language Teaching in Hong Kong*

Ka Man Lau, The Chinese University of Hong Kong, Hong Kong

Although it was widely believed that adopting a flipped learning model will enable students to have better learning experience and improve learning motivation, its implementation in Hong Kong was limited. However, the need for flipped learning has grown unprecedentedly since the COVID-19 outbreak. To address the rising needs, two Hong Kong universities conducted a project on flipped learning design studies, which involved subject specialists collaborating with teachers in designing, observing, and reflecting Mathematics and English lessons at Junior Secondary level. The project also carried out a study to answer two questions: • Is there a significant difference in learning experiences (with reference to the Learning Environment, Process and Outcomes (LEPO) framework (Phillips, McNaught, Kennedy, 2010) due to the mode of delivery (flipped learning model and traditional delivery model)? • Is there a significant difference in learning motivation as measured by the "Motivated Strategies for Learning Questionnaire (MSLQ)" (Pintrich and de Groot, 1990) before and after experiencing the flipped learning approach? The study sample was from two public secondary schools in Hong Kong, and was assigned to two groups: the experimental group taught by the flipped learning model consisted of 131 students, and the control group taught by traditional model consisted of 145 students. The results showed statistically significant differences in areas like "teacher-student interaction" and "motivation for self-learning" between the means of the results of the two groups in favor of the experimental group. This presentation will elaborate on the findings and discuss what makes a flipped learning model more

69097 | *Applying Experiential Learning, Empathy, and Debriefing for Meaningful Learning Model in a Spiritual Nursing Course*

Yi-Chien Chiang, Chang Gung University of Science and Technology, Taiwan

Ya-Chu Hsiao, Chang Gung University of Science and Technology, Taiwan

Hsiang-Chun Lee, Chang Gung University of Science and Technology, Taiwan

Background: Providing holistic health care which is addressed the physical, psychological, and spiritual dimensions of the client is important to nursing. The spiritual care competence of students is essential to nursing education.

Purpose: The project aims to explore the effect of the modified teaching strategies that comprised experiential learning and debriefing for meaningful learning on the student's spiritual health and attitude toward spiritual care.

Methods: This is a pre-post quasi-experimental study design project. The participants of this project are students who were included in a class on spiritual nursing. The class takes a group approach (5 to 6 students/ per group) to enhance students experiencing and practicing spiritual activities, such as awareness, mindfulness breathing, or mindfulness eating by using a social media APP. The empathy practicing guided with a tool of "empathy map" and meaningful learning feedback strategies were applied to guide the debriefing after a video for case analysis with spiritual issues during the classes.

Results: A total of 94 participants were recruited in this study. The results indicated both spiritual health (including Connection to Others, Meaning Derived from Living, Transcendence, Religious Attachment, and Self-understanding) and spiritual care attitude (including Spiritual Growth, Core Concepts, and Spiritual Nursing) of these students were significantly improved after completing the course ($t = 2.00 \sim 4.47$; $p < .05$).

Implication: The self-experienced learning materials for spiritual activities and learning guidance tools related to spiritual care were developed from this study. The developed curriculum from this study would be improved the professional ability of the students.

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

Monday Poster Session

Teaching Experiences, Pedagogy, Practice & Praxis (cont.)

69124 | *A Team Digital Game-Based Learning Approach To Improve the Learning Outcome for Medical Terminology Course*

Chin-Yen Han, Chang Gung University of Science and Technology, Taiwan

Ya-Chu Hsiao, Chang Gung University of Science and Technology, Taiwan

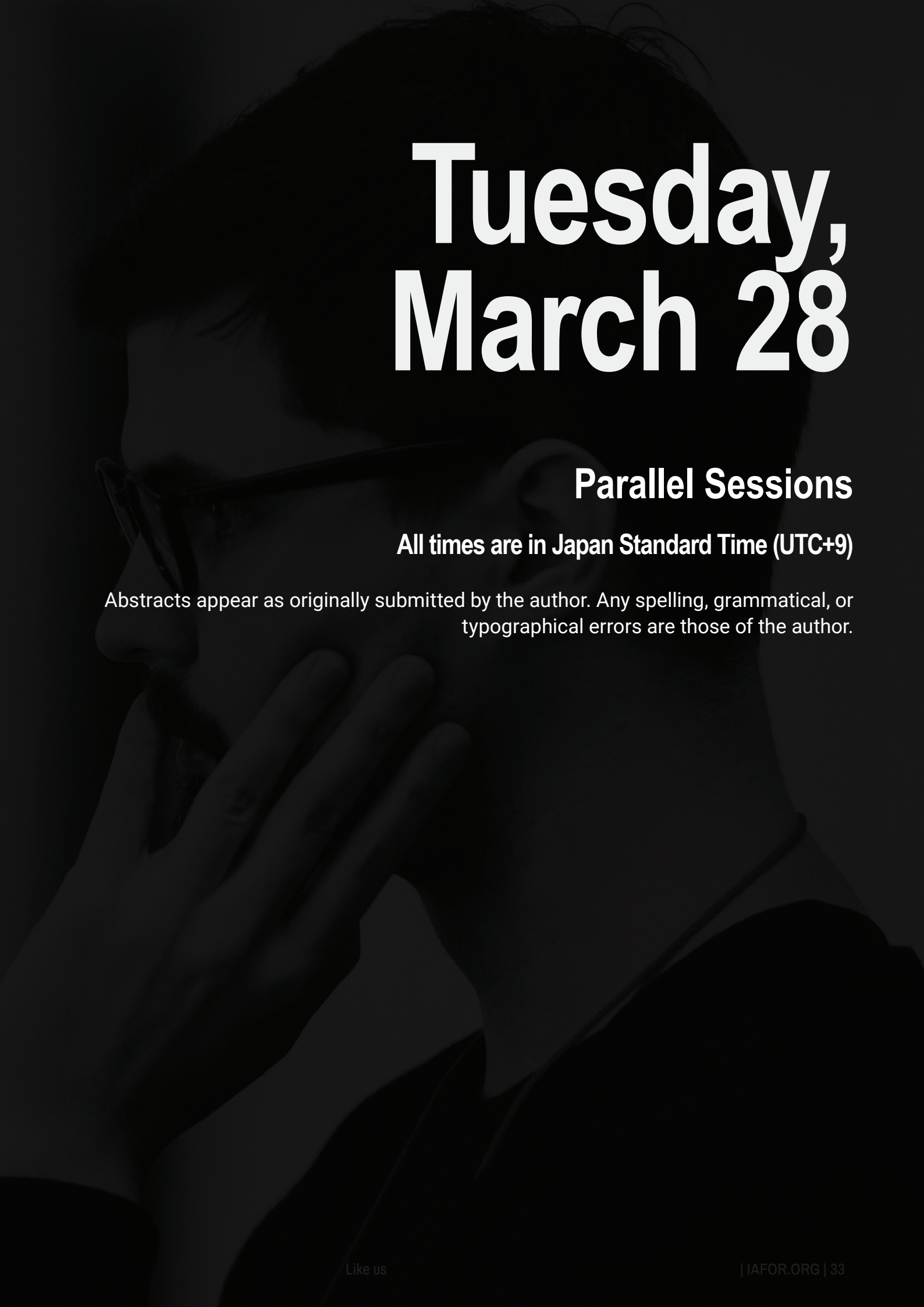
Yi-Chien Chiang, Chang Gung University of Science and Technology, Taiwan

Medical terminology is a course that helps nurses to communicate with other medical professionals in the medical field. It is an important responsibility and task for teachers to use appropriate teaching strategies to increase student's engagement and interest in learning medical terminology. Digital game-based learning (DGBL) provides students with a new but not unfamiliar online game to increase their interest and effectiveness in learning. Purpose: The purpose of this study was to understand the effectiveness of students' learning in medical terminology through the team DGBL strategy. Method: This study adopted a quasi-experimental, single-group, and pre-post test design. Nursing students who took the "Clinical Medical Terminology" elective course used the Group DGBL strategy for 4-weeks. Students were randomly assigned to groups of 5-6 students. The collected data included the scores on individual tests, group self-efficacy questionnaire, and flow experience. Results: A total of 75 students were enrolled. Nearly all (94.6%) were female and 19-20 years of age. Nursing students showed moderate levels of group self-efficacy before DGBL ($M = 34.32$, $SD = 4.11$), which were significantly higher after the intervention ($M = 37.13$, $SD = 3.67$, $t = -5.33$, $p < .000$). Nursing students in this study had high mean scores for flow experience after team DGBL ($M = 4.17$, $SD = .77$, range = 2-5). In order to understand the relationship between group self-efficacy and final grade, it was found that the correlation coefficient between "group self-efficacy" and "final grade" ($r = .231$, $p = .046$) was moderate positively correlated.

69160 | *A Case Study on An Elementary Teacher's Instruction of Concept of Scientific Evidence*

Shu-Sheng Lin, National Chiayi University, Taiwan

The purpose of this study was to explore one elementary teachers' instruction of concept of scientific evidence, and the teaching difficulties. The researcher invited one experienced science teacher and one of his class joined this study. Four periods were included in the study – "Preparation", "Planning", "Implementation" and "Reflection". In the period of preparation, the teacher had meetings with research team for constructing knowledge related to the concept of evidence (COE) and its instruction. In the period of planning, the teacher designed teaching plan, presented it to the research team, and then revised it. In the period of implementation, the teacher implemented the six-hour teaching plan and recorded the teaching problems or difficulties. In the period of reflection, the teacher reflected on the whole teaching practices for improving the quality of teaching if he had to teach it again. Data collection included discussion records, reflection logs, class dialogues, and individual interviews. The results showed that it was necessary for the teacher to have the supports coming from the research team to help him efficiently construct knowledge about COE, and fostered him with more confidence to develop pedagogical content knowledge for teaching COE. His instructional approach was to integrate doing experiments and formative assessments with learning COE. Owing to the limitation of class time, he was unable to make students have more deep understandings of some of COE; and due to lack of the chance of practices, the students still had difficulties to well coordinate the evidence with the claims or conclusions.



Tuesday, March 28

Parallel Sessions

All times are in Japan Standard Time (UTC+9)

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

Tuesday Onsite Presentation Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Chaochang Wang

09:30-09:55

68755 | *Interrelationship Between Japanese EFL Learners' Attitudes Toward Japanese Dialects and Japanese English*
Arifumi Saito, Utsunomiya University, Japan

This study explores how Japanese EFL learners' mindset toward their dialects in Japanese (L1) influences their attitudes toward Japanese English, a recognized variety of English from the viewpoint of EIL (English as an International Language). We aim to examine whether Japanese learners' attitudes toward dialects in Japanese can be a criterion to judge who can accept and practice Japanese English positively. Fourteen participants (Japanese college students) were divided into two groups-Kansai (Western Japan) and Tohoku (Northeastern Japan)-based on the general idea that the Kansai dialect is popular while the Tohoku dialect is not. Students participated in a survey about their dialects, read two articles about English varieties, and wrote their ideas about Japanese English. All the students from Kansai (7) were favorable about their dialects and showed positive attitudes toward Japanese English.

On the other hand, more than half of the students from Tohoku showed an unfavorable mindset toward their dialects due to their low intelligibility in terms of accent and vocabulary. Although the tendency was not as consistent as those from Kansai, the students incline to show positive or negative attitudes toward Japanese English according to their mindset toward their dialects. After all, the result shows that both positive and negative interrelationships can be seen respectively. The findings suggest that the viewpoint can be a benchmark to acknowledge who would agree or disagree with the idea of English varieties and judge whether we should introduce the idea according to the learners' attitudes toward Japanese English.

09:55-10:20

68018 | *The Role of Students' Linguistic Repertoires in Indonesian English Classrooms: Novice Teachers' Beliefs and Practices*
Risdaneva Risdaneva, Deakin University, Australia

The multilingual turn in English language teaching has led to a paradigm shift, from a monolingual bias towards plurilingual practices. The success of these depends on the interplay of multiple factors. Teachers play an important role in shaping this new paradigm through how they perceive their students' linguistic repertoires as scaffolding their English language learning and how their perceptions of plurilingual realities inform their practices. The findings reported in this paper form part of my doctoral thesis, which investigates how novice teachers of English in Indonesian contexts navigate their early teaching experiences. My qualitative research project is framed by sociocultural theory and is approached through a single case study with four Indonesian novice teachers of English. The data were collected through initial semi-structured interviews, classroom observations, and follow-up interviews. Based on the thematic analysis of the data, the findings indicate that the participants acknowledge the roles of students' languages within their cultural and social contexts as mediational tools for student learning and as drivers for learner engagement. The implications drawn from these findings are two-fold: an identified need for language teacher education to prepare teachers who are reflective and aware of the potential of students' linguistic repertoires to enhance English learning, and the need for novice teachers themselves to continue developing as plurilingual agents.

10:20-10:45

68983 | *He can be from any Country in Europe: Thai University Students' Concepts of an Ideal English Teacher*
Luke Jobert Earl Vencer Comprendio, Prince of Songkla University, Thailand
Naratip Jindapitak, Prince of Songkla University, Thailand

Existing research has demonstrated that students' ideas of an ideal English teacher are often influenced by stereotypes about native (NESTs) and non-native English teachers (NNESTs) as well as implicit biases regarding race. The latter issue has not been sufficiently explored since most studies dealing with students' preferences for English teachers are based on explicit elicitation, which may not adequately address racial constructs. Therefore, exploring the racial aspects of the students' concepts of an ideal English teacher is crucial. In this study, a computer-based image elicitation technique was used to implicitly explore how Thai university students conceptualized an ideal English teacher. The participants (N=83) were instructed to create a 3D facial image of their ideal English teacher using Facegen Modeller and asked to provide a written description. Interviews were also used for illustration and clarification. Findings show that the majority of participants (N=59) chose Caucasian faces, with 19 Asian and 5 Black faces, with many explicitly preferring their ideal English teachers to be a NEST or a Westerner. Analyzed descriptions show five attributes embodying the participants' conceptions of an ideal English teacher: race, personality, pedagogical quality, linguistic competence, and physical appearance. This study suggests that, although race is not generally accepted in applied linguistics as a reliable criterion for determining a qualified English teacher, in this study, whiteness or nativeness is a crucial component of the idealized English teacher, whether implicitly or explicitly. The study calls for a need to raise students' awareness of racial bias in English language education.

10:45-11:10

69147 | *The Roles of Sociocultural Influences, Learner Attitudes and Learner Engagement in EMI Effects at the Tertiary Level*
Chaochang Wang, Ming Chuan University, Taiwan

The use of English as the medium of instruction (EMI) has become a fast-growing trend in education. However, research results on the effects of EMI on English learning and content learning are inconclusive. Depending on the context in which an EMI program is provided, the effects of EMI can be influenced by factors that are both external to the students and internal to the students. In EMI contexts, only a few studies have been published on socio-contextual influences and learner engagement and almost none on their contributions to EMI learning, including both English-language development and content learning, with the former defined in Wang (2021) as willingness to communicate (WTC), WTC behavior (WTCB), self-perceived communicative competence (SPCC), and perceived gains in English proficiency. Therefore, the study (1) examined the influences of the socio-contextual level and the individual level (learner attitude and engagement) on EMI learning and (2) established a structural equation model (SEM) to explain the interrelationship of socio-contextual factors, learner engagement, and perceived EMI effects on content learning and English development. The participants comprised 300 junior and senior students studying at 2 different universities in Taiwan offering well-known EMI programs. The study was designed to employ quantitative methods with questionnaire scales for data collection together with inferential statistics and SEM for data analysis. Results show university context and teacher support as well as learner attitude and engagement played important roles in EMI effects. The results have important implications for EMI education, particularly for EMI teachers and decision makers.

11:25-12:40 | Room 703

Tuesday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Justin Bernardo

11:25-11:50

68183 | *Class Simulation of Stock Trading Towards Learning Investment Management and Enhancing Students' Financial Literacy*

Justin Bernardo, DepEd Pulong Buhangin National High School, Philippines

Loida Tutor, DepEd Pulong Buhangin National High School, Philippines

Many high school students do not have enough knowledge in the concept of investments. Primary reason is the lack of exposure to this kind of financial management. This action research allows the students to experience stock trading in a classroom setting through the teaching-learning strategy of simulation. A treatment class was chosen to undergo the simulation process of learning investment management and financial literacy based on the activity of the Philippine stock market. The control class will undergo the lecture type in learning the concepts. Two-sample t-test was used to compare the 2 groups' performance. On the other hand, to determine the difference on the performance of the treatment group, Paired t-test was used. Results showed that the strategy of class simulation is effective in teaching investment management and financial literacy as it allowed the students to apply the concepts learned as they experience what is happening in the real world. Better understanding and grasp of financial literacy, particularly risk management was achieved by the treatment group. The activity, being an interactive learning strategy, engaged the students to participate in the exchange of ideas among themselves.

11:50-12:15

68913 | *Savor a Kahoot!-Licious Classroom: Embodying Gamification in a Business School as a Recipe for Innovation Among the Digital Natives*

Yung-huei Chen, National Chung Cheng University, Taiwan

Innovative teaching intends to create a resonant enhancement of learner competency and competitiveness. This research intends to find whether the spice of innovative teaching has gone far enough to be carefully chopped, marinated, and blended for the digital natives. One of the main contributing factors for the learning benefits of technology is gamification which is used to facilitate classroom management and collect immediate feedback from the teaching process. It turns the teaching and learning processes virtual because it is compatible with every digital device, so that the creation of Kahoot! came as a godsend to the classroom. Therefore, the purpose of this research was to reveal how the behavioral and attitudinal mindset among adult learners learning business English was affected because of the implementation of Kahoot!. This study was carried out in a business school during the pandemic. A total of two Business English Training courses were examined. These courses were taught by the same instructor using a uniform textbook. Kahoot! was incorporated into these courses at the end of a teaching session when a unit was finished. A questionnaire consisting of a total of 18 items, grouping under categories on learning environment, applications of Kahoot!, and anticipation of gamification, was distributed at the end of the semester. Descriptive statistics was conducted to summarize the learning experiences. Responses identified that Kahoot! has a positive impact and further assured the engaging attributes of gamification.

12:15-12:40

67559 | *Exploratory Factor Analysis (EFA) of Students' Interest Based on Mathematics Content Domain*

Noryanti Muhammad, Universiti Malaysia Pahang, Malaysia

Sharainie Sahrin, Universiti Malaysia Pahang, Malaysia

Predicting students' performance is essential in both educational and machine learning contexts. Prediction of students' performance will facilitate in the development of relevant future study plans for students. In addition, predicting the performance of students, it assists teachers in monitoring students in order to provide support and integrating training programs to achieve the best results. Students who had prior exposure to Mathematics learning in elementary school still have trouble mastering Mathematics' basic concepts. As a result, some good students become dissatisfied when they do not score an excellent result. In this paper, the objective of the study is to validate the main components of a Mathematical subject by using exploratory factor analysis (EFA). The study focus on mathematics subject since the subject is one of the mandatory or core subjects that is taken in the education public examination. A sample comprised 105 respondents selected from a certain school in Malaysia. The study validates the items of the questionnaire using IBM SPSS. The results show that the findings have managed to identify five factors with 80.402% of total variance using EFA. Teachers' personality also is one of the significant factors that can affect the students' performance. The teachers could improve the teaching strategies, especially for these two domains (number and operations and discrete Mathematics) to keep the class more interesting and to ensure the students will remain engaged and focus on their learning.

13:40-15:20 | Room 703

Tuesday Onsite Presentation Session 3

Foreign Languages Education & Applied Linguistics

Session Chair: Joel Weinberg

13:40-14:05

67447 | *The Development of the ESP Process-Genre Writing Course for Thai Business Administration Undergraduates: The Closer Look at the Student Experiences*

Tanassanee Jitpanich, Universiti Sains Malaysia, Malaysia

Samah Ali Mohsen Mofreh, Universiti Sains Malaysia, Malaysia

Shaik Abdul Malik Mohamed Ismail, Universiti Sains Malaysia, Malaysia

Anis Binti Shaari, Universiti Sains Malaysia, Malaysia

In Thailand, English writing is crucial for career advancement and workplace communication. Nevertheless, empirical evidence has suggested that English writing is not typically emphasized in English language curricula offered at Thai universities, and there are limited English writing courses tailored to specific needs of business administration students. Thus, this study aims to develop the ESP writing course based on the process-genre approach for Thai business administration undergraduates. Drawing on the ESP approach and the process-genre pedagogy, the course was developed according to seven course development processes adapted from Graves' (2000) framework of language course development, namely defining the context and articulating beliefs, assessing needs, formulating goals and objectives, conceptualizing content, organizing the course, developing materials, and designing an assessment plan. Following the course development phase, the course was implemented with 40 business administration undergraduates, and their experiences were explored with the use of two main instruments, namely the student logs and semi-structured interviews. The results revealed that the students were satisfied with the course, citing numerous favorable elements of the course and perceived benefits of the course in enhancing their English writing skills. Some unfavorable aspects of the course were also reported for future course refinement. The results imply that the custom-made ESP course is suitable and satisfactory to learners. On this basis, it is encouraged that ESP courses be developed to cater to student needs by primarily focusing on appropriate sub-skills and technical knowledge for each group of students.

14:05-14:30

68834 | *The Investigation of the Relationships Between Classroom Goal Structures, EFL Learners' Engagement With Teacher Written Corrective Feedback, and Their Self-Perceived Writing Competence*

Jui-Jung Tsao, Ming Chuan University, Taiwan

L2 learning experience, an essential component of the L2 Self-motivational system, is defined as the quality of learner engagement with different tasks during the language learning process (Dörnyei, 2009, 2019). Learner engagement, in turn, can be significantly influenced by classroom environments (i.e., classroom goal structures; Patrick, et al., 2001). However, empirical research on how classroom goal structures impact learner engagement with feedback remains limited. Hence, the quantitative study attempted to scrutinize the relationships between EFL learners' perceptions of classroom goal structures, engagement with teacher written corrective feedback, and their self-reported writing competence. Three hundred and thirty-five Taiwanese first-year college students, who comprised the sample, completed two questionnaires: the L2 writing classroom goal structures scale and the learner engagement with teacher written corrective feedback scale. The results of structural equation modeling (SEM) show that mastery goal structures could predict all engagements (i.e., affective, social, behavioral, and cognitive); performance avoidance classroom goal structures also had a predictive power, but simply for cognitive engagement with written corrective feedback. In addition, only affective engagement with teacher written corrective feedback could impact the participants' writing competence. The findings offer a deeper understanding of learner engagement with teacher written corrective feedback and of the under-explored topic of the relationship between classroom goal structures and learner engagement with teacher written corrective feedback.

14:30-14:55

67465 | *Teachers and Peers – How They Contribute in Young Learners' English Pronunciation Development?*

Peicheng Ina Wei, National Changhua University of Education, Taiwan

Pronunciation learning lays critical foundations for young learners' later language development. How language educators assist young learners' pronunciation is of great importance. Yet limited research has addressed young language learners' pronunciation and teachers' instructional strategies. To address this important gap, this study investigated the effectiveness of two corrective feedback techniques in facilitating the young learners' pronunciation development. The study followed a three-group field experiment design: 84 fourth-grade participants were recruited and assigned to teacher corrective feedback (TCF), peer corrective feedback (PCF), and the control group. After receiving respective treatments, a pair-sample t-tests and one-way analysis of covariance (ANCOVA) were employed to compare and evaluate scores of pronunciation pre- and post-test. The findings show that PCF group made the most progress in the targeted pronunciation. Comparing to the control group, both PCF and TCF are effective in enhancing participants' pronunciation yet these two feedback techniques did not vary in the effectiveness. Given the important roles feedback play, it seems necessary for language educators to increase their awareness of feedback application and young learners' feedback uptake. To this end, relevant pedagogical implications are provided.

14:55-15:20

68321 | *Should More Class Time Be Spent on Vocabulary?*

Joel Weinberg, Meiji University, Japan

The purpose of this research was to determine whether students' vocabulary quiz scores would improve, and if so, how long that improvement would last, after intensively studying vocabulary words for three weeks. Students in this research studied vocabulary words and completed vocabulary exercises in their textbooks. The research group of students spent more time focused on the vocabulary words by completing additional classwork and homework assignments than the control group. The research group far outperformed the control group in their short-term test scores. However, after their two-month summer break, the students were tested again and all of their gains were lost. Average scores in both the research and control group actually fell below what they were at the beginning of this study. Teachers can extrapolate from the findings in this research that students can achieve significant short-term gains in quiz scores by devoting more time to studying vocabulary, but there will be no medium-term advantage for the students.

15:35-17:15 | Room 703

Tuesday Onsite Presentation Session 4

International Education

Session Chair: Yueh Chun Huang

15:35-16:00

68948 | *A Reflective Study on International Academic Exchanges: Envisioning International Studying Experiences and Effects*

Wei-Jie Tiao, Chaoyang University of Technology & National Yunlin University of Science and Technology, Taiwan

Akira Yokokawa, Providence University, Taiwan

International mobility has become a popular trend of internationalization in higher education around the globe. However, internationalization in higher education is not merely the number of international student enrollments. They are more of the multicultural competencies international students develop after staying and studying abroad for a certain period. This study was empirically conducted to identify the authentic achievement of international students in terms of multicultural exploration and global mindset development while studying overseas for degrees. Highly concerned issues included these international students' daily lives in a community with different cultures from their own, their adaption of studying on campus with classmates and professors of various cultures, and the development of multicultural competencies and global mindsets. This paper, through critical reflection, proposed a conceptual diagram for a deeper understanding of multicultural competencies in higher education under the internationalization trend. The methodology used consisted of qualitative interviews with international students in Taiwan. The data were analyzed using the content analysis technique. This analysis suggests that multicultural competencies in higher education involve several complex processes and challenges. To envision more successful international studying experiences, the host schools and peers can contribute in various supportive ways, as well as international students' well-understanding of the culture in the host country.

16:00-16:25

69191 | *Factors Influencing Thai University Students' Decision in Participating in Study Abroad*

Phanita Pooteang-on, Mahidol University International College, Mahidol University, Thailand

Chatwaroot Dulyachai, Mahidol University International College, Mahidol University, Thailand

Educators have long recognized that education abroad can be a path to job opportunities and personal growth. Pre-COVID, the number of students studying abroad had increased steadily year by year; this development was disrupted by the pandemic. As student mobility resumes post-COVID, there is a renewed interest in understanding the factors that motivate students to participate in studying abroad. This presentation shares the results of preliminary research conducted at a Thai university. The researchers surveyed 250 students to determine the factors that motivate them to study abroad as well as the obstacles that they perceive as preventing them from studying abroad.

The top three factors were personal development, career development, and academic factors. International experience makes an impact on the CV as it does not improve only the students' language skills but seems to shape their global citizenship mind which is essential in the industry. The top three obstacles were expenses, curriculum factors, and language barriers. The majority of Thai students are self-funded for their education abroad so the expenses are one of the main factors in their decision as well as the relevant course should not expand the study time.

Additionally, students expressed interest in a wide variety of experiences beyond the traditional semester abroad, including work/study, short courses, internships, and research opportunities. The findings of this study will be of interest to educators who are interested in understanding students' perceptions regarding studying abroad in order to increase student mobility and student satisfaction with the study abroad experience.

16:25-16:50

68308 | *Worlding as Learning: Informal Learning in Higher Education Study Abroad Programs*

Elena Jurasaitė-O'Keefe, St. John's University, United States

The purpose of this qualitative study is to investigate how and what university students learn in informal settings of study abroad programs while "worlding" in the host countries. Informal learning is theorized as an interactive web of meanings constructed by learners in the process of their interactions. Using a snowball sampling approach, 14 study abroad alumni from one university, who participated in various models of study abroad in numerous locations across the globe were interviewed. The interviews were analyzed using thematic analysis to build a grounded theory. After identifying major themes that defined the outcomes of learning in informal settings, the themes were arranged into a conceptual web. The findings demonstrate that students' agency played a key role in how they explored, learned and internalized the knowledge during the unstructured time of their study abroad. The study illuminates ways in which students constructed their learning in partnership with the host country through interactions with environments and people. Using a unique approach of making tacit knowledge explicit by creating an interactive web of participants' voices, the paper draws attention to learning opportunities in informal settings that happen while studying abroad as a way of expanding students' learning into a social-emotional domain.

16:50-17:15

69190 | *A Comparison of Inbound and Outbound Students Mobility Between Taiwan and Korea and the Relevant Policies*

Yueh-Chun Huang, National Chiayi University, Taiwan

The internationalization of education is an effective countermeasure to improve the narrow subjectivism of education. The number of internationally mobile students tripled from 2000 to 2019, from two to six million. Internationally mobile students' share of total world enrollments rose from 2.09% in 2000 to 2.58% in 2019. The purpose of the study is to compare the inbound and outbound student mobility between Taiwan and Korea and the relevant policies behind them. The methods used to collect research data include statistical illustration and documentary analysis. Main findings: 1. In 2020, the number of Korean students studying abroad was 171,343, while in the academic year 2020/21, approximately 60,307 students from Taiwan studied abroad. 2. International students increased from 17,000 in 2004 to 166,892 in 2022; in contrast, Taiwan's international students increased from 66,961 in 2012 to 92,963 in 2021. 3. The most relevant policy in Taiwan was the New Southbound Talent Development Program (2017–2020) to promote mutual talent mobility between Taiwan and New Southbound Policy countries. In comparison, the most crucial policy in Korea was the Global Korea Scholarship in 2010, and the name changed to Global Korea Scholarship.

09:30-11:10 | Room 704

Tuesday Onsite Presentation Session 1

Educational Research, Development, Publishing & Curriculum Design

Session Chair: Brian Moore

09:30-09:55

68543 | *Local Wisdom Board Game Based on the Concept of STEAM Education to Promote Innovator Skills*

Phatcharida Inthama, Srinakharinwirot University, Thailand

Suwicha Wansudon, Srinakharinwirot University, Thailand

Trai Unyapoti, Srinakharinwirot University, Thailand

Rungtiwa Yamrung, Srinakharinwirot University, Thailand

Progress in science and technology has changed so rapidly that the lives of Thai people in society have changed so much that most people in society are not able to adjust themselves. Researchers acknowledge the importance of local wisdom and the potential of hereditary villagers to solve problems, adapt to changing environments, learn, and pass on their knowledge to future generations. Currently, the card game is used as a tool in the process of developing the learning management activity set. Seniors students in Thailand's elementary schools who are familiar with the country's traditional handicrafts can benefit from STEAM's use of local wisdom to learn efficiency indicators. Small group students in grades 6 concluded that their peers were able to understand how to share cultural traditions and indigenous knowledge to the community members and younger generation who are interested in understanding the nature and significance of wisdom, as well as its management, protection, education, sharing, and development. Local wisdom is sustainable.

09:55-10:20

69031 | *Give Them a Peace of Mind. Innovative Way of Teaching Future Teachers About Peace and Values Education*

Jakub Adamczewski, Adam Mickiewicz University & University of Cambridge, Poland

The current global situation is uneasy and tense in terms of peace and environmental situation, which forces us to search for new solutions to prevent it. Herbert G. Wells once said, "if we don't end wars, war will end us" and it seems like the world has forgotten what war means. Education alone will not achieve the changes necessary for peace, but it can prepare learners to strive for a peaceful future. My presentation aims to share an original project for "Peace and Values Education", which was designed to increase non-violence, empathy and raise socially responsible future teachers during primary school teachers' training at university. My research investigates the use of the "Peace and Values Education" curriculum for instructional approaches toward enhancing the quality and well-being of children, educators, and education systems. The syllabus was created during my research scholarship at the University of Cambridge, where it was consulted with experts. The speech takes the form of a "recipe" for how a course like this can help students teach about values and become school peacemakers. For now, it's just a concept that course participants in the upcoming academic year will evaluate.

10:20-10:45

69508 | *The Development of a Local Curriculum on Bamboo Wicker for Primary Students*

Wanida Sarati, Mubanchombueng Rajabhad University, Thailand

The purpose of this study was to develop a local curriculum on bamboo wicker for grade 6 students at Klumnakkhawying 2 school (Ban Bowee). The sample consisted of 20 grade 6 students at Klumnakkhawying 2 school (Ban Bowee). The research instruments consisted of 1) curriculum conformity assessment form, 2) knowledge test about bamboo and bamboo wicker for students, 3) bamboo wicker making skill form for students, 4) opinion questionnaire for the curriculum, and 5) attitude measurement form for bamboo wicker for students. The statistics used for data analysis were mean (\bar{x}), standard deviation (S.D.), t-test, and content analysis.

The findings found that curriculum consists of importance/background, objective, principle, content, structure and learning time, learning activity, learning material/ learning resource, measurement and evaluation, the expected benefit, and lesson plan. The quality of the curriculum found that the consistency index was 0.81. The results of the curriculum trial showed that the scores on bamboo knowledge, bamboo wicker, bamboo wicker skills, and attitude towards bamboo wicker after using the curriculum were significantly higher than before using that at level 0.05. In addition, opinions towards local courses on bamboo wicker of students, the average was at a high level.

10:45-11:10

67123 | *Inadvertent Frontline Mental Health Providers: Should Pre-service Teacher Training Address This "Hidden" Teacher Role?*

Brian Moore, Charles Sturt University, Australia

Psychological wellbeing and mental health are increasingly recognised as essential for individual health and community productivity. In Australia, an estimated one in seven (or 560,000) Australian youth experience mental health disorders. However, only 30% of Australian youth report using mental health services. This is concerning given the importance of early intervention to minimise the effects of mental illness across the lifespan. It has been suggested that this might be addressed using school systems, which provide a natural and accessible way to address the mental health issues of youth. Schools often provide the only source of mental health care for 70% to 80% of children and adolescents, with the consequence that teachers and school staff frequently assume frontline mental health provider roles. Given that many teachers and school support staff report low confidence to carry out roles in mental health care, this is a concern. This presentation considers evidence from a scoping review regarding mental health curriculum that is delivered to pre-service teachers. It is proposed that educational psychology subjects delivered to pre-service teachers should be redesigned to meet workforce needs, especially regarding teacher knowledge of student mental health and wellbeing issues. Development of an empirically based suite of subjects is anticipated, which will be based on a planned study measuring teacher perceptions of whether or not educational psychology subjects adequately prepared them for school-based mental health issues. Cautions regarding the implementation of this curriculum will also be discussed.

11:25-12:40 | Room 704

Tuesday Onsite Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Shih-Chieh Chien

11:25-11:50

68792 | *A Systematic Bibliometric Review of Technology in English Language Education: Research Trends Update for the Post-Pandemic Era*

Toshiyuki Hasumi, Ming Chuan University, Taiwan

In facing the challenges of compulsive online learning during the COVID pandemic, educators quickly adapted and contributed to the global digital transformation. As the world enters the post-pandemic era, the need to reexamine the role of technology in English language education with an updated review to better improve and advance the field is more essential than ever. This systematic review aimed to address this gap by providing nascent and veteran scholars with the current research fronts and identify both emerging topics and missing gaps. Using innovative bibliometric approaches, this study employed both co-word analysis and bibliographic coupling on 1,768 English articles and reviews published in the Web of Science from 2017 to 2022. Co-word analysis revealed seven themes including (1) computer-assisted language learning (CALL), (2) technology, (3) teacher, (4) education, (5) mobile-assisted language learning (MALL), (6) flipped learning (FL), and (7) COVID-19. Bibliographic coupling further reveal seven research fronts with studies concentrated on: (1) MALL, (2) FL, (3) issues and challenges, (4) acceptance, (5) pedagogy, (6) tools, and (7) informal learning. Overall results showed that each respective cluster is associated with specific language related skills, instruction approaches, and associated challenges. This review further identified affective factors and out-of-class learning as emerging trends for future research.

11:50-12:15

68019 | *Taiwanese University Teachers' Motivation and Language Choice for Scholarly Publishing*

Shih-Chieh Chien, National Taipei University of Business, Taiwan

Within a global trend of academic publishing in English, publication in indigenous languages, nevertheless, in many contexts, continues to thrive. Multilingual scholars often need to negotiate international engagement and local commitment by publishing both in English and their first language. The study, based on individual in-depth semi-structured interviews with university bilingual teachers from social sciences in Taiwan, focuses on examining their motivation and language choice (i.e., first language only, English only, or both English and first language) for publishing their research articles, and factors that may influence their motivation and language choice. The study showed that (1) against the widely-held view of utility in getting published in English as the single most important driving force, it pointed to a complex picture of Taiwanese university teachers' motivation and language choice for scholarly publishing; (2) the privilege attached to publishing in internationally indexed journals stood out as the major factor orienting Taiwanese university teachers toward writing in English and using various strategies to facilitate successful publication; (3) international publication in English nonetheless increases, but Chinese would still retain its position as the language of research and publication; and (4) the tension in the negotiation was likely to grow with the continuous push toward the globalization of the academia which had a great impact on university teachers. This study provides useful insight into understanding university teachers' motivation and language choice for scholarly publishing. Some recommendations are made when guiding school planners for helping university teachers to cope with international publication versus local publication.

