CONFERENCE PROGRAMME & ABSTRACT BOOK

The 11th Asian Conference on Education & International Development (ACEID2025)
The 15th Asian Conference on Psychology & the Behavioral Sciences (ACP2025)
The 11th Asian Conference on Aging & Gerontology (AGen2025)

March 24-29, 2025 | Tokyo, Japan & Online

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Letter of Welcome

Dear Friends and Colleagues,

It gives me immense pleasure to welcome you to Tokyo, the capital of Japan, and the world's largest city. Tokyo is a place that offers something for everyone, and the start of Spring is a special time to visit, as the famous cherry blossoms signify the end of the academic year and the start of a new one; a time to reflect on the past, and to look to the future.

The Toshi Center Hotel is an excellent and central location, near the Imperial Palace and National Diet, and offers a great space and place for our week together in Tokyo. We will once again hold our Asian Conferences on Education and International Development (ACEID), Psychology and the Behavioral Sciences (ACP), and Aging and Gerontology (AGen) together, with dedicated plenaries that are open to all delegates in keeping with our interdisciplinary mission, and the programme is exceptional.

I would like to acknowledge the International Academic Board, Council, Conference Organising Committees, and Conference Reviewers for their work before the event. I would also like to thank the keynote and plenary speakers, and the presenters who have travelled from far and wide to be here for the event.

We will be together for a week of intensive intellectual and cultural exchange in the unique comparative and contrastive laboratory that is an IAFOR conference, in an event that will bring together an expected 820 delegates from 60 countries.

In times of great political change and uncertainty, spaces for open and free dialogue are more important than ever. We have a lot to learn from each other, and I urge your active participation throughout the conference, as you engage with the people and build the friendships and partnerships that lie at the heart of our International Academic Forum.

I look forward to seeing familiar faces, and to making new faces familiar, and to meeting you all.

Warmest regards in the expectation of a great event!

Dr Joseph Haldane
Chairman & CEO, The International Academic Forum (IAFOR)

Professor, European Center for Peace and Development (ECPD), United Nations University for Peace
Guest Professor, Osaka School of International Public Policy, Osaka University, Japan
Visiting Professor, Doshisha University, Japan
Visiting Professor, The University of Belgrade, Serbia
Honorary Professor, University College London (UCL), United Kingdom
Member, Expert Network, World Economic Forum

Become an IAFOR Member

IAFOR provides an enriching personal and professional environment for academics and scholars of all ages and backgrounds to exchange and contribute to interdisciplinary and intercultural dialogue that informs and is informed by their own cultural and disciplinary background and experiences. We are able to do this thanks to our extraordinary network of individuals and institutions around the world who support our work and help shape our events globally. We particularly emphasise the nurturing and support for emerging academics from an array of different backgrounds, and aim to provide opportunities for them to seek advice, support and guidance, as well as offering mid-career and more established academics opportunities to forge working relationships beyond their traditional disciplinary ambitions.

In our current world where division and strife are often reinforced and played out 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 through dialogue. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens between individuals and institutions who share a commitment to listen, to reach out and bridge divides, and to contribute to good global citizenship, and to making the world a better place.

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

To learn more about IAFOR membership, please visit:

iafor.org/membership

ACEID/ACP/AGen2025
Key Statistics

Date of creation: March 11, 2025