12:15-12:40

67981 | *The Impact of Project-Based Writing Instruction on Critical Thinking Skills in Thai EFL Undergraduate Students*

Apapan Ruengkul, Srinakharinwirot University, Thailand

Sawaros Jaiprasong, Srinakharinwirot University, Thailand

With the rapid change of the world, it is undeniable that critical thinking skills play a vital role in students' lives to support their thinking and prepare themselves for the future workplace (Mahyuddin et al., 2004). To prepare students and sharpen their thinking, project-based learning has been implemented as an instructional method to promote students' critical thinking skills (Larmer, 2020; Yimwilai, 2020; Zhang, 2018). Therefore, this present study aimed to examine the impact of project-based writing instruction on critical thinking skills in Thai EFL undergraduate students and explore the attitudes of Thai EFL undergraduate students towards using project-based writing instruction. This study employed a mixed-method research design with a one-group, pre-test-post-test design to collect both quantitative data and qualitative data. The data were collected from 24 first-year undergraduate students. To elicit data, there were three research instruments used including the pre-test and post-test of critical thinking skills, the attitude questionnaire, and the semi-structured interview protocol. The collected data were analyzed using descriptive statistics, paired-sample t-test, and content analysis. The findings showed that students' critical thinking skills increased with statistical significance and students had positive attitudes towards project-based writing instruction. Such findings proved that project-based writing instruction could be effectively applied to enhance critical thinking skills of Thai EFL undergraduate students.

13:40-15:20 | Room 704

Tuesday Onsite Presentation Session 3

Adult, Lifelong & Distance Learning

Session Chair: Yee Zher Sheng

13:40-14:05

69173 | *Presentation of a Collaborative Data Science Work and Learn Platform Concept for Education and Training in STEM Study Programmes*

Christopher Klupak, University of Hamburg, Germany

Felix Walker, University of Hamburg, Germany

Stefan Ferner, University of Hamburg, Germany

The demand in the economy for well-trained specialists in the field of data science has been steadily increasing for years and can only be inadequately met by the current supply of experts. The ability to generate knowledge from a huge amount of different data gives companies an invaluable competitive advantage.

As part of a joint research project involving university research institutions and industry partners, a digital and collaborative Work & Learn platform was developed that offers, among other things, free learning modules (e.g. Machine Learning, Big Data, AI, etc.) for various target groups. Free access means that not only interested employees but also students from STEM degree programmes can register for the courses.

Through role-based course paths, the necessary knowledge can thus be acquired through interactively designed learning modules and reflected upon through continuous practice tasks. In addition, the platform offers final tests, certificates on successful completion and collaboration opportunities with other learners.

14:05-14:30

67547 | *Examining the Relationships between Self-Efficacy and Students' Achievement in Distance Education*

Romi Aswandi Sinaga, National Dong Hwa University, Taiwan

Robiatul Adawiya, Alma Ata University, Indonesia

Te-Sheng Chang, National Dong Hwa University, Taiwan

This study aimed to examine the relationships between students' self-efficacy (SSE) and students' achievement (SA) in distance education. The instruments were administered to 100 undergraduate students in the distance university who work as migrant workers in Taiwan to gather data, while their SA scores were obtained from the university. The semi-structured interviews for 8 participants consisted of questions that showed their specific conditions of SSE and SA. The findings of this study were reported as follows: There was a significantly positive correlation between targeted SSE (overall scales and general self-efficacy) and SA. Targeted students' self-efficacy effectively predicted their achievement; besides, general self-efficacy had the most significant influence. In the qualitative findings, four themes were extracted for those students with lower self-efficacy but higher achievement—physical and emotional condition, teaching and learning strategy, positive social interaction, and intrinsic motivation. Moreover, three themes were extracted for those students with moderate or higher self-efficacy but lower achievement—more time for leisure (not hard-working), less social interaction, and external excuses. Providing effective learning environments, social interactions, and teaching and learning strategies are suggested in distance education.

14:30-14:55

69036 | *Learning Motivation of Adult Learners During the Transition to Fully Online Learning due to COVID-19*

Bao Zhen Tan, Institute for Adult Learning, Singapore

Yee Zher Sheng, Institute for Adult Learning, Singapore

This paper investigates the learning motivation amongst adult learners in Singapore, during Singapore's transition to fully online learning due to COVID-19. A mixed methods study consisting of two phases was conducted from 2020-2021: (i) Phase One is an online survey which consists of a series of Likert-scaled items that ask respondents to reflect on their most recent online learning experience, which includes their motivation and learning strategies, as well as their perspectives on online learning; (ii) Phase Two is a combination of interviews and focus group discussions to gather information on the respondents' experiences and their collective suggestions. The relationship between their learning motivation and learning strategies with their intention to participate in further online learning will be examined using the Technology Acceptance Model (TAM) framework. The findings will be supported by the qualitative research conducted in Phase Two of the study. Findings indicate that adult learners in Singapore are embracing the fact that online learning is becoming a norm, but some challenges remain. Firstly, there is a need to ensure that both the learners and Adult Educators (AEs) possess the relevant digital skills. Findings also imply that AEs and training providers should pay attention to the following when designing an online learning programme: (i) to allow learners to enjoy the element of social interaction; and (ii) to provide learners with prior support to familiarise with the functions and use of learning platforms.

14:55-15:20

68924 | *The Impact of Singapore's SkillsFuture Credit on Training Participation*

Yee Zher Sheng, Institute for Adult Learning, Singapore

Magdalene Lin, SkillsFuture Singapore, Singapore

The proportion of short and non-standard contract jobs has risen over the years and workers are frequently moving in and out of work, facing a more fragmented career than before. These trends have raised concerns on the training participation of workers in these jobs as they are less likely to train than workers in permanent jobs. This is against a backdrop where many economies are undergoing structural changes with an increase in the share of high skilled jobs which requires workers reskill and upskill constantly. As such, there has been a renewed interest in the provision and use of Individual Learning Accounts (ILAs) among policy-makers to raise training participation rates, given that ILAs provide workers with autonomy, allowing them to take ownership of their skills development. This paper investigates the impact of Singapore's SkillsFuture Credit (SFC), which is a form of ILA, on the training participation of workers with short or non-standard contracts, using a quantitative study which collects job related and training data in Singapore (n=7465). Findings have shown a higher proportion of workers with short or non-standard contracts have utilised the SFC for work-related training compared to workers in permanent job, providing evidence that the SFC has indeed encouraged such workers to take up training. Further analysis is also being conducted to explore training and workers' career progression as well as participation in future training. The presenters will provide a glimpse on Singapore's SkillsFuture Movement, sharing on other key initiatives that complements and support the movement.

15:35-17:15 | Room 704

Tuesday Onsite Presentation Session 4

Higher Education

Session Chair: Elaine Ah Heung Chan

15:35-16:00

68912 | *How Did Traditional Nomadic Herders Increase in the Past Decade? – The Relations of Higher Education, TVET, and Career Trajectory*

Eri Nakamura, Chiba University, Japan

This study aims to reveal the growth factors in nomadic herders, featuring the relations of higher education, TVET, and the job market in Mongolia. Past studies demonstrated the dramatic decrease of herder households in young generations in Mongolia due to the vulnerability under climate change and preference for an urban lifestyle after the mobility to the capital city owing to the transition to higher education. On the other hand, government statistic shows that the rate of herder households in the early twenties has increased in the past ten years. Analyzing qualitative data collected from the interviews with ten young nomadic herder families, four vocational and technical education institutions, and two higher education institutions in October 2022, the author discovered both negative and positive factors of why people chose to be nomadic herders despite the hardship. First, the high unemployment rate impacts the negative choice of nomadic herders. Another accelerating factor is the government policy to support poor herders under thirty-five years old. In this policy, young people register as poor herders to receive grant funding, although they do not make a living by raising cattle. Positive factors are the firm belief and respect for nature and animals. Young nomadic interviewees showed sound responsibility to succeed in their family business without wondering about other directions. This study also clarified the contradiction between government statistics and the actual number of young herders. In the research target area, young herders exist in statistical data, but the absolute herders decreased in the past decade.

16:00-16:25

67670 | *Higher Education Students' Perceptions towards Future Tourism in Hong Kong*

Ah Heung Elaine Chan, The Hong Kong Polytechnic University, Hong Kong

Tourism is one of the four pillar industries in Hong Kong. Due to COVID-19, the consumption pattern of travellers, especially for young generations, has been changed. COVID-19 has transformed the future development of tourism (e.g. sustainable tourism, Artificial Intelligence (AI) in tourism, smart tourism, etc). Therefore, this study aims to gain an in-depth understanding about the trend, and future development of tourism in Hong Kong from higher education students' perspectives using a qualitative approach. Four focus groups from the tourism and non-tourism programmes from the higher education sector were conducted. They were asked to attend an one-hour lecture on the topic of "future tourism towards sustainability" and then joined the focus group. Themes were emerged from the focus groups in terms of (1) Immersive VR/AI (2) Robotics, (3) Eco-tourism and (4) health tourism. A conceptual framework was developed based on the focus group findings. The developed questionnaire from the findings will be prepared for collecting data in a cross-sectional study. The findings of the study can contribute to future curriculum development of tourism and hospitality management programme.

16:25-16:50

67764 | *The Innovative Approach of Integrating Play in Management Higher Education*

Samer Sarofim, California State University, Fresno, United States

Play has been shown to foster creativity, alter behaviors, and promote happiness. Both companies and educational institutes have started to utilize play programs to increase employee engagement, facilitate product development, and implement creative strategies. One of the main objectives of management higher education is to equip students not only with knowledge but also with the skills required to become future business leaders. The adoption of one of the most innovative learning methodologies, namely LEGO® Serious Play, enables students to develop a more effective set of skills that are needed to excel in the marketplace. The LEGO® Serious Play Methodology fosters creativity among students by adapting the "Think with Hands" approach. For instance, in one exercise, students are instructed to individually create 3D LEGO® models to metaphorically represent their ideas and strategies. Afterward, each 3D LEGO® model, built by each student in the group, has to be integrated into a bigger model that represents the overall group work. This process helps each student to generate ideas and force the entire group towards more inclusive dynamics, in which each student's work has to be integrated into the overall model. More formal and rigorous research is required to quantify the impact of Play Methodologies on achieving learning outcomes within various marketing courses. Comparing "Play" to "Non-play", different forms of play, and various play tools, shall enhance the exposure of educators to the antecedents and consequences of employing play learning methodologies in different higher education disciplines that vary in scope and learning goals.

16:50-17:15

68055 | *Sentence Openers in Academic Writing*

Tanju Deveci, Khalifa University, United Arab Emirates

The language used to report research findings and put forward arguments is at the heart of effective communication with readers. To this end, scholars use a variety of stylistic features. One of these is variety in language, which includes structures, lexis, and organization markers. Although much research has been conducted on these aspects, a particular feature has received limited interest from researchers: sentence openers, strategic use of which helps authors develop an individual style, and avoid stagnant prose. This helps them maintain readers' interest while communicating scientific knowledge. Due to the importance of sentence openers in scientific prose, university students' awareness should be raised about this aspect of academic writing. This requires the identification of commonly occurring sentence openers in the texts they study. It is also useful to identify student tendencies regarding sentence openers and their perceived competence in varying sentence openers. In this session, I will present the results of a study investigating a 10,949 running-word corpus compiled from professionally-written texts used in a first-year writing course, as well as a 42,070 running-word student corpus compiled from the reflective writing papers of 35 first-year students. I will discuss the results and make recommendations for increasing students' skills in composing effective academic texts.

09:30-11:10 | Room 705

Tuesday Onsite Presentation Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Praveen Kumar Gannu

09:30-09:55

68003 | *Centering Entrepreneurship Education Program on Student's Identified Existential Essence: Educational Leaders' Contribution*

Nana Yaw Wi Asamoah Boadi, Akenten Appiah-menka University of Skills Training and Entrepreneurial Development (Aamusted), Ghana

The work seeks to fill a gap in the educational leadership decisions that design an entrepreneurship education program for tertiary students. Secondary data sources are analyzed to identify low or no consideration of assisting students in identifying their existential essence in alignment with their innate entrepreneurial potentials, as well as the over-focus of entrepreneurship education programs on other stakeholder interests to the existential student in such program designs. Studies draw from the applicable studies and related theoretical frameworks to highlight issues of helping students identify their existence and their existential essence to become existential intelligent, to build a self-leadership skill, and to relate them to available commercial and social entrepreneurship opportunities. It concludes that an entrepreneurship education program that is designed by educational leaders should hold existential students at the center of it, amidst other stakeholders' interests, and help the student understand their unique purpose in life and how that generates business opportunities to ensure greater success across many measures of value creation.

09:55-10:20

69178 | *A Bibliometric Review of the Knowledge Base of School Principals' Technology Leadership*

Wu Ya Fen, National Chengchi University, Taiwan

Tsan-tong Yu, National Chengchi University, Taiwan

To systematically review the research of the leadership in school principal on technology integration into the teaching and learning process during the Covid-19 pandemic, the study conducted a bibliometric review analyzing 224 journal papers in the Scopus database. The analysis strategies of descriptive statistics, citation analysis, co-citation analysis, and co-occurrence analysis were used to understand the performance, research topics, and the intellectual structure of school principal leadership research.

Three important findings were concluded as follows. 1. Based on the quantity and developmental trend of publication, principals' technology leadership research could be categorized into three phases, which included professional leadership, digital leadership, and transformational leadership. The top three influential countries concerning publication quantity and citation rates were America, Malaysia, and Turkey. 2. The top three influential journals of principals' technology leadership were SAGE Open, Frontiers in Psychology, and International Journal of Evaluation and Research in Education. 3. The topics of principals' technology leadership studies could be grouped into three clusters. The emerging themes were digital leadership, principal component analysis, and professional development.

Based on the findings: In the post-pandemic era, the role of school principals in technology leadership has become more significant and there is an opportunity to explore and develop the necessary skills for this kind of leadership.

10:20-10:45

67975 | *An Investigation on Role of Modern Management in Cultural Values and Spirituality for Organizational Development*

Gannu Praveen Kumar, Sahasra Institute of Pharmaceutical Sciences, India

One of the foremost organizational challenges of the future of work is how to maintain a culture when most, if not all, the employees are virtually distributed and may not even be employed by the organization in traditional ways. Spiritual values of the personnel are the prerequisites for the organizational health and development. This fact has made many organizations to think that personnel spiritual values be viewed as a potential resource in organization rather than as something to be ignored. There are very few studies that have investigated the role of spirituality as a yardstick for psychological change of personnel. The diagnostic questionnaire therefore has items with each item in this questionnaire being rated ranging from agree strongly to disagree strongly. The present study signifies that when working with personnel who are spiritually inclined, human resource managers promote better functioning by appealing to adopt more spiritually oriented values to guide their work and productivity. The findings with the experts and participants imply that workplace spirituality is one of the factors considered in organizational theory. Organizations must pay attention to employees spiritual needs to bring their entire self into the organization. In contrast, empirical findings prove the critical role of workplace spirituality in mediating the spiritual influence of leadership and organizational commitment. Thus, workplace spirituality can become a revolutionary antidote in overcoming contemporary human resource problems. This activity can increase employee loyalty, commitment, and performance.

10:45-11:10

68131 | *An Action Research on Personnel Empowerment: A Case Study of Proactive Behavior Revitalization in Taiwan*

Mingchang Wu, National Yunlin University of Science and Technology, Taiwan

Chen Fu Wang, National Yunlin University of Science and Technology, Taiwan

Chenju Ko, National Taichung University of Science and Technology, Taiwan

The human resource management on university campus is highly related with administrative efficiency and even general public's perceptions toward university itself. Typically, in Taiwan's aging society, employee resentment in long-serving lower-order senior administrative staffs, caused by decades of bureaucracy could hinder office leaders from incorporating them into a proactive workforce. Simultaneously, the workplace decentralization occurring in Taiwan societies necessitates some studies in the form of authentic action research, even single-subject case study, to encourage leaders and researchers to work with employees as individuals and be fully engaged in a particular participant's story, assuring the participant's individuality truly matters while providing others in similar contexts as his essential solutions. This study reports the journey an university division leader (and the researcher) undertook over 3 years to assist an elderly subordinate exhibiting extreme antagonism toward the organization. A series of qualitative analyses on a vast set of field texts, reflections, and thinking-aloud protocols finally revealed the efficacy of a new form of empowering leadership, on both sides of division office leader and targeted personnel, for enhancing proactive employee behavior in university staffs with a shared-context as the participant. Specifically, empowerment depended on using 'positive advocacy' in a way that eventually ended with transformations in not only the subordinate but also, what is more important, the leader and whole office team. The researchers additionally presented affective, behavioral, and cognitive models to systematically explain transformations that occurred and integrated elements from them to create an ecological system for facilitating proactive employee behaviors.

11:25-12:40 | Room 705

Tuesday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Fred Ku

11:25-11:50

68078 | *Exploring Student Motivation Factors Within a Learning Analytics Context to Increase Student Academic Achievement: A Case Study in a UK Computer Science Department*

Hafsa Al Ansari, University of Huddersfield, United Kingdom & University of Technology and Applied Science, Oman

The aim of the study is to improve the computer science student learning and performance by exploring the motivational factors within the learning analytics (LA) context. The study adapts the exploratory case study approach to target students from Computer Science Department at the University of Huddersfield, UK. The study would develop a model to explore undergraduate CS student motivation factors through Self-Determination theory and train the identified factors using LA records. The study also, will test if the identified factors have an effect on student final grade?. More than 10,000 thousand virtual learning environment records are analyzed from the year 2018 to 2021, with the study applying a mixed-method approach using survey, interview and data records. The analysis findings revealed that there are 9 significant factors that can have an impact on CS student motivation and therefore affecting their final grade. Observing the research aim, the data collection examined both qualitative and quantitative data that helped to provide further insight into the phenomena of student motivation factors. The factors can contribute to providing a better learning experience for students and teachers. The findings also, can be used to inform the future design of learning analytics (LA) tools to adapt the human center design approach. Therefore, the new LA tools can include cognitive and noncognitive factors that can be used to enhance student motivation and engagement based on student perspective.

11:50-12:15

67573 | *The 'Unteachable' Child – Developing Instructional Pedagogies to Motivate*

Eunice Tan, Singapore University of Social Sciences, Singapore

This study looks at an alternative approach to teaching children, both for the typically developing child and the child with special needs. A strength-based approach focuses on students' positive qualities and contributions instead of the skills and abilities they may not have. A strength-based approach is the identification and development of a student's natural talents in order to educate the whole child. It is a philosophical point of view that underscore the positive features of a student's efforts, strengths and interest. This methodology believes that every student has talents and strengths that can be harnessed to help them be successful. The underlying main belief of a strength-based approach is that all children have potential and that parents and educators must try to find out and implement the type of learning experiences that can help the child realise and maximize his or her interests and strengths. In this study, 175 parents and teachers were surveyed regarding the child's strengths. This presentation will look into the different ways in which strength-based approaches can be applied to enhance teaching methodologies.

12:15-12:40

69123 | *Students' Attitude, Effectiveness and Key Challenges of Online Teaching and Learning – A Survey Study*

Fred Ku, The Chinese University of Hong Kong, Hong Kong

Universities around the world have widely adopted online teaching and learning in the past three years due to COVID. Such drastic and rapid change was very rare, and it provided valuable opportunities to researchers to study the effectiveness and challenges of implementing online T & L. This study aims to gauge and document student preference, learning effectiveness, classroom dynamics, and external support of large-scale online teaching and learning in business education. A total of 128 voluntary responses were received and eight focus groups had been conducted in 2021. We found that even though online teaching and learning has been quite new to both teachers and students, about 70% of students were satisfied with their online learning experience. However, around 60% and 47% of them reported to prefer face-to-face and hybrid learning mode respectively. As for the mode of online learning, about 40% of participants also preferred mostly synchronous mode or fully synchronous mode. External support was found to be crucial in the success of online T & L.

In this study, we also identified success factors for online T&L to be effective and cater the demand for most students. This sheds light to the further development and implementation of online T & L in tertiary education.

13:40-15:20 | Room 705

Tuesday Onsite Presentation Session 3

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Siew Tiang Lau

13:40-14:05

67863 | *The Promotion of Technology-Based Analytical Problem Solving Skills (aPSS) Based on the Cognitive Apprenticeship Approach and Through Adaptive Tutorial Feedback*

Stefan Ferner, University of Hamburg, Germany

Christopher Klupak, University of Hamburg, Germany

Felix Walker, University of Hamburg, Germany

The need to promote the aPSS of trainees in the technical-commercial sector results from various reasons. On the one hand, the digitalisation and automation of industrial production processes has led to increased demands on future maintenance staff. On the other hand, at the end of the dual initial training of electronics technicians for automation technology, there was a discrepancy between the curricular requirements and the actual existing competences. This results in a need for support, which is to be countered in the sub-study of the TechKom research project. The aim of the project is to investigate the influence of adaptive tutorial feedback and cognitive modelling on the development of aPSS. Adaptive-tutorial feedback (ATF) is understood to be information and assistance that adapts to the learning need situationally and provides only what is actually needed. Based on the need for support and the aim of the project, the following hypothesis is investigated: Trainees who only have access to the video for cognitive modelling in the "modelling" phase acquire less aPSS than trainees who receive ATF in the computer simulation while working on problems. To acquire aPSS, an automation system was digitally simulated. The trainees use the simulation of an industrial automation plant to carry out strategy-guided troubleshooting. Learning videos (CA approach) and the ATF were implemented within the digital automation system. In the further course, the first results about the influence of the adaptive-tutorial feedback will be presented.

14:05-14:30

67469 | *Promoting Student Interaction in Online Educational Environments With Engageli*

Carlos Alario-Hoyos, Universidad Carlos III de Madrid, Spain

Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain

Pedro M. Moreno-Marcos, Universidad Carlos III de Madrid, Spain

Online educational scenarios are characterized by major challenges concerning the promotion of interaction, both between instructors and students and among students themselves. Traditional videoconferencing tools do not favor interaction as they have been designed for a more lecture-based format. Therefore, it is necessary to look for additional technologies that encourage active learning methodologies in online educational scenarios. This article presents a large-scale pilot of using Engageli with more than 5000 students at Universidad Carlos III de Madrid (UC3M) in the 2021/2022 academic year. Engageli is a tool specifically designed to promote interaction in online and hybrid learning environments, starting with the assignment of students to virtual tables since the moment they connect to a live session. Engageli has been used on a large scale at UC3M mainly in two subjects on Digital Literacy and Digital Numeracy. This first pilot year revealed the potential of Engageli to promote interaction in online educational scenarios and showed the opportunities to implement complex collaborative learning situations in online environments. Nevertheless, this first pilot year has also served to identify the importance of carrying out extensive training with instructors on the use of Engageli with a focus on the specific technology, but also on the learning situations that can be implemented to get the most out of the tool.

14:30-14:55

67184 | *Grading of Project-based Electronic Courses in Pre-Covid, Covid, Hybrid, and After-Covid Semesters*

Samuel Kosolapov, Braude Academic College of Engineering, Israel

Providing consistent and fair grading of the student's work during a semester is never a simple task. Consistent and fair grading becomes even more complicated when the course organization is changed. This contribution explores the practical experience of teaching three electronic courses: "Electronic Instrumentation", "Real-Time Digital Signal Processing" and "Image processing". Before 2020 above courses were provided by using what our days can be called "normal" (pre-COVID) logistics: in-class frontal lectures, laboratories, home works, and hardware-based projects to be presented physically in class. Then, during a number of semesters, different variants of "COVID logistics" were used. Currently "HYBRID" logistics is used (some students still can work from home), whereas the goal is a gradual return to "After-COVID" logistics – which is supposed to be close to the original "normal" logistics with some modifications. Obviously, most changes are in the hardware-based assignments. In order to make grading as consistent and fair as possible, detailed Excel Grading Tables were created for each assignment. Those tables contain numbered lists of requirements including their weights in the grade of this assignment and numbered lists of errors typically made by students. To make grading time-efficient for educators, short numerical codes are used to point to the specific error in the relevant list. This technique makes grading transparent to the students. Additionally, reference to the detailed description of the student's error prevents many baseless student grade appeals.

14:55-15:20

67474 | *Mid-Career Switch Nursing Students' Perceptions and Experiences of Using Immersive Virtual Reality for Clinical Skills Learning: A Mixed Methods Study*

Siew Tiang Lau, National University of Singapore, Singapore

Sok Ying Liaw, National University of Singapore, Singapore

Rosalind Siah, National University of Singapore, Singapore

Background: There has been an increase of mid-career adults joining nursing. These adult students possess significant expertise in other areas and may benefit substantially in deliberate practice to acquire skills competency using immersive virtual reality (IVR) for clinical procedures before they practise in actual clinical settings. Objectives: This study aims to (1) examine the impact of IVR clinical procedures on mid-career adult students in knowledge, game perception and user reaction; (2) to explore the mid-career adult students' perceptions and experiences in using the IVR clinical procedures. Design: A mixed methods feasibility study was used. Setting and participants: This study was conducted at a university in Singapore with 34 first-year mid-career adult students. Methods: This study is a single-group pre-test and post-test experimental study on acquisition of clinical procedures using IVR in the home setting. The study took place from September to November 2021. Focus group discussions were conducted and analysed verbatim using thematic analysis. Results: The students demonstrated significant improvement of knowledge for subcutaneous insulin, but overall the increase in combined scores for both intravenous therapy and subcutaneous insulin were not statistically significant. Three overarching themes included: 1) Learning and practice, 2) Challenges and barriers, and 3) Personal attributes. Most of the participants found the experiences to be engaging, relevant, and satisfying. Some reported experiencing giddiness, headache, and lack of familiarity with technologies. Conclusions: IVR simulation can be used as a supplementary learning tool to improve knowledge of clinical procedures in adult students.

15:35-17:15 | Room 705

Tuesday Onsite Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Czarina Tamanio

15:35-16:00

69183 | *STEAM Implementation Analysis on Creative Thinking Skills of Middle School Students in East Java*

Shofia Maghfiroh, Yogyakarta State University, Indonesia

Insih Wilujeng, Yogyakarta State University, Indonesia

The Covid-19 pandemic impacts each sector of life around the world, including the education sector namely changes in implementation of education. This impact is related to implementation of learning that switches from online to offline. Students feel passive when learning offline. Science learning emphasizes that students should be active in STEAM project assignments. However, there is no research description of the application of STEAM learning in East Java after the pandemic. This study aims to describe East Java's STEAM implementation about creative thinking skills. STEAM is an integrated approach that combines science, technology, engineering, art, and mathematics as a means of developing student inquiry, teamwork, creative thinking skills, critical thinking, and other skills during learning. This research methodology use a qualitative descriptive research. Research instruments in the form of interviews, literature studies and field observations. Data analysis techniques include data reduction, data display, and drawing conclusions on verification. The subjects of this study were 30 middle school teachers from East Java. The results of the study show that the application of STEAM education to creative thinking skills has a positive impact on education in East Java, Indonesia. The results of this study are expected to add insight the teachers in learning science innovation with STEAM education.

16:00-16:25

67820 | *Diverse Indigenous Crops and Endemic Plants as Instructional Materials in Biodiversity Instruction*

Rica Elacion, Ateneo De Manila University/Eastern Samar State University - Salcedo Campus, Philippines

Crisanto Lopez, Ateneo De Manila University, Philippines

While contextualization and localization of instructional materials (IMs) are emphasized in the DepEd curriculum, research on the use of diverse indigenous and endemic plants in the locality of students in biodiversity-related lessons are quite few. Hence, utilization of IMs featuring indigenous and endemic plants in biodiversity-related lessons was explored among Grade 10 junior high school teachers and students using sequential mixed-method approach (quantitative and qualitative analysis). Two groups of student-participants were classified into control group (IMs without indigenous and endemic plants features) and experimental group (IMs featuring indigenous and endemic plants). With mean and paired sample t-test (independent) as statistical tools, the control group poorly manifested positive engagement behavior in learning activities, with an average mean of 1.95 (interpreted as poorly manifested using a Likert scale), whereas, students in the experimental group had better response or manifested positive engagement behavior with an average mean rating of 4.39. The IMs with indigenous and endemic plants significantly enhanced students' engagement behavior in hands-on learning activities such as home gardening. Utilization of indigenous and endemic plant diversity in science pedagogy is one of the ways that may enlighten the minds and awaken the awareness of students in helping biodiversity conservation and protection.

16:25-16:50

67849 | *Students' Perception of Home-Based Learning Assessment in Science and Assessment Environment: Aid in Structuring Assessment Practice to Support Students' Learning*

Czarina Tamanio, Ateneo de Manila University, Philippines

Catherine Genevieve Lagunzad, Ateneo de Manila University, Philippines

Ma. Celeste Gonzalez, Ateneo de Manila University, Philippines

Due to health crisis catalyzed by COVID-19 pandemic situation for the last couple of years, the Department of Education upheld the continuity of learning at home where independent learning and assessment modification was highlighted. A total of 414 grade eight public school students were investigated for their perceptions on assessment using validated survey instrument SPAQ (Dorman et al 2006) and PCAES (Alkharusi 2011) plus-open ended questions. Profile analysis statistical method quantitatively analyzed the data collected from the survey which then strengthened by interviews and online focus discussions to randomly selected participants. Students' perception levels towards home-based learning assessment in science and assessment environment differs significantly across learning modalities and the differences vary depending on the five dimensions of effective learning assessment and assessment environment. Students perception towards home-based learning assessment (HBLA) and learning-oriented assessment environment (LOAE) also significantly differs across the learning modalities with no significant difference towards performance-oriented assessment (POAE). Students' perception of HBLA is positively associated with LOAE for all learning modalities but not with POAE. Triangulation interpretive analysis of the sources of data - interviews, focus group discussions, open-ended questions responses revealed that consistent and inconsistent assessment practices of science teachers and the nature of learning modality might influence students perception which then resulted to non-parallelism of students' perceptions and implies a need for improvement of the assessment practices to boost students learning.

16:50-17:15

68542 | *What is the Best Practice? STEAM Education by Using Local Wisdom To Improve Innovators' Competence*

Suwicha Wansudon, Srinakharinwirot University, Thailand

Trai Unyapoti, Srinakharinwirot University, Thailand

Phatcharida Inthama, Srinakharinwirot University, Thailand

It is a challenge for elementary school teachers to design learning activities that blend local wisdom about Thai handicrafts with STEAM education management. Proactive learning management and local wisdom card games are used to help learners develop innovator competencies through the engineering design process. To inspire curiosity and innovation among learners. Take systematic and scientific action and develop innovator competencies in conjunction with local wisdom to develop a learning community for the transfer of knowledge, social processes, and local culture by means of local philosophers. The best practices were studied by 1) local philosophers and 2) teachers from all four regions of Thailand. There were interview forms and questionnaires used for the study. The content analysis of the data revealed that the best practices in the STEAM education knowledge management using local wisdom to develop innovator competency comprised of eight components. 1) Thai cultural communication and local wisdom; 2) engineering design methods; 3) innovative educational 4) STEAM education activities for learning; 5) blended learning activities 6) Innovators' creations 7) assessment, and 8) development.

09:30-10:45 | Room 707

Tuesday Onsite Presentation Session 1

Professional Training, Development & Concerns in Education

Session Chair: Kevin Kien Hoa Chung

09:30-09:55

68319 | *The Impact of Athletic Success on the Freshmen Enrollment at High Schools in Taiwan*

Ted Chang, National Academy for Educational Research, Taiwan

The Flutie effect refers to a phenomenon when athletic success of a college leads to an uptick in new student enrollment. This research investigates whether high schools in Taiwan have similar enrollment growth. Enrollment data from 519 high schools during the period from 2014 to 2021 are used to see if the freshman enrollment is affected by the outcomes of four national high school tournaments. Impacts of these four events are estimated through two OLS models, one focusing on the effect of participation, the other on the ranking. The results show that, first, participation has a significant impact on the male student enrollment in the following year, but not necessarily a positive one. In the High School Basketball League (HBL) male division, a positive Flutie effect appears when the number of male enrollments in the previous year is greater than 353.07; in Black Panther baseball games, when the number is greater than 125.36. However, in High School Baseball Taiwan (HBT) games, the effect exists when the number is smaller than 191.93. As for the participation effect on female enrollment, no Flutie effect is found. Second, the ranking effect on both male and female enrollment is present in HBL male division and HBT games. Male enrollment at schools reaching higher rankings in HBL tournament increases by 6.8-7.2% and female enrollment by 9.9%, compared to the enrollment of schools eliminated in the 1st round. In HBT games, male enrollment of higher-ranking school rises by 5% while female enrollment by 6.7%.

09:55-10:20

57273 | *Using Contemporary Art in Professional Health Education and Training*

Dina Alsalihi, Volonte HC Consulting, United States

Although there are an unlimited availability of online health resources today for professional health education and training, these myriad of resources have complicated education for healthcare providers, employees, and patients—particularly older adults, and individuals with limited English language skills. Even highly educated individuals may find the information too complicated to understand, especially when they're confronted with time limitation. Research has shown that the human brain can process images significantly faster than words. Also, visual images are more effective in simplifying complex subjects, allowing the retention of complex health information permanently in our memory, where they become indelibly etched. To manifest those facts, I've created state of the art and innovative health training infographics to help learners grasp complex health concepts easily and to expand their cognitive capabilities by stimulating their imaginations. In my presentation, I will be sharing unique techniques that I've adapted in delivering and transforming complicated scientific topics into simplified/entertaining material, and which has shown impressive outcomes in the past few years of implementation. Through graphics, I'm demonstrating how powerful visual metaphors of health and medical illustrations can create strong motivation in people, allowing them to attain a healthy lifestyle at work and home. My participation in this fundamental event will enable health education reach a new level and improve well being.

10:20-10:45

69179 | *Mitigating Bullying and Harassment in Professional Education Through the Theories and Praxis of Humour and Satire*

Alan Weber, Weill Cornell Medicine, Qatar

Bullying, harassment, and undermining have been identified internationally as serious concerns within professional education programs. Recent studies in the field of medical education for example, have revealed not only the surprisingly widespread nature of the problem, but have also documented a clear correlation between psychologically abusive behaviours and mental health effects including depression, anxiety, and suicidal ideation among healthcare professionals-in-training. Given the large financial investments that public education systems make in preparing professionals to serve society, solutions such as fines, criminal penalties, or license suspension can be both economically and socially counterproductive. Clearly education and training to prevent and confront negative professional behaviours has become the norm, but no consensus has emerged on how to identify and carry out gold standard and best practices programs. This contribution reports findings on novel programs at the Pennsylvania State University, Cornell University, and UCLA that employ humour and satire to diffuse bullying and harassment, specifically making use of common humanities educational paradigms such as reflective writing, graphic representation, role play, and narrative.

10:45-11:10

67014 | *Culturally Responsive Education in Kindergartens: Supporting Non-Chinese Speaking Ethnic Minority Children in Chinese Learning and Social-emotional Learning*

Kevin Kien Hoa Chung, The Education University of Hong Kong, Hong Kong

Barbara Pui King Ho, The Education University of Hong Kong, Hong Kong

Chun Bun Lam, The Education University of Hong Kong, Hong Kong

Sing Pui To-Chan, The Education University of Hong Kong, Hong Kong

In Hong Kong, around 33,000 non-Chinese speaking ethnic minority (NCS-EM) students were studying in local schools in 2019-2020, and nearly 40% were kindergarten children. However, from 2015 to 2019, the percentage of NCS-EM students admitted to government-funded postsecondary programmes remained 10% lower than that of the overall student population (Legislative Council Secretariat, 2020). Many NCS-EM students have experienced challenges in school adaptation because of difficulties with Chinese language. Studies on NCS-EM children's problems in Chinese learning revealed that insufficient exposure to Chinese language in children's daily living made them lag behind their Chinese-speaking peers (Oxfam et al., 2019). Even though some of them were locally born, their Chinese language proficiency, especially in recognizing Chinese characters and writing Chinese characters, remained a concern (Legislative Council Secretariat, 2018; Oxfam et al., 2019). This paper suggests immersing cultural responsiveness in support of NCS-EM children in learning Chinese language and social-emotional skills. The focus will be on teacher professional development, curriculum planning, and learning and teaching. Practical suggestions derived from a five-year Hong Kong based 'C-for-Chinese@JC' Project, which underscores the use of culturally responsive education benchmarks in kindergartens, are given. Guidelines for providing support to NCS-EM children for building up a learning environment with equity will be proposed.

11:25-12:40 | Room 707

Tuesday Onsite Presentation Session 2

Primary & Secondary Education

Session Chair: Michal Stanislaw Pachocki

11:25-11:50

67574 | *Implementing Stop Motion in Learning Quadratic Functions to Develop Mathematical and Global Competence for Students in Vietnam for the SDGs*

Chi Ton Le, To Van On High School, Vietnam

In this research, 10th - grade students at To Van On high school in Vietnam participated in a Project Based Learning with three stages. In the first stage, the students collaborated together to do some research on quadratic functions and Stop Motion technique as well. In the second stage, the students studied the local social problems focusing on the environment and discussed the suitable solution for the problems. In the last stage, the students used the application Stop Motion Studio combined with their own knowledge of the quadratic functions to create videos which conveyed things such as "Climate Action", "Life below Water", and "Life on Land". They are three of seventeen goals of the Global Goals, were adopted by the United Nations in 2015. From the research process, we knew that the students were not only demonstrating their understanding about mathematical knowledge but also giving their standpoints and helping raise community awareness on the mentioned goals of Sustainable Development Goals. Participating in the project helped the students develop mathematical modeling skills, enhance digital skills as well as thrive global competence. This research can be seen as an interesting reference for teachers, who want to implement digital technology and global competence in their own practices.

11:50-12:15

68409 | *Does in-service Training Abroad Provide Benefits for Vocational Teachers?*

Michal Pachocki, Graduate School for Social Research/Polish Academy of Sciences, Poland

The essential aim of initial vocational education and training (IVET) is to equip the learners with skills that could enable them to smooth their transition from school to work. Hence, such kind of training should respond closely not only to learners' needs but to labor market demands as well. One of the ways to catch up with current work standards is the transnational exchange of knowledge, including in-service training for teachers and vocational trainers. It seems reasonable, however, to determine to what extent the effects of such training stand valuable to educators and how they affect their IVET providers. Furthermore, the difference in gaining international experience patterns between IVET educators and general education teachers also seems worth investigating. To answer that, this mixed method research combined quantitative (online survey) and qualitative (interviews) approaches. The target group was the members of education staff working in vocational schools in Poland. During surveys and interviews, the participants shared the impressions of their stay abroad. The study showed that foreign experience gained by IVET educators is used not only in teaching vocational subjects. It can also contribute to IVET education quality by shaping values and attitudes like openness, tolerance, and intercultural awareness of young learners, which can positively affect their soft and communication skills at the early stage of vocational learning.

12:15-12:40

66873 | *Promoting Children's Pro-environmental Behavior: A Multilevel Analysis*

Peggy Ng, The Hong Kong Polytechnic University, Hong Kong

Cherry Tin Cheung, The Hong Kong Polytechnic University, Hong Kong

Ellesmere Choy, Newcastle University, Australia

Pro-environmental behavior is essential to reduce the negative influence on nature and the built world. Children are in the age of emergence which is crucial to develop and amend their behavior and achieve a more sustainable future. More understanding of the factors that motivate their pro-environmental behavior is vital. Based on the Theory of Planned Behavior, this paper merges the two levels of influence (individual children and teacher levels) and investigates cross-level interactions in establishing children's pro-environmental behaviors. Besides, teachers are the main stakeholder in the school's environmental education in generating and transferring environmental knowledge to children. Substantial research focuses on pro-environmental behavior of children at a solely individual level while little research takes into account both individual and school (teacher) levels. In particular, the multilayered hierarchical inter-correlations of student and teacher with respect to pro-environmentalism have been neglected. This paper adopted a multilevel framework in exploring the effectiveness of teachers' environmental knowledge sharing, including knowledge-generating, knowledge sharing and knowledge application on children's pro-environmental behavior at teacher level while at the individual level, the influence of children's attitude, subjective norm and perceived behavioral control are explained to generate pro-environmental behavior using the theory of planned behavior.

13:40-15:20 | Room 707

Tuesday Onsite Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Yuet Hung Cecilia Chan

13:40-14:05

68602 | *Integrative Writing Pedagogy: A Process Genre-Based Approach to Teaching Narratives in a Grade 7 Classroom*
Paul Marvin Gamboa, Ateneo de Manila Junior High School, Philippines

In the continuous search for the best approach to teaching ESL learners how to write across various writing genres, an integration between the process- and genre-based approaches has been slated as the best way to preserve the strengths of both well-known writing pedagogies as a response to the monolithic process-based approach. The current practice has not been able to lead students towards writing structurally sound outputs and thus has been deemed insufficient in that regard. Informed by Badger & White's (2000) and Rusinovci's (2015) principles on the process genre-based approach to writing, a content analysis of the instructor's old lesson plan on teaching a third-person narrative to Grade 7 students in the Philippines has led to the identification of gaps in the current practice such as the lack of a thorough deconstruction, explicit instruction, and joint construction of a text among teachers and students. The proposed lesson plan aims to address these gaps and eventually contribute to the improvement of the students' outputs in this innovation of instruction. The findings suggested that preparing students for the impending writing task through the means of a thorough discussion of the structures that govern the genre in focus might lead to better quality outputs that serve their function in this social endeavor of writing.

14:05-14:30

68350 | *Reading Aloud and Repeated Reading Strategy Based on the 'Callan Method' on the Development of the Students' Reading Skills*

Nikka Podadera, University of San Carlos, Philippines
Mary Ann Malimas, University of San Carlos, Philippines

This study was conducted to determine the effectivity of utilizing the reading aloud and repeated reading strategies of the Callan Method in improving the reading skills of the Grade 8 students from the selected high school in Surigao del Norte. The 29 students participating in this study have shown poor reading performance based on the results of the reading inventory of the Phil-IRI in 2020. The quantitative data of the study were the results of the pre-test and post-test of the Cambridge A2 Key for Schools test. Results revealed that there was a significant difference in the reading skills of the Grade 8 students upon the completion of the 120 required hour of Callan- mediated classes with the mean and standard deviation of ($M=15.83$, $SD=4.60$) as compared to the pre-test results ($M=10.62$, $SD=3.51$), $t(29)=-8.39$, $p < 0.05$. Likewise, the teaching intervention have improved the reading proficiency of the students with an effect size of (Cohen's $d = 1.55$). Furthermore, the qualitative data of the study looked into the affordances and challenges of using the Callan Method in reading. Students identified the affordances of the method to be as follows; guided reading for better understanding of context, repetition practices for mastery, collaborative learning, language translation for unfamiliar vocabulary and familiarity with the new method. The challenges identified during the utilization of the method, are the following; the fast-paced instruction, unfamiliar vocabulary in the text and unfamiliarity with the method in the teaching of reading.

14:30-14:55

66202 | *A Study on Teaching and Learning Critical Thinking Skills in the Grade 7 Junior High School Literature Classroom*
Claire Denise Ramirez, Ateneo De Manila University, Philippines

This study is concerned with how literature classes teach critical thinking skills. It examines the importance of teaching critical thinking skills as students understand the text, create their own interpretation of the text, and interact with the text in the literary classroom. Joynes et. al (2019) recognizes the organization, Partnership for 21st Century Skills (P21), and its effort in identifying the most essential skills needed in the contemporary world. As one of the four Cs in the twelve 21st-century skills (collaboration, critical thinking, communication, and creativity skills) expected of learners in the globalized and competitive world, critical thinking skills help students in logic, problem-solving, and reasoning skills. This thesis identifies its own four features of critical thinking which are phenomena that occur during the process of learning and practicing critical thinking. They are (1) understanding which is to gather necessary information and recognize connections between ideas, (2) validating which is to ensure validity, value, and accuracy of the result of the thinking, (3) transforming which is to establish informed observation, critical comment, or justified judgment, and (4) demonstrating which is to offer interpretations and make meaning of the text. Goodset's (2020) instructional strategies are used in this study because they are specific, appropriate, and are aligned with the discussed features of critical thinking in the classroom. These are used to identify which feature of critical thinking is addressed by which instructional strategy used in the classroom.

14:55-15:20

67188 | *A Teaching Development Study on Engaged Learning in Translation and Audio Description*
Cecilia Yuet Hung Chan, City University of Hong Kong, Hong Kong

This paper reports the outcomes of a teaching development study on engaged learning in translation and audio description by university students. Audio description (AD) is an instance of an accessible AVT method making audio-visual texts accessible to visually impaired people (Braun, 2008). Engaged learning aims to develop students' purposeful and reflective learning through classroom and outside-classroom experiences (Schlecty, 1994). Under the engaged learning approach, students involved in this study started by joining translation classes and participating in AD workshops. Then they were engaged in applying the acquired knowledge and skills to social services and knowledge transfer in exhibitions at a museum and on campus. In translation classes, students learnt to translate texts on art exhibits from Chinese into English and translate audio recordings on cultural heritage from Cantonese to written Chinese and English. In AD workshops, students were trained by an AD specialist to equip them with the knowledge and skills to prepare AD scripts for art exhibits. In an art exhibition on cultural heritage at a museum, students were allowed to use the completed AD scripts to serve visually impaired people invited to the exhibition. In the teaching development project exhibition on campus, they transferred their knowledge of audio description and art translation to university and secondary school students. Finally, students reflected on their learning experience in all contexts. The study's outcomes demonstrate students' success in professional translation by transferring knowledge and skills to social services, building their career paths as professional translators.

15:35-17:15 | Room 707

Tuesday Onsite Presentation Session 4

Professional Training, Development & Concerns in Education

Session Chair: Alexius Chia

15:35-16:00

67878 | *The Importance of Entrepreneurial Training for Post-pandemic Era in Hong Kong*

Mei Mei Lau, The Hong Kong Polytechnic University, Hong Kong

Yuk Chau Lam, The Hong Kong Polytechnic University, Hong Kong

Wah On Cheng, The Hong Kong Polytechnic University, Hong Kong

Sheung Man Yuen, The Hong Kong Polytechnic University, Hong Kong

The Covid-19 outbreak on a global scale has sparked fears of an economic crisis and recession. With the economy heavily battered by the pandemic, unemployment rate in Hong Kong is at a 17-year high. Entrepreneurship is a way for every industry to stay competitive during the global pandemic. To equip youngsters with skills to become entrepreneurs, relevant trainings to students in the higher education sectors are required. The purposes of this research are to review the area of intention literature on the theory of planned behavior in relation to entrepreneurial training, to develop an entrepreneurial intention model about the impact of entrepreneurial training on the capacities, abilities, and desirability to start a business, and finally, to evaluate the need of training in entrepreneurship to students in higher education. An exploratory study was conducted and the sample comprised 340 university students who will graduate within 1 to 2 years' time. Findings reviewed that entrepreneurial training is perceived to be critical to students' career development. More importantly, they believe that they can step out of their comfort zones to learn new skills and kick-start a new venture. Finally, the study suggests some insightful directions for future research.

16:00-16:25

67312 | *An Uneasy Co-existence With COVID-19: Reimagining Teaching & Learning in a Post-Pandemic World*

Alexius Chia, National Institute of Education, Nanyang Technological University, Singapore

The COVID-19 pandemic has left very few countries in the world unscathed, and many continue to suffer the crippling consequences brought about by the virus and measures taken to prevent its spread. While Singapore has had relative success in keeping the population safe by imposing a partial lockdown and tough safe management measures, what surprised everyone was that it was these very same measures that inadvertently unearthed the presence of deep-seated inequalities amongst a sizable group of learners from low-income families who had no means to access online resources when schools instituted home-based learning. As we amble towards an uneasy co-existence with the virus, we continue to be faced with a host of issues – including inequality of access – that affect what education might look like in this new normal. Schools and institutions of higher learning (IHLs) now have to grapple with new sets of demands. This presentation will start off by describing the various challenges faced by an education institution in Singapore that provides initial teacher preparation and teacher professional development for local and regional participants. It will then discuss some of the measures adopted, with regard to teaching and learning, in response to accompanying consequences brought about by disruptions caused by the pandemic. The presentation will end by postulating what teaching and learning might entail in a post-COVID-19 era and steps it should take to negotiate future uncertainties. Examples used in this presentation are culled from various teacher professional development courses conducted locally and regionally.

16:25-16:50

68544 | *A Case Study of Pre-Service Teachers' Physics Laboratory Skill in Measurement and Uncertainty*

Trai Unyapoti, Srinakharinwirot University, Thailand

Suwicha Wansudon, Srinakharinwirot University, Thailand

Phatcharida Inthama, Srinakharinwirot University, Thailand

Thanida Sujaritttham, Bansomdejchaopraya Rajabhat University, Thailand

In a physics laboratory, an experimental result and its uncertainty are significant because they permit others to evaluate the quality of the experiment. This is the most essential competency for high school science teachers. The purpose of this study was to explore laboratory skills in physics, particularly measurement and uncertainty. Data were collected from pre-service science teachers and pre-service physics teachers during the academic year 2022. The participants were given a measurement and uncertainty exam during class. Their responses were analyzed using the following procedures: reading an estimated value and uncertainty from a measurement, giving the uncertainty from the repeated measurement, propagating uncertainty, and writing the final results. The test revealed that the majority of responses lacked knowledge of uncertainty and the propagation of uncertainty. They provided incorrect answers and were unable to provide reasonable responses. In this work, the results will be discussed, along with the future direction of the research.

16:50-16:50

66901 | *The Dichotomy Between Final Year Undergraduate New Zealand Nursing Students Reports of Learning and Their Practice Intentions in Aged Residential Care: Challenges and Surprises*

Judith Honeyfield, Te Pukenga New Zealand Institute of Skills and Technology, New Zealand

Deborah Sims, Te Pukenga, New Zealand Institute of Skills and Technology, New Zealand

Adam Proverbs, Te Pukenga New Zealand Institute of Skills and Technology, New Zealand

Pam Foster, Te Pukenga New Zealand Institute of Skills and Technology, New Zealand

The aged healthcare sector internationally is facing a looming crisis in attracting and retaining a specialist nurse force, even while the global rise in longevity means that this demographic is making a growing demand on health services. Yet nursing students are often reluctant to consider community aged healthcare settings as desirable career pathways; a common perception is that the low-tech character and lack of rigor compared to hospital positions will mean that their education and high-tech skills are underutilised and potentially lost. This presentation describes our institution's atypical response of offering aged care clinical placements in both the first and third years of study. Where the introductory experience allows students to shadow and observe staff, and perhaps undertake some basic care, the final, month-long placement focuses on managing complex care, enhancing nursing leadership and management practices, quality improvement, and safety. Our study collected questionnaire data from 72 of 96 (75%) year three Bachelor of Nursing students and facilitated four focus groups involving 38 students. Findings included both congruent and disparate themes from contemporary literature on this subject. Overall, most students reported improved confidence in praxis, applying a range of class-learned knowledge and skills in response to encountered needs. Thirty percent said that they were more likely to choose aged residential care as a career specialty. The biggest factor to which they attributed this positive shift was their professional interaction with the registered nurses. We share our reflections on implications for how we prepare our students for placement roles, tasks and responsibilities.

09:30-11:10 | Room 708

Tuesday Onsite Presentation Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Cath Fraser

09:30-09:55

67626 | *Fostering Quality Public Higher Education through Government-Industry-Academia Collaboration: A Philippine Local University Model*

Elyxzur Ramos, University of Makati, Philippines

This presentation highlights the unique synergy of the University of Makati, a locally-funded Higher Education Institution (HEI), located in the central business capital of the Philippines, on its partnership with Industries and the Government agencies in developing programs and implementing innovative curricular offerings that provide access to FREE quality public education for the citizens of the city and its neighboring communities. Specifically, it identifies and presents the motivations and principles of the government-industry-academia partnerships the University established and how it responds to the challenges and dynamic changes in Philippine educational landscape. The presentation specifically covers how a common partnership vision works, the collaborative and unique curricular designs developed by multiple sectors involved in response to the "realistic" needs of the industry and the country, and the extent of mutual benefits collectively gained by all stakeholders. Furthermore, the presentation includes the challenges encountered along the process.

LEARNING OBJECTIVES: • Describe & explain the government-industry-academia partnership models adapted by the University of Makati in response to the changing landscape of Philippine Education. • Identify and analyze the diverse areas and levels of partnerships and engagements established by the University of Makati which can be adopted by other Universities around the world. • Evaluate the extent of benefits for all stakeholders and the challenges encountered by the University on its government-industry-academia partnership engagements.

09:55-10:20

69019 | *The Effectiveness and Efficiency of School Promotional Tools Perceived by Senior High School Administrators in Taiwan*

Hsuan-Fu Ho, National Chiayi University, Taiwan

Hung-Pao Wang, National Chiayi University, Taiwan

Taiwan witnessed the lowest birth rate in the world in 2015, and the situation has not changed much since then. As a result, schools in Taiwan are currently facing a great challenge in recruiting enough students to meet the minimum operation requirement. Given the steadily increasing competition in the educational market, schools in Taiwan rely heavily on a variety of marketing strategies to lift their student recruitment outcomes, but the results are often meager. This research is thus aimed to identify the best promotional tools that can be used by senior high schools for student recruitment, as well as to calculate the relative effectiveness and efficiency of promotional tools. A self-developed questionnaire was administered to 120 senior high school administrators with abundant school marketing experiences, and a three-level Analytic Hierarchy Process (AHP) was adopted as the main method for weighing the relative effectiveness and efficiency. The results indicated that school administrators place more weight on "providing admission sessions or participating in school fairs in junior high schools" and "creating or playing a part in social network sites", on the contrary, the traditional tools such as "mass media advertisement", "pasting posters" and "distributing flyers or school newsletters" were deemed less efficient. The research results may serve as guidelines for school administrators to develop or to improve their marketing strategies.

10:20-10:45

67551 | *Rajabhat Dataset for AI Community Information*

Chai Meenorngrwar, Valaya Alongkorn Rajabhat University Under the Royal Patronage, Thailand

Rajabhat University is a community-based university cluster in Thailand. The collaboration between 38 Rajabhat Universities around the country act to serve educational skills and knowledge such as courses, academic services and research. Therefore, this research aims to develop the open data from Rajabhat University called "Rajabhat Dataset". It consists of two dataset types: the university dataset (courses, students, alumni, teachers, staff, academic services research, etc.) and the community dataset (schools, households, healthcare, environment, economics, jobs etc.). Recently, every university has been facing financial pressure, old-fashion courses, etc. Therefore, it introduces machine learning to represent better guidance to solve this problem. Especially the Covid-19 pandemic is an opportunity to improve access for more students and transform their ability to learn and test to their satisfaction. For example, Valaya Alongkorn Rajabhat University (VRU) use the Rajabhat Dataset and AI to describe student trends and offer personalization and flexibility programs. It also classifies the Quality of Life (QoL) of the sub-district from Pathum Thani and Sakaew provinces. AI help university to identify and better support the pain points of the villager during the pandemic crisis with the university's services. Finally, it presents hindsight (What is happening?), insight (What will happen?), foresight (How can it happen?) visualization from Rajabhat Dataset and AI approach as AI Community information.

10:45-11:10

66930 | *Working in the Pacific, Working in Asia: the Challenges of Sustaining International Partnerships in a Pandemic*

Cath Fraser, Toi Ohomai Institute of Technology, New Zealand

Judith Honeyfield, Toi Ohomai Institute of Technology, New Zealand

In early 2020, members of the international, nursing and research teams at Toi Ohomai Institute of Technology, New Zealand, met with a number of education and practice providers in China, to explore an education and research collaboration. These discussions facilitated the establishment of the Sino-New Zealand Aged Healthcare Association (SNZAH) which currently has 15 inaugural New Zealand members including academic staff, medical and healthcare practitioners, and aged care professionals. Membership is growing with the launch of a website, and interest from other Chinese universities and technical institutes. The advent and impact of COVID-19 has certainly stymied our progress, and early on, threatened to derail our fledgling partnership. However, our early adoption of cultural lens theory as a way of understanding one another's contexts and drivers has enabled us to 'keep calm and carry on', and even begin to thrive. We have conducted an initial iterative review into good practice in aged healthcare, and achieved a number of co-authored research publications; we have held an online symposium with simultaneous translation options; and we have established a Learning Centre in Chengdu – all from our New Zealand base, and despite a raft of challenges. This presentation will outline the roles of effective leadership and management in pursuing goals of internationalisation, when all the usual protocols of relationship-building have had to be revisited. We are also interested in connecting with others who may be interested in similar collaborations in the aged healthcare and nursing sector.

11:25-12:40 | Room 708

Tuesday Onsite Presentation Session 2

Education & Difference

Session Chair: Harisankar Anirudhan

11:25-11:50

67456 | *Toto Chan: Tetsuko Kuroyonagi, Akira Takahashi and Case Studies on Individual Uniqueness*

Harisankar Anirudhan, Indian Institute of Technology, India

The world of activism, social awareness, and education concerning disability studies has traditionally been primarily divided into a battle between the followers of the individualist model of disability studies and the social model of disability studies. If the flaws of the former model lie in its neglect or unawareness of social structures that restrict the freedom and limit the social participation of disabled people, the flaws of the latter lie in its inadvertent criminalization of the medical profession for attempting to treat physical impairments and making a crude distinction between impairment and disability. Here in this context, it is essential to look at the educational experiments of Kobayashi Master, who founded a school named 'Tomoe' in pre-second World War Japan. Kobayashi Master was an educational visionary and musical aficionado who believed in encouraging a child's natural gifts and interests rather than stifling them with predetermined curriculums.

The advocates of the social model of disability, such as Paul Hunt and Vic Finkelstein, often criticized society for privileging the notion of normativity. However, Kobayashi's master, through his educational experiments, puts forward the unique proposition that the solution to the privilege of normativity is not a celebration of disability as often stated by theorists of the social model of disability but the celebration of individual uniquenesses that transcend generic notions of normativity and disability. When individuality is encouraged, the dichotomy of normativity and disability dies off by itself.

11:50-12:15

68649 | *Qualitative Case Study of the Experiences of Children With Disabilities in Inclusive Child Care Centres in Hong Kong*

Eva Yuk Ching Lai, The Education University of Hong Kong, Hong Kong

An inclusive programme is advocated as the best practice for providing equitable quality education for all children, regardless of their abilities. However, limited research has been conducted on the inclusive programme involving children with disabilities as active participants, especially in Hong Kong. This research is a qualitative case study aimed at listening to children with disabilities as they share their experiences in inclusive classrooms. Three cases recruited from three mainstream child care centres (CCCs) operating the inclusive programme in Hong Kong were employed in this study. Classroom observations, semi-structured interviews and the choice of stickers (e.g. emotional faces and thumbs up/down) were used for data collection. The data was analysed using the framework of Bronfenbrenner's bio-ecological theory of human development. Three major themes emerged regarding the experiences of children with disabilities in inclusive CCCs: 1) the characteristics of children with disabilities at a biosystem level, 2) the features of child-child and teacher-child interactions at a microsystem level and 3) the features of learning and home environments of children with disabilities. The findings indicate that children with disabilities felt happy about staying with their groupmates and special education teachers. However, they experienced academic difficulties, resulting in them being rejected by their peers, mainstream education teachers and their families. The implications for cultural and instructional changes were also discussed.

12:15-12:40

66879 | *Promoting Student Academic Success through a Multi-Tiers System of Support (MTSS) Approach*

Chun Zhang, Fordham University, United States

In many schools in the US., students, educators and family members are innovating support systems using Multi-Tiers System of Support (MTSS) to address academic and social and emotional difficulties of all students especially for schools where many students are from low-income and minority backgrounds. The goal from this MTSS model is to use a preventive, collaborative, culturally responsive, and data driven approach through using a student success team (that includes general education teachers, special education teachers, school psychologists, counselors, and family members) for problem identifications and solutions on an ongoing basis. The presentation will highlight a New York City school's effort in designing and implementing a MTSS system for supporting students and families. Schoolwide and specific classroom wide practices for promoting academic success and social and emotional well-being of all students. As these two pillars of the support system (social emotional and academic tools) interact with and support each other, school becomes a place not just for preventing school failure and supporting student academic success, but also a haven for supporting and nurturing the mental health and social emotional well being of all involved. In this presentation, we will provide with examples and tools for this innovative and comprehensive model for creating a community of teachers, families, and students working together to face the tough challenges from the pandemic and to create the optimal environments for teaching, learning, and succeeding as members of this caring community.

13:40-15:20 | Room 708

Tuesday Onsite Presentation Session 3

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Hugh Schuckman

13:40-14:05

67730 | *Healthcare Practices of Yapayao-Isneg Tribe: An Ethnographic Study*

Mark Gil Vega, Visayas State University, Philippines

Nelson Arguilles, Marikina Polytechnic College, Philippines

Luisito Evangelista, Philippine Normal University, Philippines

Indigenous healthcare practices have played an integral part in human evolution and development since ancient times and have been exercised in every culture around the world. Traditional knowledge and practices from Yapayao-Isneg had sustained their communities long before Westernization had any significant impact. However, they are affected by different environmental factors, especially when it comes to medical practices that affect their beliefs and traditions. This descriptive-ethnographic research was to determine the traditional healthcare practices and beliefs among the Yapayao living in Adams, Ilocos Norte. Informants were nine (9) elders of the Yapayao tribe. Findings revealed that they once operated distinctly primitive healthcare practices throughout life, primarily affected by their beliefs and traditions. However, most of their old beliefs and practices are influenced by modernization. It only implies that the Yapayao are receptive to changes that may affect their way of living. More so, their community's government health care and educational support significantly affect their present way of living. The local government discouraged them from doing their old healthcare practices in their community, explicitly giving birth for safety and hygienic purposes. Despite the changes and influence of modernization on healthcare practices, few Yapayao still practices their traditional exercises.

14:05-14:30

69171 | *Looking Beyond What is Visible: How We Regard History Through Memorials*

Yukiko Terazawa, Tokyo City University, Japan

A memorial serves to commemorate someone or something. It not only represents what one wishes to remember but also reflects how one wishes to, and wishes others to, remember it. The message is conveyed through the physical images of the memorial, such as its inscription and design. Still, in the process of establishment, certain memories are intentionally excluded or eventually made invisible. This paper takes up two memorials: the Japanese American Memorial, which commemorates Japanese Americans forced into incarceration camps during WWII, and the Statue of Peace, which was first erected in front of the Japanese Embassy in Seoul in 2011 to honor the victims of Japan's wartime sexual slavery and demand an official apology from the Japanese government. By examining how these memorials reconstruct and obliterate memories, I intend to show how crucial looking beyond the visible is, and how we should help students regard history and pass on memories.

14:30-14:55

69086 | *"People Are Poison" – A Case Study of Chinese Young Adults' Printed Clothes as Linguistic Landscape from Wearers' Perspective*

Ruijie Li, University of Hong Kong, Hong Kong

Printed clothes have been treated as a special type of mobile linguistic landscape and wearing these clothes can be regarded as a conscious communication act. Previous studies have paid their attention on producers and printed clothes themselves, but wearer is also an essential step which should not be ignored in forming printed clothes as linguistic landscapes. In this study, wearers, as the "second" decision in printed clothes that they choose from existing printed texts to express themselves were explored, to see how different social and linguistic factors influence the final presentations of printed clothes. Applying an ethnographic approach, twenty three private items were collected from six Chinese young adults who are now locating in three global cities: Shanghai, Hong Kong, and London, and interviews were conducted for exploring the agency of buying and wearing texts on their bodies. Based on Spolsky's (2004) framework of language policy, this paper gives a glance of young Chinese adults choosing or not choosing to wear clothes with texts to express their own identities, and how sociocultural factors lead to the results that Chinese, as their first language, is absent in this communication act. Finally, I suggest that the final presentations of these printed clothes do not only reflect wearers' own language and cultural ideologies but also globalization of English from economic and cultural perspectives.

14:55-15:20

68829 | *Global City, Unbound: Teaching Songdo Korea's Local Stakeholders to Promote a Internationally Accessible City*

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

Grace Stewart, University of Utah, United States

Daisy Hall, University of Utah, United States

Chae-eun (Erica) Yang, University of Utah, South Korea

Korean global tax-free development zones such as Songdo, Korea have successfully attracted talented professional talent and students from around the world. Developed through public-private partnerships, these Korean tax-incentivized hubs have bolstered the Korean effort to promote economic, cultural, and political entanglement among friendly nations. But the local government and businesses have often overlooked vital needs from the international community, making medical, educational, and commercial opportunities inaccessible. Over the past year, we have researched this challenge and possible reforms in two stages. First, we interviewed several tranches of Songdo-based foreigners (newly arrived; 1-year living experience; 2-5 years, etc.) about their greatest challenges to living, working, and studying in Songdo. Based on this semi-structured interview data, we held focus-group workshops to test possible targeted interventions business and government stakeholders might employ to promote greater access to the global community. Our findings indicate three promising possibilities: promoting English for non-English speaking foreign communities, holding regular meetings between local business owners and native English speakers for multi-cultural perspectives and translations, and further connection and support between local government and global citizen online communities. Our presentation argues that supporting all three of these interventions would help Songdo (and possibly other similar planned cities) promote greater access to the city's resources among the city's international residents.

15:35-17:15 | Room 708

Tuesday Onsite Presentation Session 4

Education, Sustainability & Society

Session Chair: Yasser Lenis

15:35-16:00

68276 | *The Future of Work Through the Eyes of a Child*
Sara Ratner, University of Sydney, Australia

We know that humans are capable of mental time travel, we are able to re-live our past and imagine future possibilities. Our ability to envision the past and think about possible future events sets us apart from all other creatures. The human brain's capacity to look to the future has created the world as we know it. (Dawson, 2017; Prabhakar & Hudson, 2014; Seligman, 2016; Suddendorf & Corballis, 2007; Tulving, 2002). So how do children gain the ability to make choices today in order to set themselves up for future success? Raby and Clayton (2009) found that in order for individuals to imagine the future they draw on semantic and episodic future-oriented thought processes. Semantic thought processes are explained as those that rely on general knowledge and experience whereas episodic processes see the individual transport themselves mentally to the future where they become an active participant in the imagined event. Several studies have shown that children as young as 3-year-olds are able to use semantic associations to make choices that will inform a future, imagined event (Atance & Meltzoff, 2005; Atance & O'Neill, 2005). This presentation explores the future of work through the eyes of young children. Children currently enrolled in Year Six (aged 11-12 years) were invited to draw upon their diachronic, episodic future-oriented thinking to imagine their day at work in the year 2030. The results provide valuable data on how schools can best support future ready citizens.

16:00-16:25

67870 | *Education as Social Innovation in Rural Populations Affected by Armed Conflict*
Yasser Y Lenis, Antioquia, Colombia
Amy Montgomery, St. George's University, Grenada
Diego F Carrillo-González, Universidad de Sucre, Colombia
Enoc Valentín González Palacio, Antioquia University, Colombia
Dursun Barrios, National University of Colombia, Colombia
Natalia Duque, Antioquia University, Colombia

Education can enhance the production conditions and quality of life in rural communities affected by armed conflict. Therefore, public universities play a pivotal role to reduce poverty and inequality in rural areas. The purpose of this study was to determine the effects of a theoretical-practical training program in rural management and leadership (D-ML), artificial insemination (D-AI), and bovine genetic improvement (D-GI), on the perception and level of knowledge in a rural Colombian population. Methodologically, the project consisted of two phases: Phase 1 included the practical and theoretical training and evaluation of 53 undergraduate animal sciences students in three dimensions (D-ML, D-AI, and D-GI). After training, 13 students were selected according to their solidarity skills and social sensitivity. Phase 2 included the socioeconomic characterization and training of rural residents by students and field experts in the three dimensions (D-ML, D-AI, and D-GI). Results indicate that before the theoretical-practical training, the level of general knowledge of the residents was 45.9% with an increase to 77.6% after training ($p < 0.01$). The level of knowledge in D-AI went from 38.5% before training to 80.6% ($p < 0.05$) after training, while the level of knowledge for D-GI pre-training was 50.8% and increased to 73.0% after training ($p < 0.01$). Finally, the level of knowledge in D-ML increased ($p < 0.01$) from 54.8% before training to 75% after training. It can be concluded that rural extension programs can reduce social inequality, strengthen the capacity of knowledge, and enhance the economy of rural residents.

16:25-16:50

69120 | *School as the Key Agent in Narrowing the Gaps Between Students' Civic Competencies: Evidence From ICCS 2016*
Sungwoo Kang, Chungnam National University, South Korea
Hojun Lee, Cheongju National University of Education, South Korea
Sun Kim, University of Oxford, United Kingdom

Despite growing interest in citizenship education in many countries, critical questions remain as to how students' civic competencies in different countries can be compared effectively through an analysis that assesses not only the levels of but also the variations in such competencies, and how these variations can be addressed. Using data from the International Civic and Citizenship Education Study 2016, this paper examines the situation in 16 countries, broadly categorizing such competencies in terms of students' civic knowledge, disposition to engage in society, and attitudes toward civic and citizenship issues. For this purpose, this study identifies and analyzes the determinants of the variations in students' civic competencies with hitherto underemployed research methods, machine learning and quantile regression. The results indicate that open discussion in the classroom, the use of social media as a tool for communication, and the fostering of student-teacher relationships are important factors in improving the civic competencies of students, especially among those who display lower levels. This paper also finds that a formal curriculum in civic education at school has a powerful effect on bridging the gap in students' civic competencies. The results of this study have important policy implications for the ways in which citizenship education is conducted at school: in particular, the promotion of relational or interactive aspects of school pedagogy, such as by facilitating online and offline communication among students as well as by strengthening the ties between teachers and students, is crucial in lessening the differences in students' civic and citizenship competencies.

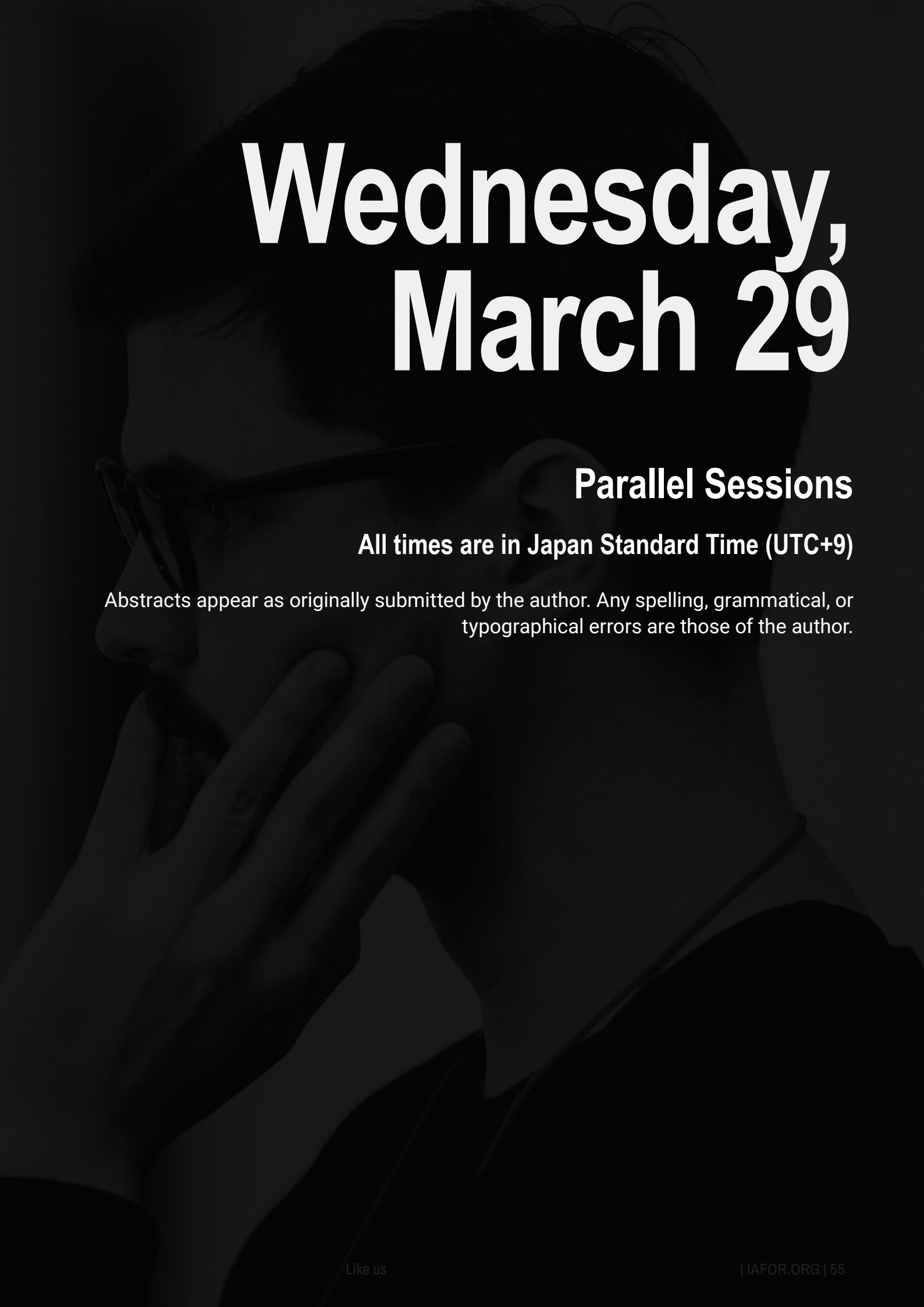
16:50-17:15

67864 | *Education in a Post-COVID World: Ideas for Public Action Among College Students*
Wan-Chen Hsu, National Kaohsiung University of Science and Technology, Taiwan

This study examined "ideas for public action among college students in a post-COVID world." It also analyzed the impact of educational ideals and practices in the pandemic context among students of different school affiliations and genders, with 799 questionnaires analyzed. The differences in the item scores indicated the importance of university students' policy participation and involvement in pedagogical model development in the pandemic context. Additionally, for gender-aware educational actions, females scored significantly higher than males, highlighting the importance of promoting students' right to education and teachers' professional development and collaboration. Also, private university students generally scored lower than public ones on awareness of educational action, perhaps due to the influence of educational stratification, family background, and educational capital.

Notes

[illegible]



Wednesday, March 29

Parallel Sessions

All times are in Japan Standard Time (UTC+9)

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

Wednesday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jia Yi Chow

09:30-09:55

65383 | *Academic Adaptation and Stress Associated With University Life: Insights From the First Year Students*

Narangerel Tsedendamba, Mongolian National University of Education, Mongolia

Otgonsuren Gungaarentsen, Mongolian National University of Education, Mongolia

University attrition rate is increasing around the world and there is a consequence for the student who is dropping out, university, and society as a whole including costs, psychological issues associated with perceived feeling of failure, and issues around employability and job satisfaction (Sosu & Pheunpha, 2019). About 80% of the students who study at the Teachers' School, Mongolian National University of Education are from country Mongolia and most of them come to the capital city to do their tertiary education. Due to the differences between rural and urban lifestyles, and expectations of tertiary education, the dropout rate is increasing especially at the beginning of the first semester. There is an urgent need to better understand the need to drop out of the university and find ways to support these students to adjust to university life and the life outside the university. This study aims to explore the issues associated with adjusting to university studies and its relationship with attrition. It used student adaptation to college questionnaire (Baker & Siryk, 1999) and student life stress inventory (Gadzella, 1991) to collect data from 80 first year students. The findings revealed that the students needed support in many aspects of their studies including support with navigating technology, homework, living expenses, and stress management. There is a need to have a strategic plan in place to support these students to seamlessly transition into university and city life during the first half of the first semester.

09:55-10:20

65998 | *The Testimonies of Sick People: A Teaching Proposal*

Wladimir Chavez, Ostfold University College, Norway

Pathographies, also known as narratives of illness or literature on illness, are written testimonies of patients, doctors or relatives of sick people. In the academic world, there are some concerns about narrative of illness as a genre. Scholar John Wiltshire considers them as a "wild, disordered field". In fact, narratives of illness are little-known in the context of autobiographies or testimonial literature, and they have been largely ignored by scholars. However, they have become popular in recent years. Both in traditional books and electronic literature, these narratives develop a variety of communicative strategies. This presentation suggests a teaching approach of this kind of narratives, with examples taken from pathographies written by patients such as Hiro Fujita (Japan), Leo Montero (Spain), Juan Secaira (Ecuador) and Maria Manonelles (Spain). The teaching proposal focuses not only on literary strategies, but also highlights the social and cultural aspects of the literature of illness, with special emphasis on the identity issues; a person's sense of self is highly likely to change with the advent of a serious disease. This type of works could invite the student to reflect on the essential questions of humanity, for instance happiness, life, death and love.

10:20-10:45

66960 | *Exploring the Approaches to Aesthetic Competence-based Curriculum and Instruction From Life Aesthetics Practitioners' Phronesis*

Chi Hui Huang, National Academy for Educational Research, Taiwan

Aesthetic education is an important aspect of holistic education, and aesthetic competency is included in the core competencies of Curriculum Guidelines of 12-Year Basic Education. How students learn to perceive aesthetics in classes and transform it into aesthetic competency is what the researcher concerns about. The connotation of aesthetics changes with time and space, and needs to be integrated with social, cultural perspectives and context. The opinions of aesthetic life practitioners can help us realize the way how aesthetics is implemented in life, besides, they can also become models for students' learning. The purpose of the study is to analyze the practical wisdom of life aesthetics practitioners (taking diet as an example), design a diet aesthetics experimental course, and evaluate the learning effect accordingly. Two classes in a junior high school in New Taipei City were selected for quasi-experimental research. The design of the course adopts the "design-based research (DBR)" method. The questionnaires results showed that the performance of the experimental group was significantly better than the control group. In addition, further analysis was carried out according to each construct, including three aspects of aesthetic education and 4 learning objectives. Finally, the researcher makes some suggestions for implementation in the future.

10:45-11:10

67261 | *The Impact of Covid-19 on Shaping the Design and Delivery of Physical Education in the Singapore Context*

Jia Yi Chow, National Institute of Education, Nanyang Technological University, Singapore

The Covid-19 pandemic has impacted learning experiences for students globally and for one particular subject, the effect was even more significant: Physical Education. Without a doubt, lock downs and Home-based Learning (HBL) challenged PE teachers to re-think and re-design pedagogical practices, such as leveraging technology, to continue to support meaningful learning for the students at home. In Physical Education, where collaborative work and problem-solving can be accentuated in hands-on practical settings, the challenge was indeed significant. HBL meant that there was a complete absence of opportunities to be engaged in meaningful play with their peers. PE teachers had to conduct PE lessons through online platforms (e.g., Zoom) and design, curate PE learning packages through the Student Learning Space (SLS) (Ministry of Education, Singapore). In this sharing, descriptions of how Singapore PE teachers navigated the challenges will be presented. The implications on the review and re-thinking of relevant pedagogical practices in the PE context will also be discussed. Innovation is certainly seen as a way forward with pedagogy learning the way.

11:25-12:40 | Room 703

Wednesday Onsite Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Christine Walsh

11:25-11:50

68629 | *Teaching K-12 via Online in the Time of COVID-19: A Tale of Two Cities*

Karen Manaig, Laguna State Polytechnic University, Philippines

Chester Alexis Buama, Laguna State Polytechnic University, Philippines

Wai Ching Adrian Ting, University of Salford, United Kingdom

Alberto Yazon, Laguna State Polytechnic University, Philippines

The COVID-19 pandemic has caused chaos worldwide. In many countries, face-to-face teaching was suspended on and off in the past two years. Online delivery was seen as a solution to teach schoolchildren during this period. For the first time in history, technology was employed to deliver synchronous and asynchronous lessons on a massive scale. Teachers in particular were at the forefront of this situation where they had to deal with these issues firsthand. While there are many benefits to using technology to teach students during these difficult times, there exist many practical issues that might seriously affect the quality of education. Although some countries might have better IT infrastructures in schools than others, it is argued that this might not be useful when it comes to online delivery. This study aims to give school teachers a voice to tell their stories. Six school teachers from Hong Kong and The Philippines provided their accounts of their experience teaching students online in the past two years. Using narrative inquiry methods, the data were analyzed and compared. The results suggest that the perceived digital divide might not be as vastly different between wealthy and developing societies. It is hoped that the findings will add to a growing body of research related to teaching and learning during the COVID-19 pandemic and offer an in-depth insight into teachers' individual experiences.

11:50-12:15

69163 | *Emergency Remote Teaching and Alternative Platform for Online Class: Experiences of English Teachers in Indonesia*

Rahmila Murtiana, Swinburne University of Technology, Australia

In this presentation, I will share the narratives of English language teachers in one region of Indonesia as they navigated into emergency remote teaching. It is part of a larger study that I conducted for my PhD. Data were obtained through in-depth interviews with a cohort of English teachers who just began their teaching career. The findings revealed that the issue of the digital divide and inequity became a challenge for teachers to engage the students. Learning management system (LMS) provided by the school as well as Google Classroom application did not work optimally for the students. Poor internet connection in some areas became the main factor that affected the teaching and learning process.

To respond to the challenges, the teachers took some efforts by adjusting their teaching approach and selecting an appropriate online platform. Mobile instant messaging media such as WhatsApp was found more effective during emergency remote teaching. The features in WhatsApp could be used by the teachers for delivering the materials and maintaining interactions with the students. It also became a solution for the students who lived in disadvantaged areas where internet connectivity was limited. This presentation is expected to offer some insights for teachers and educators about alternative media that could be utilised for teaching during this unpredictable era.

12:15-12:40

67971 | *Digital Storytelling in Teaching and Learning: Lessons Learned in the Virtual Classroom and Virtual Research Environments*

Julie Drolet, University of Calgary, Canada

Christine Walsh, University of Calgary, Canada

Digital storytelling is the practice of using digital media to tell stories. It has been shown to promote deep reflection, help make sense of experience, encourage cooperative activity, build confidence, and create a powerful product that can have a transformative effect on the maker and viewer alike. This paper shares the use of digital stories in the virtual classroom and in virtual research environments. The Transforming the Field Education Landscape (TFEL) is a project that aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative, promising and wise field education practices, and improving the integration of research and practice in field education. Students and postdoctoral scholars are being trained and mentored to create digital stories to document and share their training, mentoring, and research experiences in field education. The TFEL project has three streams: 1) digital storytelling, 2) national study to inform the development of sustainable models of field education, and 3) applied practice research. The guiding research question for digital storytelling is: In what ways does the storytelling process enhance student learning about research training and mentorship? This study provides an overview of the partnership, and how the project supports the use of digital storytelling in teaching and learning difference. Digital stories are shared, including a course assignment and rubric. Implications and recommendations are provided.

13:40-15:20 | Room 703

Wednesday Onsite Presentation Session 3

Foreign Languages Education & Applied Linguistics

Session Chair: Allison Segal

13:40-14:05

68733 | *The Role Teaching Assistants Play in Cross-Linguistic Team Building*
Robert McClung, Yorkville University, Canada

Building better opportunities to assist future student-teachers has become possible through online tandem learning (OTL). This study looked at improving the classroom teaching skills of Japanese English as foreign language (EFL) students enrolled in teaching a TEFL course who wished to become future schoolteachers. Third-and-fourth-year students from an Australian university, who had majored in Asian languages, were scheduled to intern as teaching assistants (TAs) to help foster a more engaging classroom between students and instructor. However, due to the COVID-19 pandemic travel restrictions, the original plans had to be changed to an online environment. This created an opportunity to develop a new approach by adopting an OTL methodology. Over a period of 3 semesters, classes of 25 TEFL students and 5-8 TAs were teamed in groups of 3-4. Under the direction of the instructor, the teams were led by the TAs over 14-weeks of OTL TEFL training. The results revealed that OTL TEFL had a positive impact on overall motivation and led to a better understanding of andragogy, student-centeredness, and lesson flow. By using data collected throughout the three semesters, interpretive analysis was utilized to analyze and identify common themes in the participants' reported experiences. The program clearly showed the positive effects of bridging the knowledge of students and TAs by determining best practices, fostering team building exercises, and drawing on learning experiences. Positive social change will result from facilitating programs that engage undergraduate university learners in more meaningful and authentic ways.

14:05-14:30

66681 | *Enhancing Undergraduate Students' Intercultural Communication and English Skills Through Virtual Exchange*
Jirajittra Higgins, Chulalongkorn University, Thailand

As people around the world have become more interconnected, the ability to interact effectively across cultural and linguistic diversity or intercultural communication competence plays an important role in being a global citizen. However, learners in many countries where English is regarded as a foreign language still do not have many opportunities to utilise their knowledge of English in practice outside of class. Therefore, learners need to engage in activities that allow them to enhance language proficiency as well as intercultural communication competence in diverse linguistic and cultural environments. With advanced technology, a wide range of opportunities to enhance language proficiency and intercultural knowledge can be done easily via virtual exchange. This study explores how effectively virtual exchange can enhance undergraduate students' intercultural communication competence and English skills. The virtual exchange programme implementation lasted for 8 weeks and the participants from universities in Thailand and Japan met virtually for collaborative discussions on various topics. The five-point Likert scale self-assessment questionnaire and written reflection essays were collected at the completion of the programme. The quantitative method was utilised for the questionnaire analysis by using descriptive statistics, whereas the qualitative method was employed in order to interpret data from the reflection essays. The results of the study show that virtual exchange experiences can successfully facilitate and promote intercultural communication and English skills for undergraduate students.

14:30-14:55

69568 | *Speak Better: A Meta-analysis of Language Learning Modalities for Improving Speaking Proficiency*
Allison Segal, University of Utah, South Korea

Whether it is to improve one's job opportunities or understand the lyrics of your favorite KPOP band's latest single, the importance of knowing a second or third language is becoming more vital (Park, 2011; Tuan, 2017; Yoshida, 2016). Despite foreign languages being a compulsory subject in many countries' K-12 education, many language learners are unable to exceed low intermediate speaking proficiency (Al-wossabi, 2016; Jumrah, 2019; Tuan, 2017; Yoshida, 2016). So, many undergraduate students seek ways to improve their speaking proficiency. However, there are a multitude of different modalities for language learning, such as asynchronous courses, traditional synchronous university courses, foreign language housing, studying/living abroad, intensive language courses, social media platforms, and mobile applications for language learning (MALL). Thus, this meta-analysis will investigate various language learning modalities utilized to improve speaking proficiency. In total, 22 empirical studies involving 1,758 second and foreign-language undergraduate learners have been reviewed. These studies were selected from the Education Resources Information Center (ERIC) and Google Scholar. The findings of the meta-analysis indicated that the modality's effectiveness depended on the learners' level of proficiency and specific learning goals. Students with lower self-efficacy and proficiency greatly benefited from using social media and MALL. Students with an intermediate speaking proficiency level found the most improvement in intensive programs, short study abroad experiences, and foreign language housing. These findings also support the incorporation of social media and MALL into the traditional face-to-face classroom.

14:55-15:20

69175 | *The Short-term Effects of a First-year Writing Course on the Linguistic Complexities of Students' Writings*
Zi Hui Yeo, National University of Singapore, Singapore
Kooi Cheng Lee, National University of Singapore, Singapore
Melvin Yap, National University of Singapore, Singapore
Siew Mei Wu, National University of Singapore, Singapore

This study investigated the short-term effects of a first-year writing course (FYC) on the linguistic complexity of near-L1 students' writings. First, using Biber et al.'s (2011) model for academic writing development, freshmen's pre-FYC academic writing abilities were identified to be in the initial stages of the developmental trajectory. Then, the linguistic complexity of pre- and post-FYC essays were compared for 495 students. For syntactic complexity, the mean length of clauses and the number of complex nominals per t-unit as well as per clause were found to be significantly higher in post-FYC essays than pre-FYC essays, while the number of dependent clauses per clause and per t-unit were significantly lower. For lexical complexity, verb variation and verb sophistication were significantly higher. These results are consistent with expectations formed based on Biber et al.'s (2011) model, suggesting that FYC can have positive short-term effects on near-L1 students' ability to leverage linguistic complexities required for academic writing. The study also demonstrates how Biber et al.'s model for academic writing development can be used to narrow down which computationally scored linguistic complexity measures are important to track for academic writing development. Our ongoing research builds on this work by employing the use of a control group and by investigating if whether positive short-term effects found in this study persists into the long term.

09:30-11:10 | Room 704

Wednesday Onsite Presentation Session 1

Foreign Languages Education & Applied Linguistics

Session Chair: Yan Zhang

09:30-09:55

67970 | *Students' Perceptions of M-reader*

Abouzar Rajabpour, Sultan Qaboos University, Oman

M-reader has been utilized as a way of including Extensive Reading in ELT classes in several universities in the Middle East, for example, Shiraz University in Iran and Sultan Qaboos University in Oman. Although there have been few attempts to evaluate this online tool from different aspects, no studies have investigated students' perceptions of M-reader and how it can be improved. Hence, using a large sample, this study scrutinizes the potential advantages and disadvantages of M-reader and, finally, presents students' suggestions on how to idealize this popular Extensive Reading tool. A mixed method design was used in data collection and data analysis phase of the study. The results of the study show that M-reader is a popular platform among students in spite of some potential drawbacks.

09:55-10:20

68950 | *When Collaborative Problem Solving Met Problem-Based Learning: A Curriculum Design for College Low-Achieving EFL Learners*

Wei-Jie Tiao, Chaoyang University of Technology & National Yunlin University of Science and Technology, Taiwan

Tsui-Ying Lin, Chaoyang University of Technology, Taiwan

This study purports to explore the learning effectiveness of low-achieving learners by integrating the Collaborative Problem Solving (CPS) teaching strategy into Problem-Based Learning (PBL) curriculum design in an EFL learning setting and the relationship among the collaborative problem-solving pedagogy, completion of performance assessment tasks, and oral confidence for low-achieving learners. Highly concerned issues included the effectiveness of low-achieving learners' completion of writing and oral performance assessment tasks and their speaking confidence in oral performance assessment tasks by integrating CPS teaching strategies into PBL curriculum design. Fifty-two non-English-major sophomore students at a private university of Technology in Taiwan were invited to participate in this one-year empirical study in their university course. The results showed that students' anxiety in speaking and writing reduced slightly, and their confidence improved. In addition, the majority of students completed writing and oral assessment tasks on time. Although students were confident that they would be able to speak fluent English one day, their anxiety about grammar and vocabulary did not decrease, and they did not have much expectation or interest in writing.

10:20-10:45

68075 | *Learning Western Literature through Drama for EFL Learners from Vietnam and Taiwan: A Comparison Case Study*

Vuong Quoc Dat (Daniel) Tran, Da-yeh University, Taiwan

Chin-Ching Lee, Da-Yeh University, Taiwan

Nowadays, English education is essential in many countries, especially those that set bilingual goals, like Vietnam and Taiwan. Drama activities will likely enhance learners' language proficiency and learning motivation. In addition, drama activities integrated with literature studies may facilitate EFL learners' language acquisition. The literature-language integration and creative learning activities may widen students' literary vision and engage students in language learning. This study investigates EFL literature learning through drama activities among college students. The research instruments include a questionnaire and online and onsite interviews. The questionnaire covered four items: Motivation, Participation, Creativity, and Adaptation, including seven questions that help the researcher better understand the differences in learning EFL Literature through Drama between Vietnamese and Taiwanese college students. Participants in this study were 45 Vietnamese and 17 Taiwanese English majors. The questionnaire is to find the students' language learning motivation and concerns about the knowledge of Western Literature through drama activities regarding creativity, limitation, learning strategies, length of time, and language application. Furthermore, seventeen participants agreed to join the interviews. The results showed that Vietnamese college students constantly referred to brainstorming creative ideas in drama activities and always concentrated on the meanings of the drama with a happy ending. However, Taiwanese college students preferred drama with original content and self-designed open endings, most of which were sorrowful. Moreover, all students would improve their English skills through drama, but Vietnamese participants were more interested in Western Literature and drama learning activities than Taiwanese students.

10:45-11:10

67441 | *Community-Based: New Approach of Teaching Chinese During the Pandemic*

Yan Zhang, University of Wyoming, United States

Foreign language teaching gives students a path to connect to the world culturally and linguistically. However, the Covid-19 pandemic has changed every aspect of life, including teaching and learning methods. One of the more challenging aspects of teaching is how to recreate a dynamic class and engage students to be active learners. Forming an influential learning community requires us to consider a number of factors, such as language proficiency level, intercultural competence, technology, self-esteemed learning style issues, and so on. To best help students achieve the utmost in their potential for exceptional learning in both online and offline classes, this presentation provides language teachers with a community-based module along with three principles of educational philosophies, which are: (1) The cultivation of a respectful and warm learning community, (2) the creation of hybrid learning opportunities, (3) the cooperation of independent learning projects. Starting with a discussion of the vital foundation of building a respectful learning community of trusted peers, this presentation will demonstrate a hybrid learning approach, which integrates authentic materials input and technology-enhanced language learning. A series of pedagogical strategies will also be exemplified, confirmed by my class surveys showing student perceptions of this method. This survey shows growth in student confidence and community during class and their priorities in second language learning. Lastly, two projects will be demonstrated at the end, indicating how to engage students in deducing/experiencing language, history, and culture.

11:25-12:40 | Room 704

Wednesday Onsite Presentation Session 2

Higher Education

Session Chair: Christopher Hill

11:25-11:50

69192 | *An Analysis of Content Marketing on Social Media by Five Top Global Universities*

Worada Apirat, Mahidol University International College, Mahidol University, Thailand

Phanita Pooteang-on, Mahidol University International College, Mahidol University, Thailand

Social media are used increasingly by higher education institutions (HEIs) to promote brands and connect to stakeholders. The authors analyzed post type and post content on Facebook posted by five selective universities of Top 20 QS World Ranking University 2022: Massachusetts Institute of Technology from USA, University of Oxford from UK, ETH Zurich-Swiss Federal Institute of Technology from Switzerland, National University of Singapore from Singapore, and Tsinghua University from China. This study followed the 12 post types: alumni, announcement, campus, curriculum, events, faculty, image and reputation, industry, others, products, research, and students to segment post types, and expressions such as likes and comments are used to evaluate engagement. The study found that from 2,232 posts by the selective institutions, the top five most frequently posted are research, faculty, students, image and reputation, and events. Compared to engagement, post-engaged students' life gained the most engagement while research is still in the top five. Beautiful spots on campus also gained high engagement as found in previous papers. Interestingly, the "others" post type which contained content from outsources was also found with high engagement in this study. From findings, the authors suggested HEIs may pay attention to updated content or stories that matter from external sources or promote other topics not related to the university but that have an impact at the national or international level as useful content to make users or followers engaged.

11:50-12:15

67476 | *Enhancing Youth Skills Development With University-Industry Collaboration: A Case Study of Ugandan Higher Technical Education*

Qingling Kong, University of Oxford, United Kingdom

With the youth population approaching 830 million by 2050, Sub-Sahara Africa is challenged to transform the "youth bulge" to development by fostering employability. Technological advancements also require higher education to respond to skills mismatch with reskilling and upskilling of youth. Supporting skills training and youth empowerment through quality higher education is essential for building prosperous, inclusive and equitable societies. Studies have indicated that equipping youth with high-level skills requires endeavours beyond university campuses. In the context of Uganda, there is a dearth of literature on university-industry collaboration (UIC) for youth higher technical skills development. The research aims to examine evolving policies and practices in skills development in response to technological development and identify gaps in engaging universities and industries to initiate collaborations for youth employability. Specifically, the paper presents a study of Ugandan higher technical education and examines the socio-political environment for UIC with a policy review, analyses the mechanisms of existing training-focused university-industry collaborative initiatives through semi-structure interviews, and provides recommendations in leveraging UIC for youth high-level skills development.

12:15-12:40

66572 | *International Academic Partnerships: What Are They For and Who Do They Benefit?*

Christopher Hill, British University in Dubai, United Arab Emirates

Does a university exist in isolation, or does it have a responsibility to externalise and connect? With shifting patterns of recruitment and ever changing funding sources, there is a clear need to examine the role of a university within its own environment and in the wider world. Most academic institutions will be members of some form of consortia or international partnership. This paper asks whether these consortia are living up to their full potential, particularly in light of recent developments in higher education and the need for a more inclusive and sustainable approach to activity. In exploring the motivations behind consortia, the paper present a typology that identifies and categorises the different forms of engagement and activity. What becomes evident is that the very nature and design of consortia are often at odds with their actual impact. Does that really matter? Even if the collaboration may be more in name than in practice, is the demonstration of willingness to work together at least one benefit, maybe even that first important step towards true partnership and impact.

13:40-15:20 | Room 704

Wednesday Onsite Presentation Session 3

Higher Education

Session Chair: Ivica Veža

13:40-14:05

67482 | *Intellective Factors as Predictor of Psychology Graduates Performance in Board Examination*
Liezal Abrea, Adamson University, Philippines

This study determines if the intellective factors such as Mock board examination, General Weighted Average (G.W.A) and undergrad grades in four board subjects are significant predictors of Board Examination Performance psychology graduates in one of the Universities in the Philippines. Method of research was employed with documentary analysis as primary tool for data gathering. The respondents consisted of the 78 Bachelor of Science in psychology graduates, who were takers of Board Licensure Examination for Psychometrician (BLEPP). Moreover, the board examination results and G.W.A of graduates for 2016-2019 were also examined. Data were analyzed through frequency, percentage and multiple regression analysis. The results showed that majority of the Psychology graduates have maintained an above national passing rate in BLEPP from 2016-2019. G.W.A of graduates from 2016-2019 significantly differs ($p=.000$) between passers and non-passers. In terms of 2019 intellective profiles subjected to multiple regression analysis most of them have an average academic performance while their mock boards revealed that most of them are below average performers specifically in theories of personality and abnormal psychology. BLEPP 2019 performance are at good level with the highest board subject rating in psychological assessment and lowest in industrial psychology. Finally, intellective factors as a whole are significant predictors of 2019 BLEPP performance ($p=.000$). When taken singly, only the G.W.A did not make a significant prediction. Thus, graduates who perform better in the mock board examination and in their undergrad board subjects, tend to perform better in the board examination.

14:05-14:30

68217 | *Study on the Relations Between Students' Personal Achievement Goals and Learning Engagement in Medical School in Taiwan*

Yun-Ting Huang, National Cheng Kung University, Taiwan
Shyh-Jou Shieh, National Cheng Kung University, Taiwan
Yuk-Ying Tung, National Cheng Kung University, Taiwan

Student engagement during learning activities is a significant and heavily researched educational construct (Christenson et al., 2011). Student's learning engagement is defined as behavioral, cognitive, emotional and agentic aspects of students' academic experience in teaching, learning and research through interacting with other students and teaching faculty (Reeve & Tseng, 2011). Despite the growing interest in the field of student's learning engagement, medical education research in this area is still fragmented. According to the empirical research (Dweck & Elliot, 1983; Martin & Elliot, 2016; Rothes et al., 2022; Weiner, 1986), personal achievement goals can influence learning engagement. Therefore, the study examined the relations between personal achievement goals and learning engagement and constructed the personal achievement goals and learning engagement model. Data collected from students in medical school ($n=181$, 112 boys). Structural equation modeling was used to analyze the data. The results were summarized as below.

- The results of the present study indicated that the personal achievement goals and learning engagement model had an excellent fit with the data
 - Students with mastery-approach goals can positively predict their learning engagement.
 - Students with mastery-avoidance goals can positively predict their learning engagement.
 - Students with performance-approach goals can positively predict their learning engagement.
 - Students with performance-avoidance goals can negatively predict their learning engagement.
- The findings of this study serves as a reference for medical education in other countries.

14:30-14:55

68158 | *An Investigation of Collaborative Inquiry Between Preservice and Inservice Music Teachers*
Jihae Shin, Ewha Womans University, South Korea

The purpose of this study was to investigate collaborative inquiry between preservice and inservice music teachers. The specific research questions were as the following: (a) what is the process of collaborative inquiry between preservice and inservice music teachers? (b) how do they cooperate with each other in collaborative inquiry? (c) how do they perceive the strength of collaborative inquiry? (d) how do they perceive the limitation of collaborative inquiry? Five inservice music teachers and 14 preservice music teachers participated, so five groups were formed in which one inservice music teacher was paired up with two or three preservice music teachers. Participants had three meetings where they developed new lesson plans together. Then, they applied their new lessons to inservice music teachers' classes for two weeks. Reflective journals, individual interviews, researcher's log were used as research methods. The results showed that both inservice and preservice music teachers had positive perceptions of collaborative inquiry. Especially, collaborative inquiry enabled inservice music teachers to reflect on their own teaching practice and have an open mind toward new teaching strategies. Also, preservice music teachers in collaborative inquiry could have an opportunity to think about what kinds of music teachers they want to be. Implications and conclusions would be discussed.

14:55-15:20

68468 | *Lean Learning Factory (LLF) Concept at the University of Split*
Ivica Veža, University of Split, Croatia
Marina Crnjac Zizic, University of Split, Croatia
Nikola Gjeldum, University of Split, Croatia
Marko Mladineo, University of Split, Croatia

Today, engineers have many new technologies at their disposal that make their daily work easier. For the education of engineers, it is necessary to design such learning environments, which will enable the acquisition of knowledge as easily as possible. Through the Lean Learning Factory (LLF) concept, students or industrial partners are exposed to the latest engineering methodologies and tools in the engineering area. Learning Factory could be placed where Universities, Industry and Government meet each other, share needs and expectations, and work on collaborative projects. It could be a solution to a missing link in the Triple helix model. A learning factory represents a learning environment with real industrial processes and technologies. This real environment allows users a direct approach to real industrial problems. The latest knowledge gained through scientific research is applied to real industrial problems, so the transfer of new knowledge to the users is done. Materials and learning methods are focused on experimental and problem-based learning. All mentioned indicated a need to create new or adapt existing learning environments, especially when it comes to engineers who are continually exposed to new technological and organizational challenges. The curriculum of a learning factory should have clear learning goals, referring to the competencies the participants should develop. In the LLF at the University of Split, the required knowledge about technology and management is determined and integrated into the curriculum for teaching engineers.

09:30-11:10 | Room 705

Wednesday Onsite Presentation Session 1

Innovation and Technology in Education

Session Chair: Zahrun Awal

09:30-09:55

67857 | *The Development and Evaluation of Laboratory Simulation-Based Modules for High School Biology*

Aiza Yang, Don Bosco High School Paranaque, Philippines

Catherine Genevieve Lagunzad, Ateneo De Manila University, Philippines

The Laboratory Simulation-based Module is a teaching tool that includes online simulation activities that can help meet the practical laboratory work needs of online learners in the Science: Living Things and Their Environment field. The online simulation tool provides a realistic learning environment for learners to conduct experiments. This study aims to develop and evaluate the acceptability of instructional modules incorporating online laboratory simulation-based activities in biology that are aligned with Department of Education K-12 competencies in terms of learning standards, instructional quality, instructional design and organization, online simulation activities' accessibility, engagement, technicality, and assessment, and to revise them based on the feedback of the experts. This descriptive-developmental study comprises six expert evaluators. The five developed modules were assessed using a validated researcher-made questionnaire. Based on the findings, the five developed laboratory simulation-based modules for high school biology achieved an overall evaluation of "very acceptable" as valid instructional materials in terms of the specified learning areas. On an overall weighted mean, 3.86 out of 4 were given to the module "The Use of Microscope." For the lesson, "Plant and Animal Cells" were 3.97, "Cell Division" was 3.97, "Photosynthesis" was 3.99, and "Protein Synthesis" was 3.98. This implies that the developed modules have all been given a high overall weighted mean and can be used for instructional purposes, that may potentially promote learner competence. The modules that the researchers developed are distinct from other instructional materials because they include online simulation activities that are similar to those in real life.

09:55-10:20

67499 | *Meta-Analysis of Knowledge Management Process: Learning, Absorptive Capacity, and Innovation As Outcomes for the International Development of Multinationals Corporation*

SK Tasthekur Hossain Kowshik, Monash University Malaysia, Malaysia

Shaun Wen Huey Lee, Monash University Malaysia, Malaysia

Elaine Y. T. Chew, Monash University Malaysia, Malaysia

Knowledge is considered a prime resource in any organization. Well-managed knowledge enhances international development and competitive advantage of any organization. The creation and accessibility of new and existing knowledge provide organizations with an immense challenge. Past literature contains limited information about Knowledge management process (KMP). KMP combines four interrelated terms: knowledge creation and acquisition, knowledge storage, knowledge transfer or sharing, and knowledge application. A meta-analysis of 111 empirical studies was conducted to quantitatively summarize the past literature to understand how KMP affects different organizational and employee factors. To build a foundational understanding of the knowledge management field, we systematically reviewed articles from 33 leading international business and management journals published between 2001 and 2020. The preliminary result of this study reveals that knowledge transfer has an overall positive correlation with learning and absorptive capacity (weighted mean difference (WMD): 0.16% [-0.13-0.18]). Similarly, knowledge transfer is associated with innovation (WMD: 0.27% [0.23-0.32]). One of the observations is that past research tends to examine the predictors and outcomes of respective components in isolation without accounting for the inter-relatedness of KMP components. This observation may imply limitations in research scope or organizational practice in KMP. Further studies are needed to identify the impact of the processual nature of KMP. Finally, we identified some insights that future knowledge management researchers might want to explore further.

10:20-10:45

68768 | *Evaluation of the Implementation of Cocurricular Projects for Strengthening Profile of Pancasila Students at Private Vocational School YPLP PGRI 1*

Zahrun Awal, Universitas Pendidikan Indonesia, Indonesia

Zainal Arifin, Universitas Pendidikan Indonesia, Indonesia

Deni Kurniawan, Universitas Pendidikan Indonesia, Indonesia

The purpose of this research is to evaluate co-curriculars, namely the Project to Strengthen Pancasila Student Profiles (P5) at YPLP PGRI Private Vocational High School, Makassar City. In this phase the school carries out activities using the themes of sustainable lifestyle, local wisdom and employment. This research was carried out using the Context, Input, Process, and Product (CIPP) evaluation model. The research approach uses the Mixed Method. The type of research used is Explanatory sequential design. The population in this study were all members of the school and the students used the slovin formula to determine the sample. Data collection techniques used are questionnaires, documentation studies and interviews. Data analysis was carried out in a quantitative descriptive manner, then descriptive interview analysis was carried out as a complement. The results of the study show that co-curricular implementation is in the good category with several deficiencies in the process and product aspects. As for them, the implementation of activities is still in a hurry and there is still a lack of awareness of students in maintaining the cleanliness of the school environment. It is recommended for education units to improve teacher competency in terms of planning, implementation and assessment. Then with this evaluation it can be used as a consideration for co-curricular implementation in the next even semester.

10:45-11:10

68996 | *Promoting Teamwork Skills Among Thai Pre-Service Teachers Through Gamification on Cloud Technology*

Siripon Saenboonsong, Phranakhon Si Ayutthaya Rajabhat University, Thailand

Akarapon Poonsawad, Phra In Sueksa (Klom Sakun Uthit) School, Thailand

Given that gamification has been applied in the classroom to stimulate students' participation for successful learning, this study investigates the extent to which cloud-based gamification promotes undergraduate students' teamwork skills. Thirty-one first-year pre-service teachers majoring in physical education at Phranakhon Si Ayutthaya Rajabhat University in Thailand worked in groups of three or four to produce instructional media in physical education using cloud-based gamification and graphic design in a semester-long educational innovation course. At the end of the course, teacher-, peer-, and self-assessments of student teamwork skills were conducted using a holistic teamwork skills evaluation covering five evaluation categories, i.e. participation, task achievement, peer interaction, responsibility, and students' use of resources. In addition, teamwork skills were also assessed by the researcher through classroom observation. Results showed that the scores of the participants' teamwork skills were over 75%, showing a high level of student participation while completing the assigned tasks. Further results revealed that learning activities integrating gamification on cloud technology promote not only teamwork skills among students but also student-teacher interaction and student learning achievement. It can be concluded from the present study that gamification is a useful tool for teachers to design innovative learning activities that promote students' innovation, cooperation and problem-solving in the classroom.

11:25-12:40 | Room 705

Wednesday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Mun Wong

11:25-11:50

67417 | *Qualitative Study: Disruption and Violence Among Primary School Students in the Lahore District of Punjab Pakistan*

Tajammal Hussain Awan, Superior University Lahore, Pakistan

Hafiz Muhammad Nouman, University of the Punjab, Pakistan

Sobia Nasir, Superior University Lahore, Pakistan

Children's welfare has been impacted by the global problem of school violence. Few studies have examined how school features in public primary schools serve Asian cultures. It poses a serious risk to students' social, familial, and personal well-being. The study's goals were to examine the type and degree of disruption that results in violence among primary school students, which spread to elementary school students, and finally, before entering high school, they stopped attending their schools for odd jobs, becoming the poorest and marginalized group in society, and some of them joining the unfair ideologies that harm others. The research was qualitative. The representative sample for the study was chosen using a stratified cluster random sampling procedure through the interviews with public primary school teachers in Lahore. The findings indicate that teachers perceive disruption in the classroom and verbal and physical aggression among public primary school students are harmful to the future of our kids. They believe that the main causes are a lack of accountability for one's actions, a lack of self-efficacy to engage in productive teaching activities, personal, family, and social factors, the school environment, teaching strategies, classroom management, and school administration are responsible. The future of our children and nations can be saved by the implementation of real monitoring, training, work satisfaction, and long-term educational plans.

11:50-12:15

67562 | *Teaching Readiness of Pre-Service Teachers in Inclusive Classrooms*

Marcia Corazon Rico, Bicol University, Philippines

Anchored on Bandura's Theory of Self Efficacy and employing the descriptive survey method with data collected from the randomly-selected pre service teachers enrolled in targeted community colleges in Albay Province, Philippines for the AY 2020-2021 who had already taken up the course Foundations of Special and Inclusive Education, this research found out that within the sphere of inclusion, planning and use of teaching strategies, classroom management and evaluation and monitoring, the students' perceived their competencies to be developing. They still need to practice their acquired knowledge and skills in actual classroom practice. With the school closure because of the Covid 19 pandemic, actual classroom observations with face-to-face interaction were suspended making it difficult for experiential and meaningful experiences like field observations and practicum. Their concerns revolved themes or key areas along communication, collaboration, contextualization and positive attitude towards inclusion. Implications for enhancing teacher education programs towards inclusive education and improving competencies of pre service teachers are also discussed paving way for the Contextualized Skills Development Program on Inclusive Education for Pre Service Teachers called SET for PreSet.

12:15-12:40

69389 | *The Concept of Death in 4 to 5 Year Old Hong Kong Chinese Children*

Mun Wong, The Education University of Hong Kong, Hong Kong

Thomas G. Power, Washington State University, United States

Research shows that young children's understanding of death varies considerably by culture. The purpose of this study was to examine the concepts of death held by Chinese kindergarten children in Hong Kong. Eighty-three 4- to 5-year-olds were interviewed about their understanding of six death sub-concepts: inevitability, universality, irreversibility, biological cessation, psychological cessation, and causality. Parents of 67 children completed questionnaires, providing demographic information and describing how they had spoken with their child about death. Results showed that most children understood inevitability and irreversibility and that an intermediate number understood universality and biological/psychological cessation. Understanding of causality was the most limited. Parental education and family size were positively associated with children's understanding of death, as were the experiences of losing a pet or a grandparent. Finally, children of parents who talked with them about afterlife showed the most advanced level of understanding in several areas. Implications for studies on young children's death concepts are discussed.

13:40-14:30 | Room 705

Wednesday Onsite Presentation Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Judith Honeyfield

13:40-14:05

69188 | *The Creation Strategies, Participants' Satisfaction and Learning Experiences of "Sure and Share Fact Check Detective Club"*
Jessada Salathong, Chulalongkorn University, Thailand

"Sure and Share Fact Check Detective Club" is a project initiated by Sure and Share Center, Thailand's well-established fact-checking center under Thai News Agency. Due to the COVID-19 pandemic alarming situation during 2021-2022, the project with the main goal to enhance fact-checking knowledge and skills for 651 participants nationwide, aged 12-87 years old, had to be conducted in hybrid fashion under the concept of "Innovative learning" virtual camp in Nov 2021. The objectives of this study are 1) to study the creation strategies of the project and 2) to study participants' satisfaction and learning experiences. The study is mixed method research, consisting of semi-structured in-depth interviews, six key informants who were involved in the project creation, and online questionnaires of 366 project participants with mixed demographic factors, from primary school students to retired civil servants, at the end of November 2021. Qualitative study showed that the project was designed to be adaptive with limitations during the pandemic under the concept of "Innoactive learning" with the hybridization between online virtual camp and on-site activities. All activities were designed to give new learning experiences to the participants to ensure that they can gain fact-checking knowledge and skills with ease and fun. The quantitative study found that most of 366 informants were "highly appreciated" with the activities design and the learning experiences. Most of them would like to attend activities of sure and Share Center in the future. However, there are some problems of digital divide among the group of elder participants.

14:05-14:30

69162 | *Evaluating the Portfolio as a Social Work Capstone Project: A Case Study in Hong Kong*
Crystal Kwan, The Hong Kong Polytechnic University, Hong Kong
Camilla Kin Ming Lo, The Hong Kong Polytechnic University, Hong Kong

Capstone experiences can be an important rite of passage for students. The portfolio has been discussed in social work education discourse as a valuable pedagogic method for a capstone project. However, there are only a small number of studies evaluating the actual impacts of portfolio use in a social work program. This article addresses this gap, describing and evaluating the use of portfolios as capstone projects in a social work program in Hong Kong. The findings suggest that the portfolio-based capstone project is generally a positive experience from both instructors and students' perspectives and that there are three key learning impacts of this pedagogic method: i) the consolidation of students' learning throughout the program; ii) professional identity development; and iii) enhanced reflexivity. This study indicates that the small group tutorial format is a key attribute that contributes to these learning impacts. Further, the findings shed light on critical points of review and discussion regarding the program and the professionalization of social work in Hong Kong—specifically, the need to review and discuss the decolonization and localization of social work education.

09:30-11:10 | Room 707

Wednesday Onsite Presentation Session 1

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Chi-Jung Huang

09:30-09:55

68257 | *The Silk Road of Siam the Country in the Western Central Region*

Krittagan Charlie Dhooppa, Muban Chombueng Rajabhat University, Thailand

Noppadon Tumchuea, Muban Chombueng Rajabhat University, Thailand

Chaowarit Phanthong, Muban Chombueng Rajabhat University, Thailand

Wichitra Keingbath, Muban Chombueng Rajabhat University, Thailand

Raktawan Siritawon, Muban Chombueng Rajabhat University, Thailand

Vasidtee Saisudjai, Muban Chombueng Rajabhat University, Thailand

This research has 4 objectives, but this presentation presents only one objective, which is to study the history of cultural tourism in the western central region. This research is a R&D research. The research hierarchy is: 1) R1: Study documents and research related to the history of the central west region, 2 provinces, namely Kanchanaburi (Sam Ong Pagoda Pass) and Ratchaburi (Ban Bang Kaeo) by focusing groups of people in the central west region to obtain comes with all-around information. 2) D1: Use the information obtained from R1 to analyze and develop issues related to cultural tourism in the central and western areas. (on the area where the history of the 2nd Ayutthaya War was known as Krung Taek). 3) R2: Let 3 experts in finding the IOC value and the Focus Group check the accuracy and completeness from D1. 4) D2: bring the results from R2 to create cultural tourism innovations for the central and western areas designated in 2 provinces, namely Kanchanaburi (Sam Ong Pagoda Pass) and Ratchaburi (Ban Bang Kaeo). The results of this research found that the western central region with its historical stories and evidence showing its prominence can be developed as a cultural tourism learning center and developed into an educational curriculum, namely: The area in Kanchanaburi and Ratchaburi provinces that has such a history since the Ayutthaya period is known as "The 2nd Ayutthaya War (Krung Tak)"

09:55-10:20

68074 | *Digital Art Combined With Culture Can Effectively Promote Cultural Education*

Xin Kang, NingboTech University, China

Xin-Zhu Li, National Taipei University of Technology, Taiwan

Kangping He, NingboTech University, China

Digital art is a combination of scientific technology, artistic thinking and humanistic thinking. Digital art is the use of digital technology as a tool for artistic creation. With the rapid development of digital technology, digital art has been combined with traditional culture in large quantities in recent years. In particular, the use of digital technology in the creation of Chinese traditional culture and art is increasing, enriching the traditional art design forms. This study uses "Night Banquet in Tang Dynasty Palace" as an example to explore the impact of digital art on Chinese culture education. The results of the study show that the combination of digital art and culture restores the color and vitality of ancient traditional culture and stimulates the public's interest in understanding it through the diversity of digital technology. It accelerates the spread of culture and awakens a sense of national identity as people learn about Chinese culture. Digital art combined with cultural education has had a positive impact.

10:20-10:45

67725 | *Environmental Education From a Perspective of Sustainable Urban Water Management Case Study of a Public School in Casablanca City, Morocco*

Hajar Nourredine, TU Berlin, Germany

Matthias Barjenbruch, TU Berlin, Germany

Angela Million, TU Berlin, Germany

Btissam El Amrani, FSAC, Morocco

Fouad El Amraoui, FSAC, Morocco

Nihad Chakri, FSAC, Morocco

Environmental education has been defined by the Tbilisi Final Report (1977) as "civic education which aims to bring individuals and communities to understand the complexity of the environment, both natural and human-made, due to the interaction of its biological, physical, social, economic and cultural aspects. It aims to develop the knowledge, values, behaviors, and practical skills necessary to participate responsibly and effectively in preventing, solving environmental problems and ensuring environmental quality." (Gillett 1977). On the other hand, urban water is a resource that presents a real challenge, studies have shown that the consumption and/or the protection of urban water resources is strongly linked to the behavior of individuals. Various scholars have demonstrated that water resource protection depends critically on the people's level of knowledge, attitude, values, and practices (Mat et al. 2003). This research project focuses on linking urban water management and wastewater recycling to produce an educational tool. It also addresses the collaboration between different actors and stakeholders to create a space for learning and sharing information and knowledge. This topic will be addressed in two parts, a first part presents three examples of projects and experiences where the treatment and reuse of urban wastewater have been the basis for the production of environmental education materials by adapting different approaches, and the second part presents how a participatory approach has been introduced within a public high school in Casablanca, to involve and educate young people about the environment.

10:45-11:10

67429 | *Self-efficacy in Interdisciplinary Learning*

Chi-jung Huang, National Cheng-kung University, Taiwan

Ling-ling Kueh, National Cheng-kung University, Taiwan

Hsiang-Wen Wang, National Cheng-kung University, Taiwan

In recent years, interdisciplinary/multidisciplinary learning in higher education has been a significant trend. Cross-disciplinary equips students with cross-border knowledge and skills to cope with a rapidly changing and diverse society. Self-efficacy is one of the crucial factors favorably for cross-domain learning, as self-efficacy is a student's belief that they are adequately capable of learning. However, whether student self-efficacy in interdisciplinary learning remains stable or changeable is unclear. The present study examined the developmental stability and change in students' self-efficacy in the interdisciplinary learning context. The participants were 561 college students from a southern Taiwan university. They completed a survey measuring their self-efficacy in experiences and perceptions of interdisciplinary learning at three-time points with 12-month intervals. T-test and ANOVA were used to test for the differences. The results showed: (1) Neither "minor/dual major" nor "interdisciplinary credits" changed student self-efficacy, whereas self-efficacy in the third wave of study increased significantly for students with "interdisciplinary learning experiences"; (2) Students' perception of improving in "interdisciplinary knowledge integration and implementation" and "ability to interact and collaborate across disciplines" had enhanced their learning self-efficacy over three years; (3) There was a significant difference in self-efficacy between students with and without interdisciplinary learning experiences and students; (4) Students' self-efficacy had shown a positive difference when they perceived an improving in "interdisciplinary knowledge integration and implementation" and "ability to interact and collaborate across disciplines". The findings suggest that interdisciplinary learning experiences and positive perceptions of interdisciplinary ability should focus on the improvement and enhancement of self-efficacy in college and university.

11:25-12:40 | Room 707

Wednesday Onsite Presentation Session 2

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Kyoko Hombo

11:25-11:50

68452 | *The Effectiveness of Interdisciplinary Learning on 21st Century Skills for Taiwanese Elementary School Students*

Ya-Ting Yang, National Cheng Kung University Institute of Education, Taiwan

Chih-Chan Cheng, National Cheng Kung University Institute of Education, Taiwan

The World Economic Forum has proposed a vision of Education 4.0 in 2022, pointing out that innovative pedagogies and emerging technologies should be applied to place students at the center of learning and develop their ability to solve real-world problems. This study implemented STEAM project-based learning (PBL) combined with emerging technologies in Taiwanese elementary schools, hoping to improve students' 21st century skills (communication, collaboration, and problem solving). Seven experimental schools with 343 students from grades 4-6 participated in this study. Each school had an experimental group and a comparison group. There were 173 students in the experimental group and 170 students in the comparison group. The experimental group received STEAM PBL combined with emerging technologies, and the comparison group received traditional pedagogy. Both groups completed pre- and post-test questionnaires on communication, collaboration, and problem solving. Considering the differences in pedagogical background between the seven schools, this study applied meta-analysis to calculate the overall effect size to obtain more accurate results. The results found that the experimental group was more effective than the comparison group in improving students' communication, collaboration, and problem solving, all of which achieved medium effect sizes. It shows that STEAM PBL combined with emerging technologies can effectively increase students' 21st century skills, which is of great help to their future learning performance and career development.

11:50-12:15

68172 | *Developing a Curriculum for an Emerging Job Role*

Kheng Hock Lee, SingHealth Community Hospitals, Singapore

Social prescribing connects people to community resources with a view to improve their health and wellbeing. It is an emerging job role needed in the health and social care sector. We conducted a Training Needs Analysis and identified the competencies needed for a practitioner of social prescribing. A competency-based curriculum following adult learning principles was developed and piloted. The training program was submitted for accreditation by SkillsFuture Singapore (SSG) which is a statutory board that promotes lifelong learning skills mastery in areas that are needed in the future workforce. The course received accreditation by Workforce Singapore (WSG) and was well received by learners. In this paper, we present the structure of our course, the process of its development and implementation and the outcome of the training program.

12:15-12:40

68906 | *Towards Efficient and Effective Doctoral Education in Biomedical Sciences: Nurturing Transferable Skills*

Kyoko Hombo, Osaka University, Japan

Graduate education funding organisations in Japan focus on nurturing doctoral students with transferable skills to broaden their minds and see beyond academia. Biomedical doctoral students prioritize practical research, dedicating themselves to basic research and devoting their time to a research-centred daily life; their specialty is narrowed down to its deepest level. Moreover, some students work as medical practitioners. It is desirable to provide doctoral education by considering the connection of education to research as well as a research-integrated education by ensuring that the learning contributes constructively to students' own research. What would be an effective and efficient approach to training students that would cover all required skills when students come from diverse backgrounds and have different lifecycles? This study introduces a holistic approach used in a credit module conducted in English at an interdepartmental doctoral training programme within biomedical sciences at a traditional national university in Japan. The module aims to improve students' transferable skills as a scientist. Each session includes a series of research communications where students introduce and exchange their research concepts and approaches, followed by discussions in a student-led symposium format. The findings of a questionnaire survey, including student reflections and evaluations of the module as well as their perceptions of whether the module was efficient and effective from the perspective of research and education balance, will be discussed.

13:40-15:20 | Room 707

Wednesday Onsite Presentation Session 3

Education & Difference

Session Chair: Arghavan Maleki

13:40-14:05

68668 | *Individual Learners' Differences: The Role of Technology for The Introvert and Extrovert Learners in EFL*
Syukron Fajriansyah, Universitas Pendidikan Indonesia, Indonesia

Technology makes the learning process more effective, with technology all students including introverted and extroverted students can learn wherever and whenever they want. This study aimed to describe the use of technology as a learning resource for Introvert and Extrovert students and analyze whether there are differences in the use of technology for them. A descriptive research design was used with qualitative analysis for data interpretation. The participants of the study were three introverted students and two extroverted students. Data were obtained using online interviews with WhatsApp media. The study reveals that introverted and extroverted students have similarities in terms of how to use technology. They use technology in the form of learning videos to learn and improve their language skills. In addition, introverted students reported preferring to use technology alone compared to others. These results indicate that introverted and extroverted students have similarities in using learning technology, namely using video as a learning resource, but introverted students prefer to use technology alone compared to using it with others, different from extroverted students. This study is assumed to provide insight into Individual learner differences, especially for introverted and extrovert students, and to support reflection by giving information about the use of technology by introverted and extrovert students in EFL.

14:05-14:30

67825 | *Social Skills Learning for Students With Autism – Comparing the Differences in Outcomes of Courses in Basic and Unexpected Situations*

Chia Chi Yeh, National Tsing Hua University, Taiwan
Ying Ru Meng, National Tsing Hua University, Taiwan

Through virtual reality teaching, this research takes "One Art Tour with Students" as the story theme. Teaching object is 20 elementary school students with autism. Experimental time is 2019 and 2022, 2 echelons; each teaching time is about 30-40 minutes, 1-2 times a week, and the introductory course students receive eight times. Students in unexpected situations course accepted six times. The research method is a quasi-experimental design combined with semi-structured interviews, and the analysis methods are descriptive statistics and t-test. The research results from "learning behavior" and "learning effect." We find that students' learning behavior includes: 1. Environmental familiarity affects self-attitude: whether it is about the test site or the content of the teaching situation, most students will have unexpected behavioral reactions because of the improvement of familiarity; 2. Dependency of virtual characters: students' friendship with virtual characters, and the more you enter the latter stage of the course, the more likely you will have noticeable emotional reactions. The performance of students' learning outcomes includes 1. Social skills performance items have increased in this course, but unexpected situations tasks increased slightly; 2. "social skill behaviors and characters scale for elementary and junior school (SSBCS)" significant differences in performance on base tasks. No significant difference exists in unexpected situations; 3. "Accommodating the environment" in the "Social skills effectiveness survey" is the item that has improved the most in basic tasks. In unexpected situations, "Accommodating with oneself" has improved significantly, showing that the two task scenarios have different improvements effect.

14:30-14:55

67992 | *Living With Autism in Rural Iran: Families' Perspectives on Support for Their Children and Their Family*
Arghavan Maleki, University of Auckland, New Zealand

This study sought the views of 18 parents and 16 professionals who live/work with autistic children in rural Iran. The study privileged the voices and experiences of families with autistic children. What is it like to live with autism in rural Iran? The sub-questions asked how families' and autistic children's lives are improved. The semi-structured interview was used to identify and describe the experiences and perspectives of parents on autism. Also, professionals' views shaped families' experiences. They were asked about their experiences with and perspectives on autism and their experiences with and perspectives on the needs and strengths of families that included a child with autism. This study showed that although families with autistic children grapple with different issues, e.g., financial ones, they are not the victims due to their child's situation. And they try to make life easier for the Iranian autism community by doing some activities, e.g., advocacy. Also, professionals indicated similar views with parents about autism or even doing the same actions, such as autism advocacy. This research identified and described the perspectives of families and professionals on autism. Also, it revealed what currently and further support is needed for Iranian families who care for children with autism. Besides, it contributed to a better understanding of families with autistic children in rural areas beyond Iran.

14:55-15:20

68872 | *The Development and Application of the Wearable Device for the Deaf Performers*
Tzu Hua Huang, University of Taipei, Taiwan
Yi-jun Li, University of Taipei, Taiwan

The references have pointed out that technological design must consider users' sensory and individual differences, and the physiological signals were usually used as the basis for emotional status and cognitive processes. Hence, this research developed the wearable device "vibration bracelet," which was suitable for deaf performers. The device was used to explore the impact on the communication method of deaf performers. After testing, the heart rate is used as the judgment at the current stage, and the result could be defined as "excited" and "smooth." The emotional ups and downs of deaf students during rehearsal are collected as the basis for emotional judgment. When the heart rate reaches 83 (times/min), the threshold for triggering vibration is initially defined. Then, a long vibration will be emitted to indicate the performer's "excited" mood. If the bracelet detects the performer's mood as "smooth," A twice short vibration will be emitted to indicate the performer's "smooth" mood. The results of qualitative interviews with deaf people showed that when students rehearsed performances, they focused on vision and used hearing aids. However, some equipment was easy to loosen during activities. When using hearing aids, students would probably worry about the aids falling. Also, students relied on beats. If there were vibration objects to assist them, it would help them understand sooner. Finally, the students found using the vibration bracelet to participate in the course interesting and wanted to use it in future classes.

09:30-11:10 | Room 708

Wednesday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Monika Kamola

09:30-09:55

67796 | *Teachers' Experiences in At-Home Biology Laboratory Activities*

Raianne Joy Maulion, Ateneo De Manila University, Philippines

Catherine Genevieve B. Lagunzad, Ateneo De Manila University, Philippines

Rhodora F. Nicdao, Ateneo De Manila University, Philippines

The global COVID-19 pandemic has profound impact on practically every aspect of life, including education, and the Philippines is no exception. Even with these abrupt changes, science classes are expected to proceed and maintain the same quality as face-to face classes. And one important component of Science classes is the Laboratory. This study used interpretative phenomenological analysis (IPA), a qualitative research technique. The study includes two phases. Phase 1: The researcher performed a descriptive online survey. Phase 2: Interviews with ten (10) Science teachers doing online laboratory classes. The mean scores from each subclass is used to identify the overall level of perception of the teacher participants. Descriptive content analysis is used for the qualitative analysis. The survey questionnaire reveals that teacher participants experience challenges by a large extent in all disciplines, particularly in Online Course Development, Facilitation, Technology, and Assessment. Most teachers suffer to such difficulties as Lack of Laboratory Materials to use during the laboratory experiments, time consuming for teachers when preparing for their online classes, Slow and intermittent internet connection, Technical Problems, Lack of Parental Guidance, Student pacing during the online laboratory classes, Understanding Laboratory Instructions, Lack of Student Feedback during laboratory demonstrations, Lack of Laboratory Sessions, Implementing Teaching Strategies and Cost of Software. The researcher recommends for the teachers to attend online teacher trainings about how to effectively handle laboratory activities online. The researcher also recommends for future researchers to modify laboratory manuals and make them 'online-friendly'.

09:55-10:20

69728 | *How Do We Teach About the "Unknown"? Climate Change Education in Japan*

Roger Baars, Kyoto University, Japan

Global threats posed by climate change, armed conflict, and pandemics, are exacerbating a sense of uncertainty in how young people live their lives and prepare for the future. This paper argues that good education should foster students' ability to flourish in rapidly changing times. It should prepare students to be adaptive to rapid social, economic, and environmental changes generated from unprecedented global crises, such as climate change. In other words, an important mission of education today is to support students' acquisition of knowledge, skills, and values in preparation for uncertain futures. Many schools still rely heavily on fact-based teaching and learning that implies and conveys a sense of certainty. However, these traditional approaches of knowledge transmission have been heavily criticized and a focus on skill and capability development is seen as essential elements of modern education. In Japan, this has been interpreted as fostering human resources (jinzai) for an era of significant global change. Curricular guidelines emphasize the necessity for students' autonomous thinking, judgement, and self-expression (shikouryoku, handanryoku, hyougenryoku). This paper evaluates climate change education in Kyoto's junior- and high-schools to illustrate current concepts and approaches in teaching about climate change, an ideal context for "learning about an uncertain future". Climate models, mitigation and adaptation strategies and policies, environmental economics, all include some level of uncertainty. The paper will show how this uncertainty is communicated in current teaching practices.

10:20-10:45

69104 | *ECEC Teachers' Pedagogical Strategies To Support Children's Problem-Solving During Play Activities With Coding Toys*

Monika Kamola, University of Stavanger, Norway

The aim of the study is to explore pedagogical strategies and approaches used by ECEC teachers to support children's problem-solving during play activities with coding toys. Recent studies show that among several types of play, play that involves digital toys can be considered an important stimulus for the skills of 21st century, including problem-solving skills [1]. Early childhood educators generally demonstrate a lack of knowledge and understanding about technology and about developmentally appropriate pedagogical approaches to bring this discipline into the classroom [2]. Moreover, little is known about teachers' role during play activities with coding toys in ECEC institutions (Pollarolo et al., In progress), and therefore this is the focus in the current study. Data collection involved video-observations of five teachers and six groups of 3-4 years old children (3-4 children in each group) playing with coding toy KUBO in about 30 minutes sessions. Drawing on Sustained Shared Thinking (SST) theory [3] the observations analyzed how the teachers can support problem-solving process. The results show that the pedagogical strategies and approaches the teachers used were: promotion of curiosity, questioning, investigation and exploration concept's development.

10:45-11:10

68843 | *Transnational SoTL 'Journeys' with Process Oriented Guided Inquiry Learning (POGIL) in Science Education*

Sheila Qureshi, Weill Cornell Medicine in Qatar, Qatar

Venkat Vishnumolakala, Curtin University, Australia

This presentation informs the transformative power of Process Oriented Guided Inquiry Learning - POGIL as a pedagogical reform in building the capacity of teachers and preparing science learners, to meet the challenges of knowledge-demand roles, deriving examples from authors' SoTL activities in trans-national DBER (discipline-based education research) contexts. The 10 year SoTL journey across secondary and tertiary science education landscapes highlights the impact of POGIL as a culturally transferrable pedagogy for improving students' conceptual understanding, critical thinking, and problem solving abilities. Findings from quasi-experimental and mixed-methods research designs indicate students' improvement of their attitudes and interests towards learning in POGIL classes. Statistically validated psychometric instruments were used to gauge students' cognitive and affective dimensions in POGIL classes. The positive impact of POGIL was evident from students' improvement of their cognitive and affective characteristics thus demonstrating efficacy and cultural transferability of the pedagogy. The study also focuses the effect of POGIL activities on students' confidence level in understanding of essential key concepts in chemistry. The authors will share their reflections on the practice of POGIL for technological and pedagogical diversity in learning environments. The transformational change management in the practice of POGIL - for learning and assessment - in the context of COVID-19 pandemic will be explained. The curriculum designed for POGIL practice is effective in enabling students to work on their process skills such as teamwork, responsibility of roles and collaboration.

11:25-12:40 | Room 708

Wednesday Onsite Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Laila Mohebi

11:25-11:50

68772 | *STEAM Implementation and Challenges in Elementary Schools in West Java*

Yopi Malagola, Yogyakarta State University, Indonesia

STEAM education plays a significant part in education in the 21st century. As one of the most significant components of implementing education, teachers play a crucial role in implementing STEAM learning. This study is to investigate the application of STEAM learning in elementary schools and the obstacles primary school teachers in West Java, Indonesia have in applying STEAM. This survey-based descriptive quantitative research is being conducted. This study's subjects were 32 elementary school teachers from West Java who participated in the research. A questionnaire was used to obtain information about the implementation of STEAM education in Indonesia and the problems associated with it. The findings of the study indicate that instructors in West Java have adopted STEAM education by employing student-centered learning, inquiry and problem-based learning, assessment, reflection, and teamwork, as well as integrating subject and skills learning. In addition, instructors cite pedagogical issues, technological challenges, facilities, STEAM learning materials, and implementation time as obstacles to the adoption of STEAM learning. It may be inferred that instructors in West Java have implemented STEAM-related learning activities. However, technical training for teachers on the technical implementation of STEAM and the supply of supporting resources, particularly technology-based facilities, are required to facilitate the adoption of STEAM in primary schools.

11:50-12:15

67806 | *AgriCHEMture: Learning Chemistry Through Remote Urban Gardening*

Jeremias Pineda, Ateneo De Manila University, Philippines

Armando Jr. Guidote, Ateneo de Manila University, Philippines

The interruption of face-to-face instructions in academic institutions during the COVID-19 pandemic has escalated concerns about the delivery of laboratory education. This study aimed to describe the development, validation, and pilot implementation of agriCHEMture, a researcher-made learning material created for the remote delivery of urban gardening-themed laboratory work for senior high school (SHS) students taking general chemistry courses. The development stage of agriCHEMture was divided into three steps: (1) Identification of learning objectives and content domain, (2) Generation of sample content, and (3) Construction of the initial version of the agriCHEMture. For the validation stage, the experts focused on the face and content validity of the agriCHEMture. The expert validation revealed that the agriCHEMture is "highly acceptable" by obtaining a mean score of 4.33 out of 5.00, suggesting that almost all the features of the developed learning material are exceptional in the identified domains. The last stage is the pilot implementation participated by fifty-one Grade 11 SHS General Chemistry students. Students described the six laboratory activities included in agriCHEMture as meaningful, relevant, and sufficient for their learning in a remote learning environment. Overall, the study suggests that the agriCHEMture is student-centered learning material, making it a valuable tool for delivering at-home laboratory work in a remote learning environment for SHS General Chemistry students.

12:15-12:40

66569 | *Pre-Service Teachers' Initial Pedagogic Impressions and Experiences of Virtual Practicum Teaching in the UAE*

Laila Mohebi, Zayed University, United Arab Emirates

The COVID-19 global pandemic forced some teacher training institutions to implement unprecedented pedagogical strategies which include conducting virtual practicum teaching. It was a challenge for pre-service teachers as they did not have experience of online teaching and learning, let alone conducting virtual field experiences. The purpose of this study is to investigate pre-service teachers' initial pedagogic impressions and experience of their first week of virtual practicum teaching. The study was conducted using a qualitative case study within an interpretive paradigm. Guided by Gibb's reflective cycle as a theoretical framework, the study had 20 pre-service teachers who were purposively selected to complete an open-ended questionnaire. It was found that pre-service teachers achieved more than they anticipated as they had enlightening observations and successful hands-on-pedagogical activities. The study concludes that the reinforcement of problem-solving skills is inevitable among pre-service teachers as that enables them to use their higher order thinking skills to adjust and adapt to any teaching and learning approach.

13:40-15:20 | Room 708

Wednesday Onsite Presentation Session 3

Education, Motivation & Psychology

Session Chair: Hennie Lomibao

13:40-14:05

67512 | *Exploring Psychological Functioning Among Pre-service Teachers: Etiology, Consequences, and Interventions*
Hennie Lomibao, Bicol University, Philippines

The issue of psychological wellbeing among pre-service teachers had received heightened attention as a research platform at this time of global health emergency. A marked increase in mental health researches undertaken globally in recent years attests to this. In the Philippines, before the pandemic onset, universities in Manila known for their robust Behavioral Science curricular offerings have conducted comparative studies. This research determined the pre-service teachers' psychological profile was a trailblazing initiative to place Bicol University among the lead institutions heeding the urgent call for research that identified maladaptive behaviors within cognitive, affective, social, and occupational spheres. Students who reported moderate to significant psychological distress further participated in small focus groups. They shared narratives during childhood and adolescence they considered as precursors of their current psychological-emotional difficulties. Quantitative scores from the BPI instrument and qualitative data obtained from focus group discussions served as the basis for crafting policy recommendations and program proposals to improve mental health services delivery in the university, upgrade the current curriculum for teacher education and promote the professional development needs of teachers in the realm of mental health literacy, given that they perform a critical role in handling social-emotional and cognitive health issues in the classroom. The outcome is a developed, context-specific, holistic mental health and resilience program for pre-service teachers of Bicol University for psychological maladjustment, improving stress-coping skills, cultivating self-management, emotional regulation, and pro-social behavior.

14:05-14:30

68726 | *Delphi Surveys for Development of Sub-Domains, Factors, and Items on Musical Self-Concepts Scales for Korean Secondary Students*
Joo Yeon Jung, Ewha Womans University, South Korea

Musical self-concepts affect people's musical development and learning, and there have been several psychometric scales to measure musical self-concepts mainly in Western contexts. In order to develop Korean version of musical self-concept scales for secondary students, this study conducted Delphi surveys to identify sub-domains, factors and items of the scale. From November 2021 to May 2022, 21 experts in music education and psychometric assessment gave opinions on preliminary sub-domains, factors and items for musical self-concept scales. The Delphi surveys were conducted in two stages. First Delphi questionnaire consisted of Likert scales for validation of developed 4 sub-domains and 25 factors with open-ended questions was distributed to 15 experts; collected data and opinions were analyzed and reflected to the revised version of the scales, which consisted of 4 sub-domains and 23 factors. Second Delphi questionnaire was for validation of 138 scale items that are based on revised sub-domains and factors. 11 experts responded to the Likert scales for appropriateness of each item and gave open-ended opinions about them; items were revised based on statistical analysis of the collected data. Through the two-stage Delphi survey, Korean version of musical self-concept scales for secondary students consisted of 4 sub-domains, 23 factors and 138 items were arranged for Exploratory Factor Analysis of the scales.

14:30-14:55

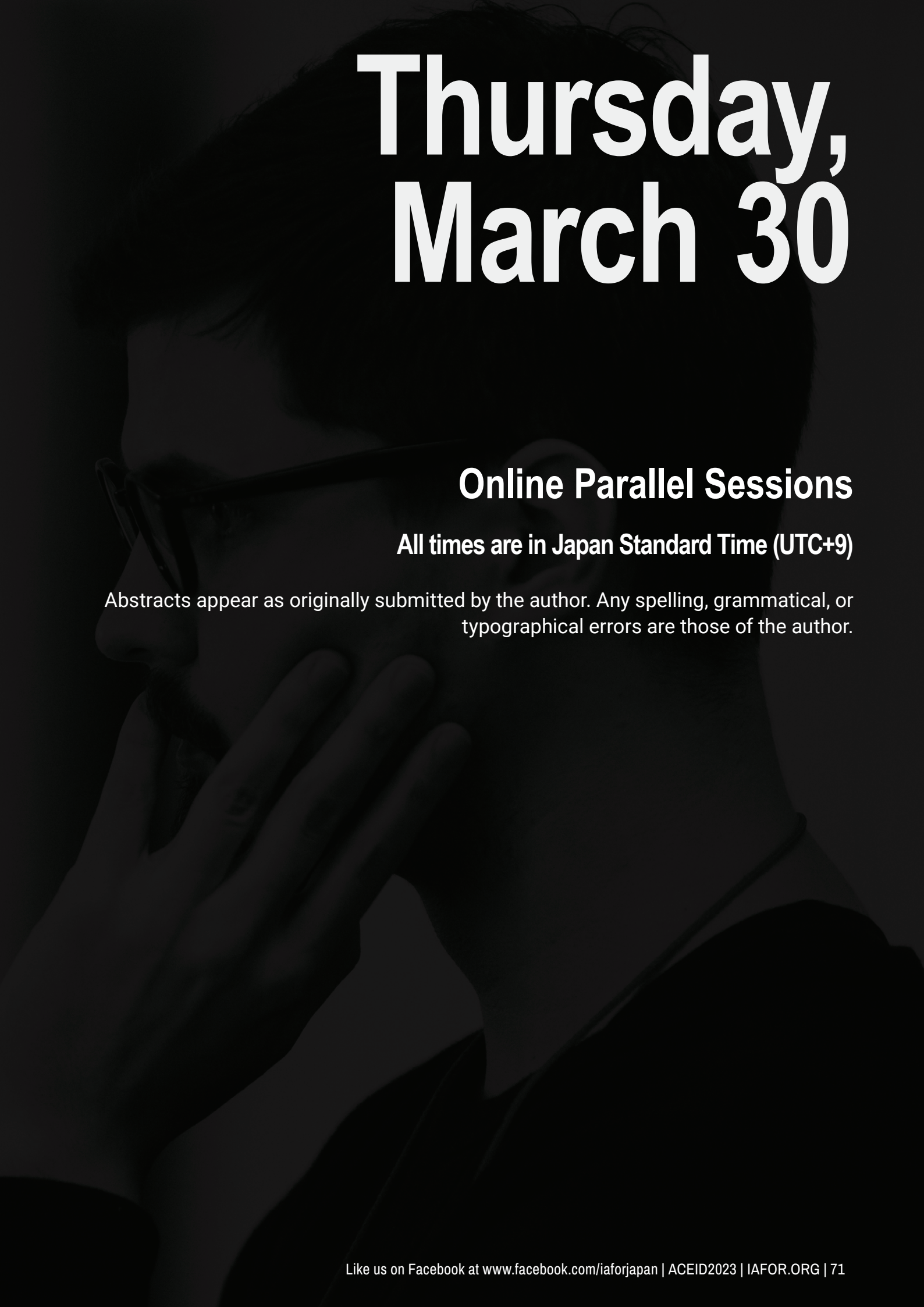
69034 | *A Reflexive Study on an Emotional Well-being Through a Daily Mindfulness-Gratitude Exercise*
Nurshuhaida Binti Mohd Shokri, Hokkaido University, Japan

This study focuses on application of mindfulness-gratitude exercise to sustain personal well-being on a daily basis. Emotional turmoil and unfavorable experience in life are some common factors that affect an individual's personal well-being and limit daily performances. Many drawbacks are reported when we are feeling overwhelmed and 'living' with difficult thoughts and feelings for quite some time. It feels as if we are being pulled away from our values and experiencing changes of behaviors or getting sick physically. Thus, 'detaching' and 'grounding' exercises are encouraged to be practiced daily due to their handy and convenient steps required. Although these exercises will not eliminate the difficult thoughts and feelings completely, they are proven to help us engage ourselves better with people around us especially our beloved ones – family, children, partners and friends. Besides, they can help us to focus better and thus let us do important things much better, find our relationship with others more satisfying and handle our stress properly. This study adopts a qualitative method through reflective case-study approach. The investigation of the mechanisms of experiential-based activity i.e. mindfulness-gratitude exercise through digital data recording tools are the core methodology of this study. It explores the practicality of the mindfulness-gratitude exercise in a daily routine by incorporating reflexivity through content and narrative analyses from the two (2) mobile applications that are used for the purpose of this study. The findings from these multiple resources will be presented descriptively and some practical guides derived from the findings will be shared using infographic.

14:55-15:20

68156 | *"Getting Even, Getting Better": The Reflection of Desire for Revenge and Revenge Fantasies in Drawings*
Hadas Doron, Tel Hai Academic College, Israel
Rachel Lev-Wizell, Tel Hai Academic College, Israel

Whereas the desire to revenge for an unjust deed is considered to be natural, its use within the therapeutic setting is scarce, specifically in sexually victimized children. The aim of the study was to find how experiencing sexual molestation during childhood and the revenge fantasy are reflected in drawings and narratives of sexually victimized children. Following Ethical approval and signing a consent form, ten children who experienced sexual abuse and were psychologically treated (ages 11-18) were recruited. They were asked to draw two drawings: "draw what had happened to you", and then: draw what you would have liked to happen to the perpetrator". At completion, participants were asked to give a narrative to each drawing. Phenomenological analysis of the drawings and narratives indicated that most participants refrained from using more than two colors, did not draw the perpetrator, and drew schematic figures. The main themes in the drawings that were substantiated in the narratives were feeling of loneliness and aloneness and the desire to reverse the roles between victim and perpetrator.



Thursday, March 30

Online Parallel Sessions

All times are in Japan Standard Time (UTC+9)

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

09:30-11:10 | Room A

Thursday Online Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jie Ying Low

09:30-09:55

66964 | *Effectiveness of Modified Individual Learning Monitoring Plan on Science Achievement and Student Engagement Among the Grade 11 Academically Challenged Learners*

Kathleen Anne F. Faderogao, Department of Education, Philippines

Reynaldo Perez-Ramos, Technological University of the Philippines, Philippines

Monitoring student's progress is one of the key roles of a teacher because the goal of education is the academic achievement of the learners. With this, the researcher devised a Modified Individual Learning Monitoring Plan (MILMP) and assess its effectiveness by determining if there is significant difference between the student engagement and science achievement among the Grade 11 academically challenged learners in science before and after the use of the tool. This study is supported by progress monitoring theory, goal theory, theory of zone of proximal development and expectancy value theory. The researcher used non-equivalent quasi-experimental research design where control and experimental groups were selected purposively using the criteria; 40%- previous science grade, 20%- previous science teachers interview and 40%- for the 1st quarter grades in earth and life sciences. Data were collected using survey questionnaire for student engagement and 50-item achievement test and focus group discussion. The statistical tool used are percentage, weighted mean, T-Test, Wilcoxon signed rank Test and Mann-Whitney U-test. Data reveals that the level of science engagement and student achievement of the experimental group increased after the use of MILMP than to that of the control group. Overall, the use of MILMP is effective in improving the science achievement and student engagement of the academically challenged learners because of immediate feedbacking and communication to parents and learners, active involvement of the parents. The MILMP is easy to use and does not consume so much time, effort and money on the part of the parents and learners.

09:55-10:20

68211 | *Adam and the Warehouse: A New Card Game Fostering Students' Learning on Resultant Force*

Jie Ying Low, Sultan Idris Education University, Malaysia

Balamuralithara Balakrishnan, Sultan Idris Education University, Malaysia

Mohd Ikhwani Hadi Yaacob, Sultan Idris Education University, Malaysia

Game-based learning (GBL) is an effective teaching strategy in Physics education as it provides a fun and active learning environment that keeps the students engaged and motivated. As the current trend of GBL focuses more on digital games; non-digital game-based learning (NDGBL) can enhance students' learning as well. Past studies found that students in Malaysia struggled to comprehend the fundamental concepts of Newton's laws of motion, particularly the resultant force covered in the Physics syllabus in secondary education. Thus, in this study, a novel non-digital educational game, AD & W (Adam and the Warehouse) Resultant Forces Card Game, was developed based on the Integrated Design Framework of Playful Learning. This study investigated how the NDGBL approach could facilitate students' learning for resultant force through a quasi-experimental design method. 62 Physics students from a secondary school in Perak were divided into two groups via stratified sampling. The control group learnt the topic of resultant force using the conventional approach, while the experimental group learnt through the NDGBL approach. Data was collected via feedback questionnaires and pre and post-test scores. The findings showed that AD & W card game effectively enhanced students' motivation to learn Physics and improved students' learning outcomes. The experimental group scored significantly better in the post-test than the control group. This game helped students to understand the concepts of resultant force better. This study shed some light on integrating NDGBL in teaching Physics by encouraging students' active participation and striking an appropriate balance between learning and play.

10:20-10:45

67158 | *The Effects of Instructional Scaffolding in Students' Conceptual Understanding, Proving Skills, Attitudes and Perceptions Towards Direct Proofs of Integers*

Minie Rose Lapinid, De La Salle University-Manila, Philippines

Audric Curtis Dy, De La Salle University-Manila, Philippines

Students find mathematical proving a challenging task and often perform poorly in proving despite its importance in developing students' critical thinking and reasoning skills due to poor attitudes and perceptions towards proving. The purpose of the study is to determine if instructional scaffolding can improve students' conceptual understanding, proving skills, and attitudes and perceptions towards proving. The instructional scaffolding strategies used were providing hints, examples and questions for the students to develop ideas, showing how to perform a task and letting the students provide feedback, ask questions and show support to their fellow peers. Foundations or preliminaries prior to proving integers were also tackled first. The study used mixed methods where twenty-six Grade 11 STEM students participated in surveys involving attitudes and perceptions on proving, an odd/even concept test and a proving test. Students generally had positive attitudes and perceptions towards proving even prior to the intervention and these further improved due to the intervention as the t-test result shows a significant improvement. A rubric was used to score students' proofs. Nine students were able to progress from the beginning level to developing, approaching proficiency, proficiency and advanced levels in their proving skills although fifteen of them retained their levels. Students' difficulties in proving were due to improper representations of the integers as arbitrary values and performing operations in simplifying algebraic expressions. Nonetheless, it can be deduced that instructional scaffolding is effective in improving students' conceptual understanding of integers and proving skills, and attitudes and perceptions towards proving.

10:45-11:10

67548 | *Examining the Motivational Impact of Intervention Arranging Assignments in High School Physics*

Kotaro Takahashi, Kyoto Prefectural Sonobe High School, Japan

Motivation is considered as a crucial element in acquiring physics concepts (Redish, 2003). Also, educational psychology has developed various intervention models to promote student motivation. Particularly, The Time Continuum Model (Wlodkowski, 1985) shows that strengthening the connection between consecutive classes enhances learner motivation. This study focused on assignments that emphasize links between classes and examined their effectiveness. In addition, I investigated whether the intervention would enhance student motivation such as self-efficacy, and how students' physics conceptual changes depending on their initial self-efficacy. Twenty tenth graders joined in the intervention from April to July 2022, which was consisted of (1) arranging assignments that included many thinking tasks once every two physics classes, and (2) linking classes by offering answers of the assignments of previous classes at the beginning of following classes. The surveys were conducted before and after the intervention on April 12 (Time1) and July 19 (Time 2), measuring students' self-efficacy and understanding of physics concepts. First, t-test showed that students got higher self-efficacy while the intervention, implying self-efficacy increased because the students succeeded in the class created by doing the assignments. Second, a two-way analysis of variance was performed to investigate whether the intervention deepened the understanding of physics concepts of the students in different initial self-efficacy levels. The significant interaction effect was detected, demonstrating that students with low self-efficacy more deepened physics concept understandings than the students with high self-efficacy, implying the intervention has a compensative effect for the students who are not confident in their physics ability.

11:25-12:40 | Room A

Thursday Online Presentation Session 2

Higher Education

Session Chair: Paul Corrigan

11:25-11:50

67678 | *Hazards of Academic Administrators' Penchant for (Over)-Standardization of Academic Legal Research Outputs*
Md. Rizwanul Islam, North South University, Bangladesh

To compare and classify objects on the basis of quantitative indicators is nothing new. Bereft of any direct subjectivity, quantified method of assessing quality may be a useful tool to avoid or reduce any bias or other forms of human frailties in the assessment. However, the effort to assess the quality of academic outputs in quantifiable metrics is perhaps a relatively new but increasingly common phenomenon. This article would argue that while some higher education rankings can serve some laudable purposes such as sending some signals to aspiring students and other stakeholders and also giving institutions an opportunity for introspecting its affairs, the ranking of research outputs on quantified metrics alone is an inherently hazardous task. Rankings may be used as an indicium of quality; however, it cannot and should not be the sole proxy for assessment of the quality of scholarly outputs.

11:50-12:15

67372 | *The Tiger CLIP Pilot*
Paul Corrigan, City University of Hong Kong, Hong Kong

The number of universities using English as the Medium of Instruction (EMI) grew in recent decades but students at them face challenges using English for Academic Purposes (EAP). This presentation describes a study to pinpoint EAP challenges for top students (denoted as "Tigers") in Science, Technology, Engineering, and Mathematics (STEM) at City University of Hong Kong (CityU) and the launch of a pilot Communication and Language Improvement Program (CLIP) to address those challenges.

The author used Evans and Greene's survey instrument to identify EAP problem areas; 275 Tiger students responded. The CityU survey results showed that 15% to 38% of Tiger students found particular types of EAP "Difficult" or "Very Difficult". A pilot program (i.e., the Tiger CLIP pilot) was then designed and launched to engage those students in peer-to-peer, informal tutoring with students from the Department of English.

The full range of EAP tasks identified by Tiger students through the survey as "Difficult" or "Very Difficult," as well as the lessons of the Tiger CLIP pilot, will be discussed. Audience members will be encouraged to share observations on the relevance of the results and applicability of the Tiger CLIP pilot at their own institutions.

12:15-12:40

66265 | *Quality Online Course Sharing: Inter-institutional Collaboration to Meet Students' Just-in-time Needs to Succeed and Graduate*

Yaping Gao, Quality Matters, United States
Nathan Green, Acadeum, United States

The need for collaboration in online education has never been greater across higher education. Institutions have come together across the USA to form various course-sharing consortia to meet students' just-in-time needs to continue their academic progress and successfully complete their study to graduate. Now, these efforts are scaling globally, creating additional challenges around access, affordability, and quality. Not all online courses are created equal and the continued expansion of collaboration begs the central and crucial question: How do we ensure quality learning experiences in the much-needed and rapidly growing practice of online course sharing? The presenter(s) of this session will 1) share a timely and impactful initiative, between a global leading organization in quality assurance and a US-based course sharing company, to develop quality standards and guidelines for online course sharing by engaging experts in the community, 2) invite participants for feedback on the initial draft standards and guidelines, and 3) encourage institutions to adapt and apply the course sharing standards and guidelines for continuous improvement for digital learning at their own institutions even if course sharing is not currently needed or applicable.

12:55-14:10 | Room A

Thursday Online Presentation Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Thia Jasmina

12:55-13:20

69039 | *Walking Side by Side: Towards a Parent-friendly Learning Approach*

Nura Jahanpour, University of Cambridge, United Kingdom

This presentation explores the potential of early-education institutions in acting as hubs of learning for parent communities. Building on the notion of parents spearheading the family, the presentation investigates parent experiences and insights in dialogue with functional outreach models in order to inform the creation of 'parent-friendly' learning.

The family is the nation in miniature, yet low engagement and high attrition rates of parent education programs suggest we urgently need to better understand the parent demographic to know how best to support their learning and to do that we need creative methods with which to reach them. This presentation offers insights into parent experiences and presents opportunities for institution-led approaches.

Drawing on findings from a qualitative study incorporating in-depth interviews with arts-based creative methods of parents (n=20) across the two contexts of Denmark and Slovakia, offering insights into the parent perspective on their learning, suggesting critical parenting value influences and mapping typologies. These findings are presented in dialogue with the creative walking methodology utilised as a functional research model. Ultimately, offering insights into the construction of parenting values and exploring the nature of the influences of the preschool ecosystem on parenting.

These findings contribute towards governments and institutions better understanding the parent needs and thus inform educational policy. By better understanding the needs of parents when approaching parenting knowledge acquisition and by exploring these in dialogue with functional research models, we can remove the barriers to access for diverse parent communities and re-envision parent community learning.

13:20-13:45

67801 | *Needs of Omani Children in Kg2 During Their Transition to Primary School*

Zainab AL-Gharibi, University of Glasgow, United Kingdom

Julie McAdam, University of Glasgow, United Kingdom

Cathy Fagan, University of Glasgow, United Kingdom

The purpose of this paper is to shed light on how Omani children in Kg2 experience their needs in their transition to 1st grade. Theoretically, the paper was built on two perspectives; Dewey's concept of continuity of experience and the boundary objects introduced by Vygotsky (1978) (CHAT). The methodology of the study is based on the crucial role of children's agency which is a very important activity as an educational tool to enhance the child's participation in the learning process and develop their ability to face various issues in their life. Thus, the data was obtained from the KG2 children by drawing and visual narrative activities. As the study dealt with children, all the necessary ethical laws were followed. The analysis was according to the social semiotics approach in two phases. The first is "denotation" which is the surface message. The second phase is "signified", which is the deepest symbolism obtained from observations of the children while they were drew and talked, the letters and signs they drew, and the video recorded for each child to talk about their drawing and express themselves. Then, the data was organised and classified according to a cross-data network method introduced by Deguara (2019). The study came up with a set of findings, the most vital being that the children's greatest interest goes to their social and psychological needs such as: friends, their teacher, and playing. While they showed less concern for their need for educational knowledge and skills.

13:45-14:10

69074 | *How the Quality of Vocational Secondary Schools Affect Students' Performance in Indonesia?*

Thia Jasmina, Universitas Indonesia, Indonesia

Faizal Rahmanto Moeis, Universitas Indonesia, Indonesia

In the last ten years, Indonesia has shifted the development of secondary schools from general secondary education to vocational secondary education. The latest presidential decree in 2022 strengthened the government's commitment to developing vocational secondary schools. The number of vocational schools and student participation has increased significantly. However, despite the increased student participation in vocational high schools and the government policy toward empowering vocational education, the graduates of vocational secondary schools are less employed than graduates of public secondary schools in the country. This study analyzes factors that affect the quality of graduates of vocational secondary in Indonesia. Applying a cross-sectional regression of around 12,000 public and private vocational secondary schools in Indonesia, the study shows that the national exams scores, both total and specific competency scores, of the students in vocational secondary schools, are positively affected by the share of vocational teachers in the school, and accreditation status of the schools. Moreover, students in the public vocational schools in the field of information and communication technology, and engineering, located in urban areas and the western part of Indonesia, have relatively higher average national exam scores. Several issues hindered the enhancement of vocational secondary schools in Indonesia, among others, are: sufficient number and competency of vocational teachers, adequate facilities to support practical teaching, and mismatch between students' competency and demand in the labor market.

14:25-15:40 | Room A

Thursday Online Presentation Session 4

Interdisciplinary Education (Design)

Session Chair: Clara Fernandes

14:25-14:50

68958 | *Analyzing the Architectural Internship Program in India and Recommending Guidelines*

Sudha B, National Institute of Technology Tiruchirappalli, India

Premkumar K, National Institute of Technology Tiruchirappalli, India

An internship is a period of professional work experience that plays a significant role in the life of architecture students. During that period, they should learn the work culture of an office and understand the work environment, enabling them to handle projects individually and understand the details for execution. Further, it should facilitate personal development. The internship in India has yet to have a programmed approach. The exposure for the students will differ based on the firm they select. It is high time to be noted that the students should gain knowledge in all areas related to the architectural field, both in terms of office and site environment. This study aims to discover areas in which students are currently exposed to do the work in internship and to propose the standard guidelines to be followed. The survey questions were made as a ranking method, divided into six categories taken from the literature study as Practice Management, Project Management, Programming & Analysis, Project Planning & Design, Project Development & Documentation, Construction & Evaluation, with the Percentage interval ranges from 0%, 10-30%, 31-50%, 51-70%, 71-90%, 100%. Furthermore, open-ended questions were asked to know about their expectations. The survey was taken to the students who completed their internship; there were 249 respondents from different architectural colleges in India. The results show a lower score for the exposure toward practice management, project management, programming analysis, construction, and evaluation.

14:50-15:15

69166 | *Relations Between Visual Perception and Working Memory Through Urban Sketches at Phumin-Ta Li Community, Nan Province*

Tawipas Pichaichanarong, Suan Sunandha Rajabhat University, Thailand

Solos Punakabutra, King Mongkut's Institute of Technology Ladkrabang, Thailand

The study explores the relationship between visual perception and working memory through the medium of urban sketching at Phumin - Ta Li community in Nan province, Thailand. The research involved participants sketching various buildings and landmarks in the community while completing working memory tasks. The sketches and working memory task results were analyzed to investigate the connection between visual perception and working memory. The findings suggest that the act of sketching can enhance an individual's visual perception and working memory. Furthermore, this study adds to the understanding of how urban sketching can be used as a tool to improve cognitive processes and a medium to record and remember the urban environment. The results of the study suggest that the act of sketching can serve as a means of enhancing one's memories about sense of place and working memory in visualization research. The findings also indicate that Phumin-Ta Li community is characterized by a sense of place and a rich cultural heritage that is not closely connected to the residents but also recognized by the visitors. The study provides insights into the potential of urban sketching as a tool for understanding the relationship between visual perception, working memory, and sense of place. The research concludes with some recommendations for future research, including the use of various methods of data collection in order to validate the findings and to expand the understanding of visual perception and working memory in different contexts

15:15-15:40

66519 | *Industry Engagement with Design Students through the Alumni Network: By Invitation Only*

Clara Fernandes, Lasalle College of the Arts, Singapore

Yasser Suratman, Lasalle College of the Arts, Singapore

Nur Abu Bakar, Lasalle College of the Arts, Singapore

Design higher education often struggles with involving industry partners in its curriculum and often recurs internships to create steady bridges between students and the industry. Furthermore, design programmes tend to be negatively regarded for their low involvement with the industry in multidisciplinary projects. Our study takes a closer look at the evolution of a project that started in 2021 amid the pandemic in a context of uncertainty and adaptation. By Invitation Only is a project involving the industry through alumni of the School of Design Communication and its current BA level 3 students, at LASALLE College of the Arts, in Singapore. What benefits do design students and Higher Education Institutions (HEIs) have to participating in projects co-created with the industry? How can a project involving so many stakeholders be implemented? Can students improve their practice with alternative co-creation projects compared to a traditional internship?

These are the three main questions to be tackled in this paper. Our study will assess students' perception of this 10-week project through a survey and compare results between this venture's first and second intake (N=65). For the qualitative side of our approach, we will interview the alumni mentors involved in those two editions (N=16) and understand their expectations of the students, their co-creation process and how they perceive the qualities and skills acquired by these young designers in training. Our mix-methods approach will complement the framework used in this project, creating another approach to connect design students with the industry other than a classic apprenticeship.

09:30-11:10 | Room B

Thursday Online Presentation Session 1

Professional Training, Development & Concerns in Education

Session Chair: Maria Fay Nenette Cariaga

09:30-09:55

68364 | *The Development of Mathematics Teachers' Proficiency Framework for Sustainable and Standardised Assessment in Southeast Asia (SEA)*

Uki Rahmawati, SEAMEO Regional Centre for QITEP in Mathematics, Indonesia

Gusnandar Yoga Utama, SEAMEO Regional Centre for QITEP in Mathematics, Indonesia

Farida Nurhasanah, SEAMEO Regional Centre for QITEP in Mathematics, Indonesia

Miftahul Hidayah, SEAMEO Regional Centre for QITEP in Mathematics, Indonesia

No education can exceed the quality of its teachers. This statement indicates that teachers' competence is important in the education system. A professional teacher must have specific knowledge and skills, which are related to pedagogy, content, and technology in providing good quality mathematics teaching and learning in the 21st century. The knowledge and skills need to be improved from time to time to fit the recent issues suitable for advancing technology information and global society. An assessment framework and tools for mathematics teachers' proficiency are needed, considering the importance of assessing mathematics teachers' knowledge for sustainable improvement. This study aims to develop a rigorous region-wide teacher proficiency assessment framework to evaluate mathematics teachers' knowledge. This research is an ongoing project funded by the Ministry of Education, Culture and Technology of Indonesia which involved two lecturers, two analysts, and seven researchers. The method used in the study is the ADDIE instructional design of which steps are Analysis, Design, Development, Implementation, and Evaluation. This paper produced an assessment framework with the 25 sub-indicators for Pedagogical Content Knowledge (PCK), 19 for Technological Content Knowledge (TCK), and 22 for Technological Pedagogical Knowledge (TPK), which cover mathematics teachers' proficiency components. By using this framework, it is expected that an assessment test for mathematics teachers in Southeast Asia can be developed in the near future.

09:55-10:20

68485 | *Designing Integrative STEM Learning Materials for Junior High School Mathematics Classroom: What Works (and Not)?*

Russasmita Padmi, SEAMEO QITEP in Mathematics, Indonesia

Ummy Salmah, SEAMEO QITEP in Mathematics, Indonesia

Pastita Ayu Laksmiwati, Johannes Kepler University Linz, Austria

Wahid Yudianto, Johannes Kepler University Linz, Austria

Uki Rahmawati, SEAMEO QITEP in Mathematics, Indonesia

The demand to make science and mathematics learning more relevant and meaningful leads to integrative stem learning, a teaching approach that integrates science, technology, engineering, and math (STEM) into a cohesive and interdisciplinary learning experience. Even though STEM has been consistently increasing in popularity in Indonesia, the lack of learning materials is persistent. This paper reports the first stage of design research aimed at developing integrative STEM learning materials for junior high mathematics classroom. The result is three sets learning materials that is compatible with the national mathematics curriculum of Indonesia. The development process suggests that feasible learning materials can be developed by matching science and mathematics standards, then tie it with appropriate problem context.

10:20-10:45

68444 | *Curriculum Review of the BS Pharmacy Program of a Local University in the NCR, Philippines: A Mechanism for Quality Assurance*

Maria Fay Nenette Cariaga, University of Makati, Philippines

Justine Marie Ocampo, University of Makati, Philippines

Estela Barasi, University of Makati, Philippines

The Bachelor of Science in Pharmacy program at a local university in the NCR has been existent for ten (10) years now. It has been officially approved on February 10, 2012 by virtue of the Board Resolution No. 2012-029. Meeting the minimum requirements of the 2006 CMO for Pharmacy education in the Philippines, enhancements were made based on the context of the local university. In December 2021, the new CMO for BS Pharmacy program was released, which is for AY 2022-2023 implementation. This study, conducted from March to April 2022, aimed to determine feedback of students, alumni, faculty and industry partners and based on this, create an action plan for curriculum enhancement. Mixed-method approach was used particularly documents review and online survey administration to thirty-six (36) Levels 3 and 4 students. FGDs with students (N=55), alumni (N=6), faculty members (N=8) and industry partners (N=4) were conducted. Overall, students' strengths are along PLO1B (3.53, SD.136 & 3.50, SD .074) Store and dispense drugs; and PLO5 (3.4630 SD .13436 & 3.4040 SD.13968) Provide pharmaceutical care. They need to improve on PLO 1A (3.0574, SD.188 & 3.1289 SD .239) Identify, compound, and manufacture of drugs. Three (3) main themes were evident: difficulty or rigor of the program, best features, and opportunities for continuous improvement. Timely curriculum review is pivotal in the quality assurance of education. Curriculum enhancements should be built on sound process and meaning-making of available data.

10:45-11:10

69154 | *To Bridge Between Educators and Students – Challenging and Preserving Expectations, Goals, and Values*

Yuko Hoshino, Tokyo University of Pharmacy and Life Sciences, Japan

In recent years, students and educators in higher education have great difficulties in communicating each other even within one country. It is very true in Japan. Educators often complain that they cannot understand their students' behavior in and outside classrooms or their language. Students also complain that they cannot understand what their teachers' expectations and requirements for class goals. They always attribute this problem to generation gaps, in other words, how they were brought up. Both parties are supposed to share the same culture, but they sometimes fail to share their values – what they feel important in life. Even with such problems, teachers should prepare their students to go out to the increasingly borderless world and tackle social and economic problems and conflicts with some confidence. Then, how should educators create better environment for learning and training for the sake of students? The author has been teaching three languages (Japanese as a first and second language, Chinese and English as second languages) and cultures behind languages in higher education setting. She would like to clarify some of the problems mentioned above that educators face and would also like to propose practical and feasible ideas to remedy these problems through classroom management and practices.

11:25-12:40 | Room B

Thursday Online Presentation Session 2

International Education & Exchange Issues

Session Chair: Lecia Ellis

11:25-11:50

66220 | *From Model Minority to Yellow Peril: The Shifting Narratives of Asian International Students*

Helen Liu, York University, Canada

The ongoing pandemic, COVID-19, has demonstrated how quickly the depictions of Asian individuals can shift from “model minority” to “yellow peril” during times of crisis. These times were particularly difficult for Chinese international secondary students who were already facing pre-existing systemic issues. The current COVID-19 pandemic had placed these students in an even precarious position due to the anti-Asian racism and discrimination that has manifested. Utilizing Critical Race Theory (CRT) and International Student Security (ISS), this paper explores the experiences of Chinese international students in secondary schools in Canada, paying attention to the vulnerabilities and risks among this population. In particular, I employed Asian Critical Theory (AsianCrit), which prioritizes Asian identity and their experiences with racism to comprehend how these prevailing systems of oppression have impacted their lives. The principles highlighted within the AsianCrit framework, utilised alongside ISS, can build upon each other to understand how educational institutions interact and understand these student populations, what forms of institutions and diversity initiatives are dominated by white supremacy and privilege, and how programs are maintained or implemented based on assumed notions and ideologies of Asian students. Interview data was collected from six teachers and six Chinese international students from public secondary schools within Toronto and the Greater Toronto Area. Issues and concerns regarding the academic, social, and housing/guardianship experiences of Chinese international youth were identified. The article also discusses possible considerations and interventions to better support international secondary students during their studies in Canada.

11:50-12:15

67859 | *Industry-University Partnerships as a Pathway to International Graduate Students' Gaining Canadian “Work” Experience: A Case Study at USASK*

Michael Cottrell, University of Saskatchewan, Canada

Lecia Ellis, University of Saskatchewan, Canada

An aging population and extremely low birth rates complicate Canada’s ability to address current and future skilled labour shortages. As a consequence immigration and the recruitment and retention of international students are increasingly seen as solutions to labor-force management in strategic sectors (StatsCan, 2020a). As international students are “an essential part of the equation for meeting Canada’s labor force...” (Languages Canada (n.d) (para. 2) post-secondary institutions are increasingly forging partnerships with industry and the public sector, often in the form of internships, to create active and experiential learning curricula and knowledge transfer in the “real world” (Templeton et al, 2012). These innovative programs also enable international students to gain much needed Canadian work experience, mentorship and professional networking opportunities to support employment post-graduation.

Using a case study approach and mixed methods, the study interrogated the experiences of international students involved in graduate level internships and industry partners at one Western Canadian university through personal interviews, focus groups and surveys (N=100). The main goal of the inquiry was to determine the efficacy of these initiatives in meeting the needs of international students and industry partners at the case institution. The study is informed by the following research questions: What are the experiences of international students in selected graduate internship programs at the case institution? What challenges and opportunities do such programs provide for both students and industry partners? How might these programs be revised to enhance the experience of stakeholders, including? “increasing employment opportunities for students” (Prigge, 2005, p 222).

12:15-12:40

67187 | *How to Implement Overseas Exchange During Pandemic? An Example in Hong Kong Metropolitan University*

Man Wai Carol Poon, Hong Kong Metropolitan University, Hong Kong

“Virtual Exchange” refers to the application of online communication platforms to get together classes of learners without geographical boundaries with the purpose of enhancing language exchanges, demonstrating digital competence and experiencing intercultural communication through online lectures, collaborative projects and virtual exchanges, virtual study tour and virtual internship. This paper aims to introduce and redefine the concept of Virtual Education (VE) in higher education teaching. It proposes to enhance the educational circles’ interest and understanding in utilizing this new pedagogy as well as its social power. And finally, it intends to serve as a reference for potential change agents as they consider ways and means to create learning environments at universities and institutions by reviewing and evaluating the practices of VE in the Li Ka Shing School of Professional and Continuing Education in Hong Kong Metropolitan University (HKMU LiPACE), based on its Virtual Education Experiences (including Virtual Study Tour, Virtual Internship, Virtual Exchange Programme, Virtual Academic Lectures and Virtual Cultural Activities) offered to students during the COVID-19 pandemic for the past two years. Apart from literature studies, this paper will carry out online interviews in both Hong Kong and Japan, evaluate a series of VE programmes conducted in HKMU and conduct an online field observation in the Global Virtual Exchange Programme from June to July 2021.

12:55-14:10 | Room B

Thursday Online Presentation Session 3

Foreign Languages Education & Applied Linguistics

Session Chair: Karen Cheung

12:55-13:20

68138 | *How Much Digitalk Has Entered the Academe: Awareness and Attitude of Filipino Teachers Towards IPE Conventions*
Maria Isabel Comillo, De La Salle Santiago Zobel - Vermona Campus, Philippines

The growing language evolution demonstrated on Internet Philippine English (IPE) have led to the emergence of new linguistic features be it localized words or non-standard forms. In order to document these linguistic developments and understand how much has entered the academic domain, the present study investigates the newly invented words and non-standard forms in IPE and the awareness and attitude of language teachers towards the conventions in digital writing. The present analysis utilized a 75,000-word corpus collected from five digital genres namely social media, instant messaging, emails, websites, and blogs. The present study determined 30 newly invented IPE words from the dataset, and examples for the non-standard forms earlier identified by Gustilo et al. in 2020. In terms of the perception data, 50 Filipino language teachers belonging to the younger generation from different regions of the country were recruited. Results of the perception data revealed that teachers have full awareness on the given wordlist and non-standard forms as they have already observed it on their students' academic speeches and written outputs. These findings clearly suggest that these conventions have now entered and have been utilized in the academic domain. As regards the attitude of the teachers towards these conventions, results revealed that majority of the teachers are in favor in using the newly invented words both in the academic speeches and writing of their students, while majority remained hesitant in accepting the non-standard forms in academic writing. Implications for future studies were forwarded.

13:20-13:45

69177 | *Effects of Structural Priming and Lexical Residual Activation on the Acquisition of the English "Noun + Relative Clause" by L1 Chinese Learners*

Xueli Li, Chulalongkorn University, Thailand
Nattama Pongpairoj, Chulalongkorn University, Thailand

This study investigated L1 Chinese learners' acquisition of the English "Noun + Relative Clause" based on Structural Priming (SP) (K. Bock & Griffin, 2000, J. K. Bock, 1986; K. Bock, 1989) and Lexical Residual Activation (LRA) (Levelt, Roelofs, & Meyer, 1999, Cleland, A., 2003). It was hypothesized that based on SP, when L1 Chinese learners were primed by the English "Noun + Relative clause", when the priming and the target structures shared different headnouns, they would produce more "Noun + Relative Clause" than when they were primed by the English "Adj + Noun", and the priming effect was significant. Also, based on SP and LRA, when the priming and the target structures shared the same headnoun, the increasing priming effect would be enhanced. The participants were 90 first year non-English major students attending Guizhou University of Finance and Economics, and 10 native English speakers. A picture description task was used to elicit data. The results showed, that after having been primed by the English "Noun + Relative Clause" when the priming and target structure shared different headnouns, L1 Chinese learners produced more "Noun + Relative Clause" than "Adj + Noun", and the priming effect was significant ($p < 0.05$). When the priming and the target structures shared the same headnoun, the increasing priming effect was enhanced, and the enhancement was significant ($p < 0.05$). The hypotheses were therefore confirmed. The study contributed to Second Language Acquisition in that SP and LRA would facilitate L1 Chinese learners' acquisition of English "N + Relative Clause", although this structure is non-existent in the learners' L1. The study also gave pedagogical implications in that application of SP and LRA would facilitate as well as enhance the acquisition of L2 structures.

13:45-14:10

68552 | *Content and Language Integrated Learning for NCS Students Using a Picture-Book Approach: An Action Research in Hong Kong Kindergartens*

Karen Cheung, Hong Kong Baptist University, Hong Kong

This paper examines the function of content and language integrated learning (CLIL) approach in complementary multilingual kindergarten classrooms for non-Chinese-speaking (NCS) children learning Chinese characters in Hong Kong. The module of this study was implemented with a picture-book approach. The participants comprised 28 learners of Chinese in the third year of kindergarten (K3) from both two kindergartens in Hong Kong. The student participants came from Nepal, Pakistan, the Philippines, and India. The participants' learning of vocabulary was tested using a pre-test and delayed post-test design. The results reveal that the CLIL module with picture-book approach had similar positive effects on both speaking and reading. The lessons were videotaped, and the teachers were interviewed after the one-year intervention. The results of the pre-test analyses are discussed along with how they could inform researchers, and pedagogical implications for teachers are presented.

14:25-15:40 | Room B

Thursday Online Presentation Session 4

Interdisciplinary Education

Session Chair: Yiming Hao

14:25-14:50

69028 | *The Mechanisms of How Familial SES Predict Academic Progress via the Mediation of Parental Expectations for Lower Secondary School Students*

Yiming Hao, University of Durham, United Kingdom

Despite the fairly extensive literature on the developmental influence of family background and parental expectations, little empirical evidence is known to the public about the effects on lower secondary school pupils in China, in comparison with children who are reportedly developing in pertinent literature. In the present study, we examined student academic progress during the early years of secondary school using a large-scale longitudinal dataset from which we selected an approximate random sample of 9449 Chinese Grade 7 students from 112 schools across China. It was predicted that familial SES would be linked indirectly to academic achievement progress, which in turn would be mediated by parental expectations. Using Multilevel Structural Equation Modelling techniques (ML-SEM), this prediction was confirmed in certain aspects of familial SES indicators. Overall, for three core subjects, the indirect effects on parental educational level via parental expectations are the most statistically significant, whereas that of subjective income is less significant, and the occupational ranking of parents is the least distinctive. The mechanisms responsible for how familial SES manifest indicators can project academic development and the methodological significance of the approach adopted in the study were also discussed, along with implications for research and pragmatic practice.

14:50-15:15

67617 | *The Influence of Financial Assistance on Student's Academic Achievement: A Case-Based Research Study*

Fatima Shaikh, Sukkur IBA University, Pakistan

Khalil Channa, Sukkur IBA University, Pakistan

Gul Afshan, Sukkur IBA University, Pakistan

Murk Memon, Sukkur IBA University, Pakistan

Purpose: The motive of this inductive research study was to explore the influence of financial assistance in form of scholarship and to identify the factors that affect the academic achievement of university students. This study also aims to compare the academic achievement of scholarship and non-scholarship students.

Methodology: 26 Semi-structured interviews and purposive sampling techniques were used to collect data from scholarship and non-scholarship undergraduate students of the university.

Findings: Analysis of the data elicited that both scholarship and non-scholarship students work hard to improve their academic achievement. Students consider the scholarship as motivation and achievement. However, there were certain factors such as; financial, psychological, emotional stress, anxiety, and language barriers affect the academic achievement of scholarship students. Finance was a significant problem for scholarship-seeking students. It was also explored that scholarship-holding students remain less participative in other academic activities, such as sports events, social societies, music art, and drama society as compared to non-scholarship-holding students.

Research Implication: University should design flexible criteria for availing scholarships. Universities should plan strategies to overcome the financial and emotional stress and anxiety of students. More attention should be paid to students who belong to remote areas to overcome the language barrier and improve academic achievement. Another foresight was that the proposed model should be tested empirically. Future research should be done on how to overcome those factors that cause low academic achievement among university students.

15:15-15:40

68674 | *Perspectives and Uses of Mobiles in the Educational Process*

Fawzia Alali, University of Sharjah, United Arab Emirates

The research topic is summarized in the importance of studying the uses of smart tablets in the educational process. This study is considered as one of the descriptive studies, which aim at collecting data relevant to the usage of university students – sample of study – for the smart tablets and their attitudes towards using them in the educational process, as well as studying some variables related to usage; such as gender, social status, educational stage etc. This study depends on the survey approach that is used for obtaining information or, subject matter. The study concluded that the sample of study agreed on the necessity of enabling Arab universities to encourage students to use more techniques in classrooms and teaching curricula by using smart tablets since this will help in developing the communicational skills of university students. Moreover, they agreed on teaching most of the media curricula through social media.

09:30-10:45 | Room C

Thursday Online Presentation Session 1

Educational Research, Development & Publishing

Session Chair: Lingling Fan

09:30-09:55

68322 | *Theoretical Framework on the Use of Art-Inspired Pedagogy in Early Childhood To Mitigate Urban Barriers*

Kelsey Anne Carlton, VVOB-Education for Development, Vietnam

Thy Trần Khánh, KU Leuven, Vietnam

Kieu Thị Kính, University of Da Nang, Vietnam

Đặng Minh Thư, Live Art Vietnam, Vietnam

Phạm Thị Thu, National College of Education Hanoi, Vietnam

An Thu Trà, Vietnam Museum of Ethnology, vietnam

Cities around the world are changing rapidly, putting new pressures on the education system. Vietnam has particularly seen a period of rapid economic growth in many of its major cities, such as Da Nang. These urban environments can create both barriers and opportunities for learning. This paper aims to answer the question of if and how art-based pedagogy (AIP) can be used to mitigate the urban barriers in the early childhood education system. Through a rapid literature review, we discovered the potential benefits of AIP and what conditions are needed to implement AIP in SE Asia. Additionally, the CITIES project, a 3-phase programme in Da Nang, Vietnam with 29 schools, provides a practical lesson learned on how AIP can fit within the existing system and support the new early childhood curriculum in Vietnam, and what still needs to be in place for this to be successful. This paper provides a theoretical framework, based on literature and practice, for implementing art-inspired pedagogy in the urban environment in Vietnam.

09:55-10:20

68258 | *Exploring the Pygmalion Effect: The Relations Between Teacher Expectations, Student Perceptions of Teacher Expectations, and Students' Achievement*

Lingling Fan, University of Auckland, New Zealand

Christine Rubie-Davies, University of Auckland, New Zealand

Lyn McDonald, University of Auckland, New Zealand

A vast body of empirical studies has supported the prediction that teacher expectations affect student academic achievement. However, the effect sizes tend to be small to moderate. Additionally, most existing studies 1) only examined teacher expectation effects at the student level rather than at the class level, and 2) only examined the effects in a particular subject rather than in multiple subjects. This study explored both the individual- and class-level teacher expectation effects in an under-researched Chinese non-urban educational setting. The study compared the effect sizes of teacher expectations on student achievement in three specific domains, namely Chinese, Mathematics, and English. Furthermore, student perceptions of teacher expectations were investigated as a possible mediator of teacher expectancy effects. Data were obtained from 694 seventh-grade students and their 38 teachers who taught Chinese, mathematics, or English teachers. The analyses generated two main results. First, multilevel regression analyses showed that Pygmalion effects were observed at both the individual and the class level in all three domains. Second, student perceptions of teacher expectations partially mediated the associations between teacher expectations and student achievement in the three domains. These results suggest a need for further research into the mechanisms underlying teacher expectation effects.

10:20-10:45

68519 | *Reflection of the Current Practice in Psychological Diagnostics of Language-based Diagnostic Tools*

Lothar Filip Rudorfer, Charles University, Czech Republic

Objectives: This project builds on the current research survey (see Urbánek, Cígler, Ježek, 2020) and also on the diploma thesis Analytical Methods in Psycholinguistic Research of Perception (Rudorfer, 2019), in which the author addressed the psycholinguistic and statistical approach in language performance tests and provided a number of analytical tools due to their focus and work with specific subjects using language (Czech, English and German), their perceptual, cognitive skills and language intelligence, which are key aspects of research study research. The proposed research study follows up on the dissertation and diploma thesis of the main researcher of the project. It expands it mainly with a specific focus on specific diagnostic tests and psychometric analysis options for proper revision and standardization for use in professional practice. The dissertation will focus on analytical methods for psychological diagnostic methods with a focus on literacy and language performance tests and their standardization. The project also corresponds to the long tradition of the Department of Psychology, Faculty of Education, Charles University, whose area of interest is primarily issues of literacy, functional literacy and specific learning disabilities. A great advantage is the cooperation with leading experts on this topic working at the department (Kucharská, Kučerová, Seidlová Málková, Špačková, etc.). The acquired knowledge can be transferred in this way to the relevant subjects provided by the Department of Psychology, both in the field of psychology (especially in the follow-up master's degree, in which future counselling experts in education are prepared), and in all teaching disciplines.

11:25-12:40 | Room C

Thursday Online Presentation Session 2

Educational Research, Development & Publishing

Session Chair: Wei Liu

11:25-11:50

68391 | *Assessing ASEAN Students' Competencies and Readiness in Learning Mathematics through MaRWA Diagnostic Test*

Wisnuningtyas Wirani, SEAMEO QITEP in Mathematics, Indonesia

Ummy Salmah, SEAMEO QITEP in Mathematics, Indonesia

Bungkus Dias Prasetyo, SEAMEO QITEP in Mathematics, Indonesia

Uki Rahmawati, SEAMEO QITEP in Mathematics, Indonesia

MaRWA is a Southeast Asia regional mathematics assessment based on PISA and TIMSS, initiated by SEAMEO QITEP in Mathematics. The programme aims to assess ASEAN students' weaknesses and strengths in school mathematics by using an online diagnostic test. In particular, the test was designed for students in grades 5, 8, and 10. A total of 882 students in grades 5, 8, and 10 from 26 schools in regional wide were involved in this study. For each level of education, there were 30 mathematics problems, which were classified into 20 multiple choice questions and 10 essay questions. These items were generally made to determine students' competencies and readiness in learning school mathematics, specifically to measure their order of thinking level. Three levels of thinking: higher order thinking skill (HOTS), middle order thinking skill (MOTS), and lower order thinking skill (LOTS); were embedded in the set of problems. There were four codes for students' correct answer and six codes for the incorrect answers. The quantitative data is the students' scores, while the qualitative data is the coded students' answers. It was found that the students' average scores for the primary to senior high school levels were in a low category, and most of the participants were struggling to solve HOTS problems. The most common type of error for the majority of students on the three levels was not answering the problems.

11:50-12:15

68108 | *Exploring Chinese Secondary Teachers' Perception of Critical Thinking in Mathematics Teaching*

Wei Liu, Hillcrest Christian College, Australia

The significance of developing students' critical thinking has been widely recognized by educators (Forawi, 2016; Howe, 2004; Siegel, 2010). Critical thinking has been regarded as an important and necessary education outcome and subsequently empowers students to creatively contribute to their future chosen career.

Critical thinking is a western expression, are Chinese teachers committed to thinking critically to the same degree as western teachers? This study examines the definition of critical thinking espoused by teachers in China, with the purpose of finding more about teachers' perceptions of critical thinking skills in their teaching, and how they promote critical thinking among their students, expecting to provide significant insights on critical thinking utilized in a different culture.

The study found that secondary school mathematics teachers in the survey did not have, in general, a comprehensive view of critical thinking. There were about 47% of participants did not respond to the first questionnaire about the definition of critical thinking which meant that critical thinking was not a familiar term for everyone in a secondary education setting. About half teachers could not identify strategies essential to critical thinking, their responses revealed that Chinese teachers were more focus on students acquire knowledge and thought critical thinking was a tool to improve students' learning. Critical thinking was more frequently thought to be skepticism, which showed that teachers' perception of critical thinking was influenced by their culture.

12:15-12:40

68548 | *Effective Ways To Enhance Chinese Language and History Learning for NCS Students*

Yat Ling Choy, The Education University of Hong Kong, Hong Kong

The Education University of Hong Kong has launched various animation projects, such as "Jockey Club From Words to Culture Programme: An Animated Way to Learn Chinese", "The Animated Chinese History for Curious Mind Project" and "The Life and Values Education Animated Series", to enhance children's interest in learning Chinese language, history, culture, developing their moral characters and positive values through learning the good deeds and achievements of the figures. Past studies have shown that animation teaching can enhance local children's language ability and interest in learning, and is even more effective in developing children's moral values. In this study, students from the Education University of Hong Kong adapted animation materials to suit the age and language proficiency of NCS children. The students used animation as a novel way to teach NCS children. NCS children from four social welfare organizations and schools were used for four to six weeks of intervention. The research questions include (1) How to adapt the animation materials for NCS children? (2) Does the language ability of NCS children improve through teaching with animation? (3) Does the interest of NCS children in language learning improve through teaching with animation? In this way, the features of the teaching materials and pedagogies that can effectively enhance the learning of the Chinese language and culture of NCS students are also summarized in this study.

12:55-14:10 | Room C

Thursday Online Presentation Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Ombra Imam

12:55-13:20

68577 | *The Role of School Leaders in Countering Non-Traditional Factors of Inequality: A Reflection on the Italian Case*
Valerio Ferrero, University of Turin, Italy

This contribution analyzes the role of school leaders in promoting equity in the Italian school system. It is a conceptual analysis that examines research conducted on Italian schools over the last decade. The focus is on how leaders can counter non-traditional factors of inequality: these dynamics are produced by the school itself due to its organizational culture and operational choices and cause inequality among students. They affect both different schools and classes in the same school, depend on national policies, individual schools' choices and teachers' educational action. In a school system such as Italy's, where there is no career ladder for teachers and school autonomy allows each school to make autonomous choices in organizational, financial, managerial and instructional matters, school leaders play a crucial role in building a school community with precise pedagogical ideals and in coordinating the development of equity-oriented school educational policies to counter non-traditional factors of inequality. Here we will examine four non-traditional factors and leaders' action to counteract them: (1) use of additional staff assigned to schools to enhance educational offerings; (2) access to middle school music courses; (3) financial contribution required from families; and (4) internal school segregation dynamics caused by the division of pupils into classes and the assignment of teachers to classes. The analysis will outline the profile of the equity-creating school leader, i.e., a professional who implements distributed leadership and middle management that transforms school realities for the better through the whole community's commitment to equity.

13:20-13:45

69159 | *Madrasah Reforms in the Philippines: Basis for Strengthening Private Madaris in the Bangsamoro*
Ombra Imam, Cotabato State University, Philippines
Maripaz Abas, Cotabato State University, Philippines

Madrasah is considered as the oldest center of education in the Southern Philippines and it plays a significant role in preserving Islamic faith, Muslim culture and tradition. However, despite its centuries-old of existence, the Philippine madaris (plural of madrasah) remain underdeveloped and struggling for survival due to decades of government neglect, limited supports and standardization. This study assessed the extent of implementation of and levels of satisfaction on these reforms undertaken by the Department of Education (DepEd) and private madaris in six areas: recognition/accreditation, curriculum, capacity building, financial support, monitoring and evaluation, and pupils' assessment as bases for policy and program recommendations to improve private madaris. An embedded mixed-method design was adopted utilizing survey questionnaire and key informant interview from 100 teachers and asatidz and 5 key informants. Results revealed that DepEd generally implemented all madrasah reforms while private madaris highly implemented reforms on madrasah registration/recognition and accreditation and generally implemented the other five areas of reforms making the respondents satisfied of the reforms. The analysis also showed the reforms clearly manifested some successes but their limitations led to some failures suggesting that new policies and programs are needed to be undertaken by the education ministry of a more powerful autonomous government to achieve full reforms of madaris in the Bangsamoro.

13:45-14:10

67722 | *Redefining the Technology Acceptance Model: The Influence of Colonial Mentality on the Acceptance of Technology*
Maglin Moodley, University of Johannesburg, South Africa

The introduction of technology into the South African education sector has been met with great optimism, however the expectations of the rollout has not aligned to the reality of the rollout. According to Kim and Lee (2020), the success in adoption of technology is not dependent only on access and skills, but also technology acceptance. Various models of technology acceptance have been proposed, of which the Technology Acceptance Model is central and focuses on perceived usefulness and perceived ease of use of the technology.

In South Africa the acceptance of technology by teachers is dubious as almost 74% of digital content and platforms are in English (Rao, 2019), and almost 75% of the population are African language speakers (South African Gateway, 2018).

In 2017, an online platform for foundation phase teachers was piloted in South Africa. A functionality in the software allowed the user to choose between an English and Setswana interface. A purposive sample of 12 teachers who were Setswana first language speakers and fluent in English was chosen. The findings showed all participants were pleased to use the Setswana software and rated its usefulness and ease of use high. However, they viewed the English version as more appropriate. This reasoning had less to do with technology, but more with their perception of English. Hence, a modification of the Technology Acceptance model was required. This paper presents the merging of TAM with the Theory of Colonial Mentality to put into perspective and explain the findings from the study.



Virtual Presentations

Read Virtual Poster Presentations & Watch Pre-recorded Virtual Presentations

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

ACEID2023 Virtual Poster Presentations

Assessment Theories & Methodologies

68919 | *Content and Sentiment Analyses of Students' Insights on Problem Solving: Form of Assessment in Mathematics*
Aileen Diansuy, Antipolo Institute of Technology, Philippines

The need to recognize and record learning processes and environments as well as the necessity to take these factors into consideration when developing and interpreting assessments are among the difficulties that the COVID-19 outbreak brought to light. Since assessment reveals whether or not learning objectives are being met, it is crucial to instruction.

In this paper, sentiment analysis and emotion analysis of students' insights on problem solving were used as a form of assessment in Mathematics. Simply defined, sentiment analysis is the act of classifying the feelings that underlie a text. It is so easy to complete that it may even be done by hand; all that is required is to read each item of feedback and decide whether it is favorable or unfavorable. Sentiment analytics makes it possible to comprehend the viewer's overall sentiments and feelings. Sentiment analysis allows teachers to gain an overview of the student solution on a certain topic and able to identify whether the student feedback is positive, neutral, or negative.

The act of detecting and evaluating the underlying emotions indicated in textual data is known as emotion analysis. The different emotions mentioned in the text were assessed as fear, rage, happiness, sadness, love, or neutrality. Emotion analysis gauges how happy students are. This may include suggesting help when anxiety is detected. Better understand students which will improve perception towards the subject

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

67362 | *Effects of Schematic Representation on Math Word-Problem Performance of Elementary School Students with Learning Disabilities and Their Regular Peers*

I-Hsuan Lin, National Taipei University of Education, Taiwan
Shin-Ping Tsai, National Taipei University of Education, Taiwan
Dora Hsin-yi Lu, National Taipei University of Education, Taiwan

This study aims to investigate the effects of schematic representation on the math word-problem performance and cognitive load in elementary school students with learning disabilities and their regular peers. A 2 (presence of schematic representation) x 2 (group of students) quasi-experimental design was conducted with 51 fifth graders as participants, 14 students with learning disabilities and 37 students without disabilities. Both groups were asked to answer word problems with and without schematic representations and then filled out a cognitive load survey. The two-way mixed ANOVA was utilized to examine the effects of these variables on problem-solving performance and cognitive load scores. Interviews were conducted to ascertain participants' perspectives on word problems with and without schematic representation.

Based on the results for word-problem performance, significant main effects were found for group of students, but not for schematic representation. The interaction effect between group of students and schematic representation was not significant. As for cognitive load, significant main effects were found for group of students while solving word problems, but not for schematic representation. However, there was a significant interactive effect between group of students and schematic representation on cognitive load. Students with learning disabilities benefited more from schematic representation in terms of cognitive load than their peers. Analyzing participants' problem-solving process, this study further found that schematic representation helped improve students' comprehension of word problems. These results suggest that schematic representation is an important variable for students with learning disabilities to reduce cognitive load and improve comprehension of math word problems.

68412 | *Intermittent Visual Effect on Postural Control in Chinese-Speaking Children with Dyslexia*

Ching-Yi Wu, Physical Therapy Room, Jianan Psychiatric Center, Tainan City, Taiwan
Ing-Shiou Hwang, National Cheng Kung University, Taiwan

The purpose of this study was to figure out the impact of intermittent vision on postural control in Chinese-speaking children with dyslexia (CSCD). Sixteen dyslexic children (9 males and 7 females, 9.33 ± 1.02 yrs) and sixteen non-dyslexic children (10 males and 6 females, 9.92 ± 1.19 yrs) were recruited from the campus in Taiwan. The Movement Assessment Battery for Children, 2nd Edition (MABC-2) and the Test of Visual-Perceptual Skills, 4th Edition (TVPS-4) were used to evaluate the motor and visual perceptual performance before postural tasks. All children randomly performed three times of 60s quiet stance with their eyes closed (EC), full vision (FV), and stroboscopic vision for 1Hz (SV1) and 3Hz (SV3) under a foam surface. The comparison of two groups revealed significance differences in six of the seven TVPS-4 subscales ($p < .001 \sim p = .010$) and one MABC-2 category. In the visual conditions (FV, SV1, SV3), CSCD showed a greater RMS of COP in AP direction. In the stroboscopic effect conditions (SV1, SV3), CSCD showed higher frequency in ML direction. In the EC condition, COP variables between two groups were insensitive. Lastly, the RMS of COP in the AP direction was negatively correlated with the visual memory ($r = -.376$) and visual figure-ground ($r = -.375$) in the TVPS-4 subtests. These findings could imply that CSCD children have poorer postural control with a different motor strategy, and this altered pattern is associated with visual memory and visual figure-ground perception. Further research into stroboscopic vision training for improving visual perception abilities in CSCD should be conducted.

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Virtual Poster Presentations

Learning Experiences, Student Learning & Learner Diversity

68277 | *The Learning Portfolio of Taiwanese High School Students and Its Impact on National University Admissions*
Ming-Hsueh Tsai, National Academy for Educational Research, Taiwan

To improve the effectiveness of Taiwan's primary and secondary school curriculum reform, in 2022, the Ministry of Education will make changes to the manner of university access. One of the main reasons for concern among students and the general public is the inclusion for the first time of learning portfolios among the university entry requirements. In the past, students were only required to provide one single application. Now, the learning portfolio requires students to provide information on their student records, course performance, and assignment reports, as well as information on performance in a wide range of activities on and off campus (including competition results, participation in clubs and camps, or other relevant information that can help students to value their strengths). What exactly will be the impact of these new admissions criteria for Taiwan's universities on the country's overall educational development? Empirical studies on the subject have not been conducted yet, and there is a lack of relevant literature. The findings of this study can be used to construct a selection model for national universities, which can not only provide a reference for teachers and parents of high school students, and for the universities' admission centers, but can also implement an evidence-based decision-making model for educational institutions.

68501 | *Enjoyable and Productive Learning Experiences With Augmented Reality in Undergraduate Courses*
Chun-Wai Ma, The University of Hong Kong, Hong Kong

In augmented reality (AR), elements of the real-world environment are enhanced by digital content. While some educational AR applications are available, studies on the effectiveness of AR software in higher education are limited. In this project, undergraduate students' perceptions of learning activities with AR software were investigated in biomedical science courses at The University of Hong Kong. In lectures and tutorials, educational AR software was used to assist teaching and learning. During classes, students were excited when they saw the AR application, supporting that AR increases learning interest. The teacher also provided guidance on the installation and appropriate use of the application, so that students could continue to learn at any time on their own. After comprehensive learning experiences with AR, students completed a questionnaire designed to evaluate their views on AR-based learning and factors to consider when creating new AR software. According to most students, teaching with AR is better than without. Generally, they agreed that AR not only facilitated their understanding of knowledge and awareness toward abstract concepts, but also enhanced their learning motivation and attention in the lesson. They also agreed that AR consolidated the memory of what they learned and promoted their ability to apply the knowledge. In their opinion, careful selection of teaching materials, good integration of content with curricula, and graphics of high quality are important in the design of educational AR software. Overall, AR technology can be an effective approach to improve higher education..

ACEID2023 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

68167 | *Working from Home and Distance Learning Trends, Its Impact on Employee's Performance: Evidence from Indonesian Postgraduate Students*

Vivi Viyati Yudha Hadijaya, Universitas Indonesia Jakarta, Indonesia

Sari Wahyuni, Universitas Indonesia Jakarta, Indonesia

The COVID-19 pandemic that has hit the world since March 2020 has had a tremendous impact on most aspects of people's lives. Work from home (WFH) and distance learning (DL) or study from home are global phenomena that have emerged due to the pressure of the COVID-19 pandemic and have become an alternative strategy for many organizations to maintain their business activities. For many employees who are working while studying, especially in higher education levels such as postgraduate programs, the implementation of the WFH and DL policies is perceived to be an advantage for them in managing both activities, working and studying. This study aims to examine the impact of WFH and DL trends on the performance of working employees who also take a postgraduate program and explore the mediating role of work-life balance and job satisfaction on the relationship between WFH and DL trends toward employee performance. Using a quantitative approach and path analysis to test hypotheses, data in this study was gathered from survey questionnaires to 300 employees who are taking the postgraduate program in Jakarta, Indonesia. The results of the study showed that the WFH and DL trends have positively impacted the work-life balance, work motivation, and job satisfaction as well as positively impact employee performance.

Assessment Theories & Methodologies

69379 | *Research Skill Level of Grade 12 Students of Penablanca National High School and Their Learning Needs in Practical Research 2*

Mary Jane Villarin, Penablanca National High School, Philippines

This study primarily aimed to assess the research skill level of the Grade 12 students of Penablanca National High School. It further identified the respondents' learning needs and formulated an intervention plan for their least mastered competency in Practical Research 2. Descriptive evaluation design was utilized in this study. This study included 200 respondents who are from the Grade 12 Academic tracks of Senior High School -STEM (Science, Technology, Engineering and Mathematics), HUMSS (Humanities and Social Sciences) and GAS (General Academic Strand). Their research outputs were evaluated by teachers teaching English, Statistics and Research subjects. A teacher-made evaluation sheet was constructed in the assessment of the outputs and an equally teacher-made questionnaire was also formulated in the determination of their learning needs. The study showed that respondent's research skill in constructing research titles, problem statement and questionnaires are considerably low. However, their output showed a significantly better result in sampling selection, reviewing related literature and studies and data analysis. As manifested in the findings of the study, the researcher developed an intervention plan to address the respondents' low performance on the cited least mastered competencies.

68281 | *Research Assessment: Finding Consensus With Marking Approaches*

Ziningi Jaya, Mangosuthu University of Technology, South Africa

Assessment is important in any teaching and learning activity as it helps both the students and instructors identify their strengths and weaknesses. Despite this, reliability and validity of thereof is a topic of contention among the education community. There is an underlying unavoidable element of subjectivity which is inherent in assessments, that impacts on their reliability and validity. Examination of research reports in higher education is not exempt from such. Trained educators are responsible for teaching and learning duties in basic education. However, academics in higher education present a unique case of consisting of pure academics and former industry professionals that lack training as educators, perform teaching and learning duties. Since research is an integral academic activity academics are involved either in the teaching and learning component, supervision thereof, and or examining research reports. There is a vagueness and mystery associated with process of examining research reports. Considering the lack of education training of academics and the fact novice academics are unsure of the boundaries of criteria to measure the quality of research reports regarding whether is it very good or poor this is concerning. In spite of this, assessment of dissertations is seldom interrogated from the perspective of the examiner. The current paper is a reflective discussion of a novice examiner's experience with examining research dissertations. The main aim of the reflection is to share thoughts and experience as a research examiner in order to improve future practice.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

68899 | *Top-bottom Deconstruction: A Global Space for Art Education in Rural Society*

Joni Agung Sudarmanto, Universitas Negeri Malang, Indonesia

Let us look at globalization as a trigger for the current creative arts education movement. Not only in big cities but the stretching development of arts education can also be seen in small towns and rural communities. Interestingly, globalization is not seen as an essential foothold in developing art education. Therefore, this research wants to conduct a discourse on how the global space of art education in rural communities is created, termed "top-down deconstruction". This research has the nuances of a narrative literature review by taking Derrida's deconstruction concept as a basis for discussing the context of "global space", which has only been seen from one side so far. The study results show that globalization creates an attitude of adaptation and resilience in rural communities to technology as one of the elements of modern education. Globalization also constructs art in public spaces as a democratic alternative for rural communities. Furthermore, the development of art education in rural communities is also accommodated by rural art, which artists and collectives are now loving as their creative space in collaboration with the community. Thus, the global space created can become the central axis, which forms the cultural identity of the local community and creates an alternative space for modern art education.

ACEID2023 Pre-Recorded Virtual Presentations

Curriculum Design & Development

69134 | *The Role of Play and Free Time in Developing a Culture of Innovation*
Julie Smith, Loyola Marymount University, United States

What difference does free time make in educational and academic outcomes? The United States has an average school year of only 182 days per year. The usual American school day itself is just short of eight hours. This leaves students a lot of time to spend in play, sport, and a variety of optional activities. While there are a variety of historical and cultural reasons for this, it is a source of concern among American parents and educational institutions. As American academic performance is compared to other countries around the world and how long their students are in school, many in the United States propose that the school year and day should be lengthened. There are many pros and cons to the discussion on both sides as American states consider this. Yet, it is not a settled argument. Various factions argue that the extra time for students to play and explore, is one of the factors which has helped create the culture of innovation seen in American businesses, including tech and non-tech businesses. In this presentation, data will be presented about the educational backgrounds of American innovators, as well as the data about academic achievement, disaggregated by demographic issues.

Counselling, Guidance & Adjustment in Education

66955 | *Why Does a Student's Perspective Matter? Understanding the Relationship Between College Transition and Academic Wellbeing: A Critical Realist Perspective*

Lasha Khojanashvili, American University of the Middle East, Kuwait
Mzia Tsereteli, Ivane Javakhishvili Tbilisi State University, Georgia
Shalva Kikalishvili, American University of the Middle East, Kuwait

Transition to college is a multifactorial process entailing the reciprocal interaction of dispositional and situational factors. This relation is reflected in the experience of an individual and creates unique construct of Adjustment. In turn, this influences academic well-being of the learner and in the long term, the achievement of the learning objectives. Interaction of constructs of a transition and academic well-being is a dynamic process and is reproduced in the constructed reality of an individual. Accordingly, This is a unique experience and requires in-depth assessment, in order to call for intervention and to create programs focusing on students' successful adjustment. Notably, study of such concept is oriented around positive ontological framework, which in some way limits the assessment of learners' distinctive perspective. Following the above mentioned, the aim of the study was: to describe a connection between academic well-being and a person-centered transition model based on the critical-realistic ontological framework. The study was conducted on 14 students from Ivane Javakhishvili Tbilisi State University by means of a qualitative method applying semi-structured interviews. The data was processed by Big Q approach to the thematic analysis. As a result of the study three key issues were identified: (1) Learner's subjective construct of transition included cognitive, communicative, self-regulatory and psycho-social components. (2) Cognitive and communicative constructs of the transition is related to academic satisfaction. (3) During transitional process, constructs within physio-social component, specifically "difficulties of independent life" and "loneliness and stress" are connected to academic stress.

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

68980 | *Characteristics of Executive Function and Its Relationship With Mastery Motivation in Young Children With Global Developmental Delays*

Pei-Jung Wang, Asia University, Taiwan
Chien-Lin Lin, China Medical University, Taiwan

Executive function encompasses multiple functions of brain related to cognitive constructs such as self-regulation and mastery motivation. Whether there was group difference executive function between young children with global developmental delay (GDD) and with typical development (TD) was unclear. The relationship of child mastery motivation with executive function has rarely been examined by previous studies. Therefore, two purposes of this study were: 1) to investigate differences in executive function between young children with GDD and those with TD; 2) to examine the relationship between mastery motivation and executive function in GDD and TD groups. This study design was cross-sectional. We recruited each 26 children with GDD aged 2 to 5 years and 26 children TD to participate in this study. The participants were invited to our laboratory in order to conduct child behavioral tests, and their mothers were asked to fill in questionnaires, including the revised Dimension of Mastery Questionnaire (DMQ 18) with preschool version to assess mastery motivation, and Behavior Rating Inventory of Executive Function with preschool version (BRIEF-P) to assess executive function. Paired-t test was used to examine group difference, and correlations were used to examine association ($p < .05$, two-tailed). Children with GDD showed lower executive function abilities than those with TD ($t = 2.20$ to 5.53 , $P < .05$). Young children with high persistence showed better executive function ($r = -.38$ to $-.59$, $P < .05$). Therefore, how to work cooperation with parents to enhance mastery motivation in order to facilitate development of executive function in early education/intervention settings.

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Pre-Recorded Virtual Presentations

69056 | *Psychological Challenges as Factors of Learning Difficulties Among Cambodian Children*

Virak Uon, VVOB Cambodia, Cambodia

Thearom Ret, Royal University of Phnom Penh, Cambodia

Vanna Op, Royal University of Phnom Penh, Cambodia

Thida Kim, Royal University of Phnom Penh, Cambodia

Given growing evidence indicating correlation between children's learning issues and problems at home, this qualitative study aims to understand potential factors influencing learning difficulties in Cambodian primary education. In this way, the study informs ministries and decision makers to address the effect of the home environment on learning performance. With a qualitative design, the sample size of this study included 21 students, 30 caregivers, 23 teachers, 4 school leaders, and 8 school officers from four areas and schools located in two Cambodian provinces—Battambang and Kampong Cham. The data were collected using in-depth interviews, a series of focus group discussions, and classroom observation. With responses from 46 interviews with the target groups, the findings were typically comprehensive. Results from this study highlighted some psychological challenges as factors of learning difficulties among Cambodian children. These factors involved financial distress, family separation, domestic violence, child abuse, parental distress and disengagement, leading to academic failure or low performance at school. Generally, low school performance is related to multiple factors, including lack of parental involvement and low quality of teaching. Based on the study, parent-teacher collaboration is lacking at all four schools. Such a collaborative mechanism is crucial in addressing children's learning difficulties. Whereas teachers were aware of learners' learning difficulties, few teachers linked low learning performance and psychosocial challenges. Recommendations include developing a tool to identify psychosocial challenges for school leaders and teachers to respond more effectively to children's needs and to reinforce parent-teacher collaboration by including it in the school development plan.

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

67874 | *Reducing Inequalities in East Asia: Challenge and Solution of Women in Modern China*

Siriporn Dabphet, Srinakharinwirot University, Thailand

This paper examines the factors impacting on gender inequalities which influenced from patriarchy and the development of reducing gender inequalities in modern East Asian society. The case study is the development of gender equality in modern China. In the past, Chinese society was under the patriarchy, a system of relationships, values, and beliefs, that established a society of male controlled and male centered and embedded in political and socio-economic systems. Patriarchy is a system from five human relationships in Confucianism, emphasized on social and family hierarchy, that has still been completely taking root in present East Asian society. It causes gender inequalities between man and women in East Asia. However, it can be seen that the current situation of Chinese women's rights is better than other East Asian countries, especially women's rights in South Korea. Applying a historical qualitative research methodology, this work aims to explore and analyze the development of gender equality in modern China, the social and political movements, as well as factors and processes that help to reduce gender inequalities in China such as the development of female education and the process of law revision. The finding of the study will contribute to solution for unequal society or stimulate people to realize more on social justice and gender equality.

Educational Policy, Leadership, Management & Administration

67792 | *Unpacking the Impact of Network Organization on Knowledge Creation: A Case Study in the Sino-foreign University*

Jiaxin Li, Xi'an Jiaotong-liverpool University, China

Xiaojun Zhang, Xi'an Jiaotong-liverpool University, China

The emerging knowledge economy and disruptive information technologies significantly impacted and challenged the university. Due to the drawbacks of cumbersome procedures and rigid reporting lines (Kotter, 2014), the traditional hierarchical structure adopted by the universities severely hinders flexible cross-departmental collaboration and interdisciplinary innovation within universities. As a potential solution, network organization is proposed due to its merit of being agile and synergistic (Sobolewska and Kisielnicki, 2021). Powell (1990) found that network organizational structure can promote resource allocation; a similar conclusion of value creation improvement is proposed by Serrat (2017). However, these works merely applied network organization on the company side. There is still a lack of attention on the network organization in the context of the non-profit organization, especially the Sino-foreign universities. To address this issue, this research investigated the impact of network organization on promoting knowledge creation in Sino-foreign University. 26 in-depth interviews were conducted with academic and administrative staff to reveal how network organization can promote knowledge creation in the Sino-foreign University. Guided by the grounded theory, two crucial factors, broadening access to information and expanding the rate of information flow, were found. Based on these two focused codes, empowerment of knowledge creation is identified as the theoretical code to shape the role of network organization in the university, which provides a potential guide to organizational development on the knowledge creation for Sino-foreign university.

68224 | *Validation of Analysis by the Rule of Three on a Metropolitan International School Market: A Confirmatory Study*

Kenneth Tuttle Wilhelm, Riviera University, France

The international school market has grown almost exponentially over the past decade. To the point where in some metropolitan areas it has been observed in the press, that schools are not reaching a sustainable level of profitability. This has led to schools being sold off to international management companies, school chains having to rationalise operations through consolidation, wholesale changes in marketing strategy, to outright closure. The flow of red ink across balance sheets should be a harbinger, that there are severe financial risks in the international school market. In previous research of one metropolitan market, where more than fifty percent of the international schools were actually losing money, in the market analysis, it was found that the Rule of Three (Henderson, 1976, and extended by Sheth, Usley, & Sisodia, 2020) was accurate in identifying segments of the market as well as anticipating the the losing position of schools languishing behind the top three earners within their strategic group. The author presents here the results a similar market analysis on a larger metropolitan area, with a larger population of international schools. The resulting collection of data illustrates the potential applicability of the Rule of Three in analysis of this industry. This research has value to existing schools' management teams, as well as potential investors, in determining position, financial and competitive risk. Which with such forewarning and market knowledge, management teams and investors will be able to focus on strategic change, in search of sustained profitability.

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Pre-Recorded Virtual Presentations

69155 | *Issues and Responsiveness of Traditional Madaris: An Avenue for the Crafting of Comprehensive Madrasah Development Program*

Maripaz Abas, Cotabato State University, Philippines
Ombra Imam, Cotabato State University, Philippines

While the Philippine government has been supporting private madaris or integrated Muslim schools for a decade ago, traditional madaris or Muslim religious schools are still left at the mercy of limited community support and foreign philanthropists leading to sustain perennial problems that hinder their growth and standardization. This study assessed the issues confronting the traditional madaris in the areas of administration and management, teachers, students, curriculum, community linkages, financial resources, and physical facilities, how the madaris are responsive to these issues, and identified the level of priority of intervention programs. Using a mixed-method design, it gathered data from all teachers and administrators of five big madaris in Cotabato City as well as madrasah experts. Results showed that the madaris are generally perceived to be engrossed with a major problem on financial resources while minor problems in other areas, the madaris are taking sufficient steps to address the perennial challenges, and all the needed interventional programs for a more functional school are needed to be put in place to address both minor and major problems. Moreover, the analysis pointed to the need for government intervention and support to the traditional madaris implying the development of comprehensive development program to be spearheaded by the Bangsamoro government granted with exclusive power to education and strengthening madrasah education.

69161 | *Relegating School Principal Leadership from Teacher Professional Learning: Social Network Analysis Approach*

Lita Mariana, Universitas Indonesia, Indonesia
Mone Stepanus Andrias, Universitas Indonesia, Indonesia

Researchers have been trying to identify which 'path' of the principal's leadership practice is most impactful to the quality of teaching and learning as a preferred outcome. On the other hand, there are some evidence that its influence on student learning is indirect. This study investigates school leadership's impact on teachers' professional knowledge by analyzing their relationship using a social network analysis (SNA) approach. SNA is applied to examine the level of leadership influence in the observed schools through teachers' trust and agency as moderating variables by using density and centrality. Simple regression analysis, bootstrapping method, and moderated regression analysis are performed to verify the hypotheses. Meanwhile the sociogram produced will visualise the functioning leadership within the school. This research aims to clarify the relationship between school leadership and teacher professional learning in the Indonesian context. It also offers insights to Indonesian policymakers and education practitioners on how they could provide sustenance for school leadership and teacher professional learning accordingly.

69125 | *An Investigative Analysis of the Difficulties and Challenges of Beginning Principals*

Rujer Wang, National Taichung University of Education, Taiwan

Principals need support throughout their careers to lead effectively and improve continuously, and research indicates that principals are facing new and unprecedented educational challenges. Beginning principals often face professional isolation and loneliness, so it is essential to provide professional support and assistance to beginning principals. This study examines the difficulties and challenges beginning principals face. Specifically, the purpose of this study is to understand the difficulties and challenges of beginning principals to serve as a reference for planning the professional support system for beginning principals. In order to achieve the above research purposes, the research methods used are document analysis and questionnaire survey. The respondents to the questionnaire are all the 22 principals who participated in the principal mentor training programs of Changhua County and Hualien County. The main research findings include: 1. Solving interpersonal conflicts is the most challenging and complex item for new principals; on the contrary, effectively controlling the use of school budgets is the least challenging and complex item. 2. Promoting progress is the weakest item for the leadership of the new principal; in comparison, creating an atmosphere is the best item.

67526 | *Gender Analysis for the Pre-university Education Sector in Albania*

Suela Kusi Drita, University of Tirana, Albania
Zyhrada Kongoli, Kongoli Law Firm, Albania

Gender equality concept is unquestionably linked to the quality in the education system, as the foundations of the intellectual and social development of children. Achievement of gender equality in education system is an important challenge not only for the children but also for all responsible government institutions and their respective education and social policies. While schools may seem as "the Albanian society in miniature" i.e. undeniably loaded with gender stereotypes imparted through school and hidden curricula, educators have distinguished role to teach their students those intrinsic layers of "biological sex" versus "socially constructed gender" and that being a boy or a girl should not impact their perspectives in life. It is the government's responsibility to ensure for all children access to quality education as it is high time to give gender equality the place it deserves foremost in education system and Albanian schools, from social to exact science subjects, from kindergarten to universities, from general to vocational schools. The analysis was carried out during the period February-May, 2022, and it explored the following two questions: What are the main gender gaps in Albania's pre-university education system? How can the national policies and interventions address the identified gender gaps to maximize its intended impact? Analysis is based on a desk study of internal and external gender assessments, reports, and surveys relevant to the purpose. While the analysis is primarily concerned with examining the gender gaps in the pre-university education sector, it also explores linkages and correlations with other sectors, which have a bearing on the identified gender gaps or where the gaps manifest themselves more starkly (e.g. the labor market).

ACEID2023 Pre-Recorded Virtual Presentations

Educational Research, Development & Publishing

67797 | *Implementing Soft Skills in Education Through Use of Internships*

Angela Peterson, West Virginia University Institute of Technology, United States

Many accounting and business students in the United States are required to complete an internship before graduation yet others are not. Several studies have documented the importance of these internships. There are many advantages to having an internship however, that are often overlooked by some colleges when creating curriculum. Internships not only assist students in applying practice to theory-based instruction, but they also help with career connections, and solidifying the instruction the students have learned in their classes. The link between internships and the skills received from those experiences have received little attention from universities. In addition, employers who are looking to hire recent grads are looking for certain soft skills that are necessary in the workplace and without internships, these soft skills are often undeveloped or undefined. Internships therefore provide a link between what employers are looking for beyond the technical skills graduates learn in the classroom. This study differs from previous research in that the skills included in this survey were based on the needs of employers who were looking to hire full-time accountant graduates and to fill in the gaps that might be present. In addition, this study helps to reinforce the internship model as a viable and necessary component of accounting education

68584 | *Procedural Checkpoint-Infused Laboratory Activity: Impact on the Attitude Towards Physics Among STEM Students with Varying Academic Achievement*

Gian May Morgado, San Beda University, Philippines

Jhoanne Catindig Orillo, De La Salle University, Philippines

As learners are now back in the classroom since the COVID-19 pandemic outbreak, it was observed that there is a growing negative attitude towards physics among the grade 12 STEM students. Self-assessment was used as a basis to enhance hands-on laboratory activities by infusing procedural checkpoint questions in laboratory worksheets that will elicit students' active participation during the activity. The researcher determined the impact of enhanced laboratory activities on the attitudes towards physics of students with different academic achievements. Groups of high achieving and low achieving students were exposed to laboratory activities based on traditional (TLA) and enhanced (PCILA) structure. Four factors of attitude towards physics course were measured using the Physics Course Attitude Scale (PCAS) by Cermik and Kara (2020), specifically the students' F1) interest F2) unwillingness F3) academic self and F4) necessity. Two-way ANOVA was used to determine the interaction of the factors on the attitude toward the physics course. Data reveals that among the factors of attitude, only interest is influenced by academic achievement of the learners and that neither academic achievement nor laboratory activities can be a predictor of students' attitude toward physics. Furthermore, the interaction of academic achievement and type of laboratory activity doesn't significantly change students' attitude toward physics course.

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

67431 | *Empowering Teachers to Become Peacebuilders*

Erika De la Barra, University of Santiago Chile, Chile

Soffia Carbone, University of Santiago, Chile

This qualitative study analyses the perceptions that a group of TEFL trainees at a private university in Santiago, Chile have on violence, conflict, and peace during the Covid-19 pandemic. The study is framed within the theories of Johannes Galtung (1996, 2004) whose main contribution to the field of peace research deals with the concepts of transcending conflicts, positive peace and peacebuilding. On the other hand, the scholar Rebecca Oxford (2013, 2018, 2020) links Galtung's concept of peacebuilding with the role of language teachers, specially EFL teachers, due to the fact that their use of language can either contribute to conflict transcending and peacebuilding or not. For Oxford (2013) language is not innocent and can be used for peaceful, positive purposes or for harmful ones. She also claims that language of peace is multidimensional in the sense that it encompasses personal, interpersonal, intercultural and ecological peace. Through the implementation of five multidimensional peace activities with 54 students of the TEFL program, the preconceptions and beliefs of the students were examined through a thematic analysis that searched for keywords and relevant themes. The main findings revealed that after the intervention students became more aware of conflicts in their personal, interpersonal, intercultural and ecological field, and wanted to become active peacebuilders looking for ways to transcend the conflict. This has implications for in-service teachers and pre-service teacher's training programmes since it becomes imperative that they receive more training on language for peace to foster tolerant, inclusive school communities.

68198 | *Strengthening Higher Order Critical Thinking Skills of C1 Level Students in a Classroom Environment*

Ganzul Gantuya, University of Finance and Economics, Mongolia

Higher-order critical thinking skills are essential in university settings because they enable students to succeed in their studies. However, they cannot be learned solely by course materials and articles; nevertheless, they must develop a critical thinker's attitude or disposition. The two main objectives of this study were to examine whether students were enhancing their higher-order thinking abilities through vocabulary, grammar, discourse, reading, engaging with the text, and externalizing from the text. In addition, instructor-related questions were asked to identify how higher-order thinking skills were applied in the classroom. This study will target first-year students at the C1 level of the undergraduate Academic English program. We will answer how essential higher-order critical thinking skills are for fostering learning strategies for academic skills such as vocabulary, grammar, discourse, reading, engaging with a text, and externalizing from a text.

Furthermore, a standardized Cambridge self-assessment survey on critical thinking was conducted among 52 students to measure their critical thinking skills and evaluate the success/failures of students. Using the qualitative and quantitative methods, the results of the study showed that students could use vocabulary (54.5%), sentence-level grammar (51.3%), discourse (49%), reading & listening (48.7%), engage with a text (53.5%), and externalize from a text (51.4%) often. Although most students concluded that instructors always support them well in the learning environment, results showed their skills need to develop better. Furthermore, we will examine how this correlation can improve and how concepts can be put into practice.

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Pre-Recorded Virtual Presentations

69408 | *Factors Influencing Motivation and Demotivation in the EFL Classroom for Taiwanese College Students*

Hsiang-I Chen, Ming Chuan University, Taiwan

Li-Jiuan Tsay, Ming Chuan University, Taiwan

Ling-Hui Hsu, Ming Chuan University, Taiwan

I-Lun Chiang, Ming Chuan University, Taiwan

Learning a foreign language is not an easy task and sometimes it is overwhelming. Therefore, enhancing learner's motivation so as to elevate English proficiency has been a critical issue for educators and researchers over the past decades. Learners are motivated differently, and the motivators for English learners nowadays might not be the same as they were ten years ago. Therefore, the main purpose of this study is to examine the motivators for EFL learners in Taiwanese colleges. In addition, factors resulting in demotivation in English learning were investigated as well. A total of 386 non-English majors in two colleges participated in this study. According to the statistical results, it was found that participants' instrumental and integrative motivations positively influence their English learning motivation. On the other hand, the worry of employability was reported to cause the existence of demotivation. Implications and suggestions are discussed in the study. It is hoped that the findings of this investigation could improve the understandings of English learning motivation and then facilitate students' English learning process.

Higher Education

68857 | *Japanese University Students' Learning Experiences and Attitudes Toward Computer Programming*

Harumi Kashiwagi, Kobe University, Japan

Min Kang, Kobe University, Japan

Kazuhiro Ohtsuki, Kobe University, Japan

Information technology using computer programming is firmly established in our lives. In Japan, the development of human resources with programming skills has become an urgent issue. Meanwhile, the experience of learning programming varies by learner. Interest in programming may differ depending on the learner's area of expertise. Thus, learners' learning experiences and attitudes toward computer programming are investigated in this study. A questionnaire study using a five-point Likert scale is conducted on 117 Japanese university students from three classes: one in science and two in humanities. The findings suggest three main points: (1) 44% of students in humanities and 67% in science do not have programming experience—these numbers are higher than we expected. (2) Regarding the students' awareness of programming skills in their future careers, the average scores for all three classes are 4 or higher, suggesting that both science and humanities students are fully aware of the importance of programming skills. (3) Regarding interest in computer programming, the average score for both of the humanities classes is 3.1, whereas that for the science class is 4.5, which shows that interest in programming is significantly lower among humanities students. Furthermore, the results indicated that 50% and 70% of the students in the two humanities classes, respectively, had never studied programming, and that they indicated little or no interest in programming. For liberal arts students, their experience in learning programming may be related to their interest in it.

69409 | *The Impact of Low Birth Rate on Higher Education in Taiwan: University Teachers' Work stress and Coping Strategies*

Pey-chewn Duo, Ming-Chuan University, Taiwan

Mln-Hsun Su, Ming-Chuan University, Taiwan

The decreasing birth rate in Taiwan has caused a significant enrollment drop among many universities in Taiwan. In the year of 2022, a total of 19 universities have failed to reach a 60% enrollment rate. According to the statistics provided by the Ministry of Education in Taiwan, at least twelve universities have been shut down and six more are on the observation list due to difficulty in student recruitment. This in return has forced all the universities into a battle of recruitment scramble. To secure their job positions, faculties and teachers are shouldering more responsibilities and tasks to compensate for the loss of tuition income. Under such circumstance, teachers in higher education are experiencing an elevated level of stress and workload. Therefore, the purpose of this study is to investigate teachers' work stress and have a better understanding of their coping strategies by using a triangulation method. Results of the study showed that teachers showed symptoms of burnout, stress-related health problems, lower work productivity and motivation and etc. Strategies that teachers use to cope with stress include self-adjustment, peer support and delaying problems; they also reported to have thought of job changing and early retirement. It is hoped that this study may provide suggestions and insights for teachers and administrators amid the educational crisis caused by low birth rate.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

64183 | *Language, Communication and Culture: Higher (Virtual) Education for the Future Professions*

Niina Kovalainen, Laurea University of Applied Sciences, Finland

Today's professionals in various fields need skills in intercultural communication, perhaps even in a transnational context. Intercultural communication can be effective if the participants share a common understanding of what communicative and professional practices are appropriate and meaningful. However, intercultural communication can be challenging on virtual courses, where students can work individually, perhaps even asynchronously, not meeting face-to-face with either the teacher or their peers. Perhaps one method for achieving effective intercultural communication could be to create a new common culture through reciprocal communication, perhaps not even using one's native language. (Cf. Berry 2011, Byram 1997, Cai et al 2000, Kramsch 1993 & 2006). In this case study, intercultural communication is seen as communication in a given social context that requires various different skills from different participants. Communicative competence in turn can be seen as a combination of a cognitive dimension, skills, and attitudinal orientation towards others manifested in a given context. This case study investigates positive student attitudes during a virtual foreign language course in contexts that require different types of communication from the students. The research question is: How are we able to help in teaching communicative skills that are relevant in future professions?

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Pre-Recorded Virtual Presentations

68356 | *Digital Piracy Case of Learning Materials in China: A Tough Challenge to Chinese Copyright Law*

Dan Liu, University of the Cordilleras, Philippines

Agnawa Jr. Marcelino M., University of the Cordilleras, Philippines

Digital piracy of learning materials is arguably considered as unlawful behavior of students under Copyright Law of the People's Republic of China (hereinafter referred to as "Chinese Copyright Law"), which has caused great harm to the copyright owners and licensed users. This study aims to examine the reasons for digital piracy of learning materials and the defense against copyright infringement, i.e. fair use regarding private study and research, classroom teaching and scientific research according to Article 24 (1) and Article 24 (6) of Chinese Copyright Law. This study focuses on three questions: whether university students have the awareness of digital piracy of learning materials and the copyright infringement arising from digital piracy, what is the attitude of university students toward digital piracy of learning materials, and how to protect the copyright of digital learning materials under Chinese Copyright Law. There are two instruments in collecting data, questionnaire and semi-structured individual interviews with different university students currently studying in Beijing. Findings suggest that most students had the experience of piracy of learning materials without the awareness of copyright infringement, and they supported digital piracy of learning materials due to the habit, ease, common practice and no charge of digital learning materials. The copyright of digital learning materials could be effectively protected by not charging fees for digital learning materials, collaborating with relevant academic associations to allow students to download at a lower price, and utilizing technical barriers to prevent illegal downloading.

Learning Experiences, Student Learning & Learner Diversity

66683 | *Learning Experiences to Support Equity for Student Living in Poverty*

Jill Tussey, Buena Vista University, United States

Michelle Metzger, Buena Vista University, United States

Jessy Bibler, Buena Vista University, United States

Leslie Haas, Xavier University of Louisiana, United States

Poverty can affect the background knowledge and vocabulary development of students before they enter our elementary classrooms. As educators it is key to ensure that we provide a variety of learning experiences to help ensure equity inside and outside the classroom setting for these students. Out-of-school learning has the potential to help decrease the academic gaps of students living in poverty. Additional background knowledge about the role government and schools can play when dealing with poverty. The main age population of this presentation and expectations focuses on kindergarten through fifth-grade students. Participants will gain a deeper understanding about the effects of poverty on children during the presentation. In addition, the presenters will share educator resources as well as sample classroom games and activities in the areas of literacy, math, and physical education to provide a positive and equitable learning experience for elementary students. Activities and games with the focus of literacy, math, and physical education for students to utilize outside of the classroom setting will also be explored and shared during the presentation. All of the activities and games are ones that can be embedded in elementary classrooms.

67142 | *Barriers and Challenges of Online Assessments During the COVID-19 Pandemic: Perceptions of Undergraduate Pharmacy Students*

Aisyah Saad Abdul Rahim, Universiti Teknologi MARA, Malaysia

Syamimi Jamil, Universiti Teknologi MARA, Malaysia

The COVID-19 pandemic has exposed inherent weaknesses and posed novel challenges during the implementation of distance education. This mixed-method study aimed to investigate undergraduate pharmacy students' perceptions of the barriers and challenges in online assessments during the pandemic lockdowns. A self-reported questionnaire was designed to collect responses from third-year pharmacy students from April – May 2021. A total of 126 pharmacy students from a Malaysian public university completed the survey. Five themes of inadequate online interactions, unconducive learning environment, mental health concerns, heavy assignment workload and preparedness as future pharmacists emerged from this study as challenges and barriers students perceived in online assessments. The findings in this study indicated students adopted surface learning strategies rather than deep learning to cope with heavy assignment workloads. Students also asserted that the underdevelopment of communication skills and practical knowledge relevant to the pharmacy profession might directly impact their preparedness as future pharmacists. Future research could explore the long-term ramifications of the pandemic on pharmacy students' learning and professional skills.

67329 | *Self-Identity in a Connectionism Learning Environment*

Wafa Al-Maawali, University of Technology and Applied Sciences, Oman

Connectivist learning theory has been widely discussed with online collective higher-order thinking skills and critical reflection. Yet it is unclear how students negotiate their own identity within this collective learning. Therefore, the current study aims to explore the individual intentional approaches and processes of learning within a group. The methodology is a qualitative case study in Oman higher education. The methods of data collection are interviews and observations. The interviews were with 60 Omani college students after engaging in online and face-to-face collective meaning making and negotiations. The groups were observed three times distributed in a month. The initial analysis of results of the study indicate over-reliance on groups strongest members and decreased critical work by some students indicating that connectivism learning theory can allow students to get better assessment results than they actually deserve, it is applied for marked assignments. Pedagogical implications regarding collective group mechanism and processes are going to be presented.

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Pre-Recorded Virtual Presentations

68523 | *Mediating Effects of a Poster Activity on Taiwanese Students' Self-determined Learning Readiness*

Brady Michael Jack, National Sun Yat-sen University, Taiwan

Hsin-Hui Wang, National Sun Yat-sen University, Taiwan

Investigation explored the mediating effect of small group poster activity on Taiwanese grade 11 students' self-determined learning readiness (SD-LR). This poster activity paralleled small group discussions concerning the socio-scientific issue (SSI) topic of restarting Taiwan's 4th nuclear energy plant. A corresponding survey was constructed to measure three scales: active learning (AL, measuring autonomy), critical thinking (CT, measuring competence), and group sociability (GS, measuring relatedness). The mediation role of GS verbal discussions versus GS with the visual hands-on prompt of a poster activity on the relationship between CT and AL among students (N=20) was examined. Partial least squares was used to test for mediation effects and the fitness of data to a three-factor model consisting of AL, CT, and GS. Results revealed good model fit to the data. Analysis of mediation effects of the three factors revealed no significant indirect or direct effects when students only verbally deliberated about the SSI. However, indirect effect of CT on AL and total effect of CT on AL were significant when students used the visual hands-on prompt of a poster activity. The inclusion of the mediator GS showed no significant effect of CT on AL, indicating that GS fully mediated the relationship between CT and AL. These results suggest that verbally deliberating exclusive of the visual hands-on prompt of the poster activity excited a mediation mechanism whereby critical thinking (CT) no longer had direct impact on active learning (AL), but instead worked indirectly by impacting group sociability (GS) which then enhanced active learning (AL).

68687 | *Communication Barriers in Times of Pandemic*

Maria Aurora Victoriano, Capiz State University, Philippines

The study sought to determine the communication barriers among students of Capiz State University, Mambusao Satellite College, in learning during this pandemic. The study used descriptive and qualitative methods. An in-depth interview using a semi-structured questionnaire served as the researcher's data-gathering instrument. Eight students who served as study participants were chosen based on the researcher's criteria.

Results showed that students and teachers communicated through cell phones and social media sites like Facebook with the help of the internet. The module-related matter was the primary concern the students discussed with their teachers. The students always started the conversation with the teachers due to their schedules and time availability. Thus, the students discussed only matters they could not understand and asked them in the proper manner. The researchers identified communication barriers, including psychological, organizational, physical, and emotional barriers to communication.

Based on the study's results, it is recommended that students and teachers continue to communicate and enhance connection and collaboration despite the pandemic. Teachers must promote creativity in the new normal classes, and intervention activities may be conducted to help the students overcome these identified communication barriers.

68818 | *Academic Self-Concept and Burnout of College Students: A Cross-Sectional Study*

Ivy Marie Zarraga, Adamson University, Philippines

Academic burnout is defined as a reduction in an individual's capacity to respond to stressful variables in education, such as academic tiredness, academic cynicism, and academic inefficacy (Tajeri Moghadam et al., 2020). It affects the learning process, academic performance, and ultimately the mental health of students. In contrast, self-concept is a protective factor for stress and burnout management. The majority of studies found by the researcher regarding academic burnout were focused on different health professions and provided limited data evaluating academic burnout in the general population of students. Furthermore, while there have been several studies on academic burnout and how it is related to professional self-concept, little research has focused on the relationship between academic burnout and students' academic self-concept. In relation to this, the researcher formulated the following objectives: (1) to determine if there are significant differences in the level of academic burnout and self-concept when participants are grouped according to their demographic characteristics; and (2) to investigate the influence of self-concept on academic burnout among students. This research utilized a descriptive cross-sectional study design and had a total of 800 college students from different academic programs. The findings revealed that there are significant differences between the levels of academic self-concept and academic burnout when the students were classified according to their sex, academic programs, and year levels. In contrast to the existing literature, academic self-concept positively influences the level of academic burnout experienced by college students.

67565 | *Creativity in the Preschool Classroom*

Brandon Gilbert, Metropolitan University of Denver, United States

Polaroid photography in the early childhood classroom has been a subject, which is usually excluded from some early childhood curricula or small group activities because of its media being something of the past. This paper supports the value of polaroid photography in young children's play and small group activities in an early childhood classroom. Utilizing polaroid photography in a Reggio inspired preschool classroom in Denver Colorado, exploring how preschool children tell stories through their instamatic pictures. Reggio Emilia educators believe in shared control between teachers and children. For example, the teacher leads the learning of a group of children by searching for their ideas searching for them for insights that will motivate further questions and group activity. Malaguzzi, L. (1996). *The Hundred Languages of Children*, this is where introducing polaroid photography to preschool children takes place. Introduction In the Reggio educational philosophy, the space dedicated to aesthetic education and the exploration of artistic languages and techniques is called the "Atelier". The Atelier is a place closely connected to the other school environments, aimed at fostering children's agency by allowing them to explore visual and expressive languages in close synergy with verbal, body and logical ones. Manera, L. (2022). *Art and aesthetic education in the Reggio Emilia Approach*. I will incorporate participatory observation, participating in the photoshoots with the children, assisting them in any help needed working the camera etc. Meanwhile documenting on a notepad their conversations regarding their pictures. Reggio Emilia approach is the observance of the environment as

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Pre-Recorded Virtual Presentations

Mind, Brain & Psychology

66105 | *Fathers' Involvement in Young Children's School Readiness Skills Development*
Fathi Ihmeideh, The Hashemite University, Jordan

Fathers have a crucial role in enhancing and facilitating their children's lives in all areas of development. This study investigates fathers' involvement in young children's school readiness skills development in the Jordanian context. Quantitative data were collected using a questionnaire that was administered to fathers of five-year-old kindergarten children in Amman. The questionnaire comprised six components measuring fathers' involvement in children's school readiness skills. A random sample of (230) fathers participated in the study. The results indicated that fathers were more involved in the language aspect, followed by the physical aspect, while their involvement was less in the aspects related to literacy and cognitive development. Based on the findings of the study, implications are outlined for expanding fathers' involvement in developing their children's school readiness skills.

Primary & Secondary Education

67457 | *Factors Associated With Students' Attitudes Towards Sexuality and Sexuality Education: An Exploratory Study*
Hoi Nga NG, Caritas Institute of Higher Education, Hong Kong
Kam Weng Boey, Caritas Institute of Higher Education, Hong Kong
Chi Wai Kwan, The University of Hong Kong, Hong Kong
Hing Kwan To, The Education University of Hong Kong, Hong Kong

Adolescents become active in exploring sexual relationships and are likely to engage in risky sexual behaviors. Empirical research shows that school-based sexuality education (SBSE) is effective in preventing risky sexual behavior and promoting healthy sexual life. Research also reveals that effectiveness of SBSE depends largely on adolescents' attitudes towards sexuality and SBSE. Objectives: To provide information for effective implementation of SBSE, this study explored factors (demographic characteristics, religiosity, and spirituality) associated with students' sexual attitudes and their views on SBSE. Method: Reliability and validity of measuring instruments were established and incorporated in a questionnaire for data collection. Data were collected via convenience sampling from three secondary schools in Hong Kong. Informed consent of students and parents were solicited. Participation were voluntary and anonymous. Results: A total of 818 students (aged between 13 and 18 years, 70.6% were males) participated in the study. Consistent with findings reported in the West, students who were older in age, male gender, and without religious affiliation were more permissive in sexual attitudes. Nonetheless, female students were more liberal in attitudes towards issues such as abortion, contraception, and homosexuality. Students with higher levels of religiosity and spirituality were negatively related to permissive sexual attitudes. As in the West, great majority (93.1%) of students showed positive attitudes towards SBSE. Inconsistent with Western studies, female gender, conservative sexual attitudes, religiosity, and spirituality were positively associated with attitudes towards SBSE. Conclusion: Majority of students were supportive of SBSE, which provides a fertile ground for the implementation of SBSE. Factors specific to the local settings should be taken into account for effective implementation of SBSE.

Teaching Experiences, Pedagogy, Practice & Praxis

66919 | *Make the World a Better Place: Design Skills in an Academic Context*
Carla Cadete, Lusófona University, Portugal

This article aims to present a pedagogical practice carried out in an academic context with undergraduate students from the 2nd year of the Communication Design course at Lusófona University (UL) in the second semester of 2021/22. A proposal that provides continuity to a project developed in the 1st semester in partnership with this NGO. A collaborative endeavour to help build a school in Monte Chimoio, Manica, Mozambique, through a collection of design artefacts for fundraising – T-shirts and sweatshirts for different ages and genders, hats, key holders and tote bags. The creative process was done using the Design Thinking methodology (problem definition, project ideation, prototyping and implementation of the chosen proposal). The article is divided into four parts: Introduction, literature review, work methodology and final considerations. The President of the NGO will take part in the last step of the creative process by selecting for print the best propositions. This pedagogical exercise proved to be an opportunity for students to engage in a real-life project with the possibility of applying the tools and methods learned in the course. Design scholars must motivate and prepare design students to work on projects that contribute to society and to recognize the role design plays in social issues – a Design practice through co-working that educates students to use design processes to support positive social change giving them the ability to be part of a project with a cause.

67425 | *Designing the Support Framework for New Students in the Postgraduate Module "Open and Distance Education: Theory, Institutions and Operations" at the Open University*

Antonia Maria Chartofylaka, Hellenic Open University, Greece
Evangelia Manousou, Hellenic Open University, Greece
Ilias Mavroidis, Hellenic Open University, Greece
Ioannis Giossos, Hellenic Open University, Greece
Maria Koutsouba, Hellenic Open University, Greece

Student support has been at the core of the research interests of the practitioners and the organizations that provide distance learning services since the very beginning. Besides their individual needs and capabilities, distance learning students have specific common characteristics that are linked to the context in which they study, which differs from the traditional way of learning in an on-site campus. Therefore, Open Universities need to invest in student support constantly, to improve student experience, reduce the numbers of student retention and preserve their characteristic of "openness" to anyone who wish to study. In their previous study in academic support (Lionarakis et al., 2017), the researchers identified seven discrete categories of support for both newcomers and ongoing students at the Hellenic Open University. The practical outcome of the study was an open course (MOOC) open to all interested students through the learning management system of the Open University's Educational Content, Methodology and Technology Laboratory. Based on the abovementioned findings, the current research aims to record the specific needs of the new students at the postgraduate program "Education and Technology in distance teaching and learning" (School of Humanities) and evaluate the role of the MOOC on their first steps of their studies. Students' viewpoints have been gathered through especially designed focus groups and the tutors were also involved, giving their viewpoints, through individual interviews. The findings are useful to both course designers and tutors, to better understand their audience and design more direct and more effective ways to cover their needs.

aceid.iafor.org/aceid2023-virtual-presentations

ACEID2023 Pre-Recorded Virtual Presentations

67827 | *The Study Concept of the Professional Learning Community and Teacher's Practice in School, Thailand*
Anchalee Srikolchan, Srinakharinwirot University, Thailand

The research aims to study the concept and practice of a teacher's professional learning community. This research collects data from 360 teachers by using online questionnaires: consisting of multiple choices about general information, the concept of teacher professional learning community, and rating scale questions about the practice of using the process of teacher professional learning community.

According to the results, teachers have the proper perspective on the professional learning community process. First, evident by the percentage of "yes" respondents, up from 85%, there are some issues that show that teachers have misconceptions about the process of the professional learning community and that the implementation of discussion results in teaching and learning needs to be followed up with only 54.7%. Secondly, the Teacher's Practice in the Professional Learning Community process was moderate. Only some issues are practised at a high level, namely, working together in friendship, trusting, and helping each other. Empowering and empowering each other in solving problems with students and creating encouragement to work together to solve the issues and welcome each other in success. The results of comparing the concepts and practices of teachers in using the professional learning community process are classified by teaching experience, subject, size of the school, and knowledge worker positions; found no differences in all variables.

68702 | *Teaching Science in Remote Schools: The Struggles and Successes of Teachers in the Perspective of Ethnographer*
Kenneth Adu-Gyamfi, University of Cape Coast, Ghana
Isaiah Atewini Asaki, University of Cape Coast, Ghana

The remote population in Ghana has been on the increase in the last decade with the number of males being slightly higher compared to females. This affected the share of educational resources as the remote schools were disadvantaged in human and material resources. However, the basic schools in the remote communities had their students in the junior high schools sit for the basic education certificate examination (BECE) together with their age-mates in the urban communities. We, therefore, studied the struggles and successes of two teachers (a male and a female) in an attempt to teach science concepts to students in remote basic schools effectively. The two teachers met our main selection criteria of gender and have taught science in a remote school for 5 years and above. Through observer participation, interviews, and field notes qualitative data were collected from teachers, both during school hours and outside school hours, over a period of 14 weeks. The data in a form of text were broken into units of analysis using content analysis procedures. It was found that being a female teacher and a family woman and teaching science in a remote school was challenging. Though teachers struggled to effectively teach science to students in remote schools there were instances some students had attained grade 1 in science in the BECE. Implications of the findings are discussed.

69549 | *Influencing Learner Interest With Authentic Materials in a Tertiary CLIL Context*
Darlene Yamauchi, Bunkyo Gakuin University, Japan

Authentic materials are an extremely valuable tool for instruction particularly in Content Language Intergraded Instruction (CLIL) contexts but often instructors shy away from using these materials, citing the linguistic difficulty for students. This presentation will discuss a mixed methods research project focusing on the effect on learner interest (LI) with the incorporation of English authentic materials into Japanese tertiary CLIL oriented classes. The primary purpose of this research was to investigate the effect on students' LI with the application of scaffolded authentic materials. This presentation will offer a brief background of the content utilized followed by a discussion of Hidi and Renninger's (2006) 4-phase model of interest development and its application to the current study. Findings from mixed methods research employing a self-reporting questionnaire as well as interviews conducted within a cohort of Sports Education students (n=55) will be reported. Findings revealed that upon completion of the course, students reported an increase in triggered situational interest. However some students voiced favor for the safety of a traditional ESL textbook, the majority of the students reported that by using scaffolded authentic materials their confidence increased with seeking out and dealing with authentic content and commented they would be more likely to study and investigate authentic materials for topics in English as opposed to their native language if English information was considered more appropriate for the task. This research although preliminary demonstrates that scaffolded authentic materials maybe successfully integrated into tertiary classes with LI and English study positively affected.

68751 | *Getting Ready for F2F Learning: Teaching Factory in the Fashion Design Program*
Dhany Efitasari, Universitas Muhammadiyah Surakarta, Indonesia
Aghna Ima Zukhrifa, Universitas Muhammadiyah Surakarta, Indonesia

The goal of this study is to describe vocational schools' readiness to teach in the teaching factory during F2F learning, as well as the challenges and solutions that arise. This research employs a qualitative approach and a case study design. The study was carried out at a vocational high school in Semarang, Indonesia, which has a teaching factory for fashion design programs. Observations and interviews with informants, including vice principals and teachers, were used to collect primary data. Techniques for gathering data include interviews, observation, and documentation. The data analysis technique employs qualitative analysis with an interactive model from Miles, Huberman, and Saldana, which includes data collection, data condensation, data reduction, and conclusion drawing. The study's findings indicate that preparations for the implementation of teaching factories in the fashion design program with F2F learning during the post-covid pandemic are progressing well. This is evident from the seven critical aspects of teaching factory implementation, which include school conditioning, product-service determination, learning tools, human resources, management, industrial relations, and product information. Meanwhile, the obstacles encountered in teaching factory learning preparation using F2F learning include a lack of equipment, materials, and work equipment, as well as the dress code teacher's limited competency. To address the lack of equipment, efforts are being made to borrow equipment and materials from SMEs that are school partners, to purchase uniforms and work equipment, and to conduct education and training for fashion teachers in order to increase their competence in both hard and soft skills.

ACEID 2023 Review Committee

Dr Regina Almonte, City College of Calamba, Philippines
Dr Dina Alsali, Brainstein Academy, United States
Dr Nursyamillah Annuar, Universiti Teknologi MARA, Perlis Branch, Malaysia
Dr Shakiyya Bland, Just Equations, United States
Dr Jun S Camara, Pangasinan State University, Philippines
Dr Maia Chiabrishvili, American University of the Middle East, Kuwait
Dr Aileen Diansuy, Antipolo Institute of Technology, Philippines
Dr Ganzul Gantuya, University of Finance and Economics, Mongolia
Dr Mary Geraldine Gunaban, University of the Cordilleras, Philippines
Dr Renato Herrera, Jr, Jose Monfort National Science High School, Philippines
Dr Harikrishnan M, Sharda University, India
Dr Maria Charlene Melegrito, Polytechnic University of the Philippines, Philippines
Dr Brian Moore, Charles Sturt University, Australia
Dr Meera Nanjundan, University of South Florida, United States
Dr Julius Simon, University of Baguio, Philippines
Dr Jill Tussey, Buena Vista University, United States
Dr Sarma Vangala, Metastrategy, Inc., Canada

ACEID 2023 Senior Reviewers

Professor Alan Weber, Weill Cornell Medicine, Qatar
Professor Der-Ching Yang, National Chiayi University, Taiwan
Dr Shu-Yin Yu, Ming-Chuan University, Taiwan
Dr Thomas Ajibade, Obafemi Awolowo University, Ile-Ife, Nigeria
Dr Ernesto Jr. Bastida, Kolehiyo Ng Lungsod Ng Dasmarinas, Philippines
Dr Ariel Bongco, Bataan Peninsula State University, Philippines
Dr Shih-Chieh Chien, National Taipei University of Business, Taiwan
Dr Yat Ling Choy, The Education University of Hong Kong, Hong Kong
Dr Erika De La Barra, University of Santiago Chile, Chile
Professor Natalia Duque Cardona, Universidad De Antioquia, Colombia
Dr Jirajitra Higgins, Chulalongkorn University, Thailand
Professor Md. Rizwanul Islam, North South University, Bangladesh
Dr Fred Ku, The Chinese University of Hong Kong, Hong Kong
Dr Mei Mei Lau, The Hong Kong Polytechnic University, Hong Kong
Dr Wei Liu, Hillcrest Christian College, Australia
Dr Chun-Wai Ma, The University of Hong Kong, Hong Kong
Dr Jan Adams Magtanong, Magsaysay National High School, Philippines
Dr Karen Manaig, Laguna State Polytechnic University, Philippines
Dr Marco Meduranda, Department of Education - Navotas City, Philippines
Dr Jhoanne Orillo, De La Salle University, Philippines
Professor Gannu Praveen Kumar, Sahasra Institute of Pharmaceutical Sciences, India
Dr Apapan Ruengkul, Srinakharinwirot University, Thailand
Dr Meike Sauerwein, The Hong Kong University of Science And Technology, Hong Kong
Dr Allison Segal, University of Utah, United States
Dr Sai Chandra Mouli Timiri, Affiliation :Osmania University, India
Dr Suppawan Vongsrangsap, Kasetsart University, Thailand
Professor Mingchang Wu, National Yunlin University of Science And Technology, Taiwan
Professor Chun Zhang, Fordham University, United States

ACEID 2023 Reviewers

Dr Aisyah Saad Abdul Rahim, Universiti Teknologi Mara, Malaysia
Dr Kenneth Adu-Gyamfi, University of Cape Coast, Ghana
Professor Aulia Siti Aisjah, Institut Teknologi Sepuluh Nopember, Indonesia
Professor Fawzia Alali, University of Sharjah, United Arab Emirates
Dr Carlos Alario-Hoyos, Universidad Carlos III de Madrid, Spain
Professor Carla Cadete, Lusófona University, Hei-Lab, Portugal
Professor Maria Fay Nenette Cariaga, University of Makati, Philippines
Dr Antonija Cavcic, Shiga Prefectural University, Japan
Dr Cecilia Yuet Hung Chan, City University of Hong Kong, Hong Kong
Dr Elaine Chan, The Hong Kong Polytechnic University, Hong Kong
Dr Ted Chang, National Academy for Educational Research, Taiwan
Dr Wenlung Chang, National Academy for Educational Research, Taiwan
Dr Wladimir Chavez, Ostfold University College, Norway
Professor Yen-Liang Chen, National Central University, Taiwan
Professor Yu-Chuan Chen, National Taiwan Normal University, Taiwan
Dr Yung-Huei Chen, National Chung Cheng University, Taiwan
Professor Tsai-Feng Cheng, National Kaohsiung Normal University, Taiwan
Dr Alexius Chia, National Institute of Education, Nanyang Technological University, Singapore
Dr Jia-Yi Chow, National Institute of Education, Nanyang Technological University, Singapore
Dr Clara Fernandes, Lasalle College of The Arts, Singapore
Dr Yaping Gao, Quality Matters, United States
Dr Cristita Guerra, Don Mariano Marcos Memorial State University - Open University System, Philippines
Dr Vi Hoang Dang, Ho Chi Minh University of Technology and Education (Hcmute), Vietnam
Dr Kyoko Hombo, Osaka University, Japan
Dr Wan-Chen Hsu, National Kaohsiung University of Science and Technology, Taiwan
Dr Chi Hui Huang, National Academy for Educational Research, Taiwan
Dr Chi-Jung Huang, National Cheng-Kung University, Taiwan
Professor Shyh-Chour Huang, National Kaohsiung University of Science and Technology, Taiwan
Professor Tzu Hua Huang, University of Taipei, Taiwan
Dr Phatcharida Inthama, Srinakharinwirot University, Thailand
Dr Brady Michael Jack, National Sun Yat-Sen University, Taiwan
Dr Thia Jasmina, Universitas Indonesia, Indonesia
Professor Joo Yeon Jung, Ewha Womans University, South Korea
Dr Stavroula Kalogeras, Higher Colleges of Technology, United Arab Emirates
Professor Vladimir Karapetyan, ASPU, Armenia
Dr Harumi Kashiwagi, Kobe University, Japan
Dr Lasha Khojanashvili, American University of The Middle East, Kuwait
Dr Samuel Kosolapov, Braude Academic College of Engineering, Israel
Dr Crystal Kwan, The Hong Kong Polytechnic University, Hong Kong
Dr Ranti Fauza Mayana, Padjadjaran University, Indonesia
Dr Robert McClung, Yorkville University, Canada
Dr Maglin Moodley, University of Johannesburg, South Africa
Dr Noryanti Muhammad, Universiti Malaysia Pahang, Malaysia
Dr Elaine Rose Nachon, Laguna State Polytechnic University, Philippines
Dr Angela Peterson, West Virginia University Institute of Technology, United States
Dr Yanrong Qi, University of Oklahoma, United States
Professor Elyxur Ramos, University of Makati, Philippines
Dr Siripon Saenboonsong, Phranakhon Si Ayutthaya Rajabhat University, Thailand
Dr Lipaz Shamo-Nir, Zefat Academic College, Israel
Dr Shin'Ya Takahashi, Tokai Gakuen University, Japan
Dr Eunice Tan, Singapore University of Social Sciences, Singapore
Professor Hanada Thomure, Zayed University, United Arab Emirates
Dr Jui-Jung Tsao, Ming Chuan University, Taiwan
Professor Jeng-Yi Tzeng, National Tsinghua University, Taiwan
Dr Pradit Wanarat, National Institute of Development Administration (NIDA), Thailand

Tokyo, 2023

March 31 – April 3, 2023

The Asian Conference on Psychology
& the Behavioral Sciences

The Asian Conference on Ethics, Religion
& Philosophy

The Asian Conference on Aging & Gerontology

May 19–22, 2023

The Asian Conference on Cultural Studies
The Asian Conference on Asian Studies

May 26–29, 2023

The Asian Conference on Arts & Humanities
The Asian Conference on the Social Sciences

November 22–25, 2023

The Asian Conference on Education

Washington, D.C., 2023

April 21–24, 2023

The IAFOR Conference on Educational Research
& Innovation

Paris, 2023

June 16–19, 2023

The Paris Conference on Education
The Paris Conference on Arts & Humanities

London, 2023

July 13–17, 2023

The European Conference on Education
The European Conference on Language Learning
The European Conference on Arts & Humanities
The European Conference on Aging & Gerontology

Barcelona, 2023

September 19–23, 2023

The Barcelona Conference on Education
The Barcelona Conference on Arts, Media
& Culture

Kyoto, 2023

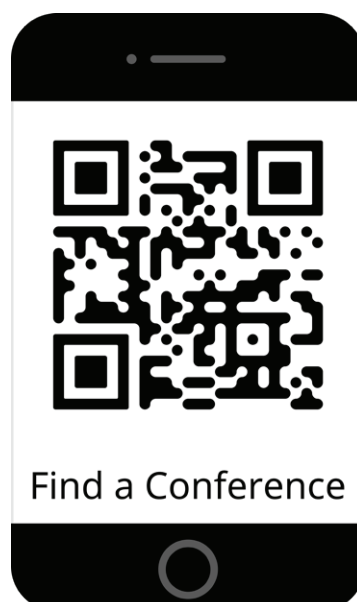
October 10–13, 2023

The Asian Conference on Media,
Communication & Film
The Kyoto Conference on Arts, Media & Culture

Honolulu, 2024

January 4–7, 2024

The IAFOR International Conference on
Education
The IAFOR International Conference on Arts &
Humanities



iafor

RESEARCH ARCHIVE

www.papers.iafor.org



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

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

Introducing the IAFOR Research Centre at Osaka University, Japan

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

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

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



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

大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター

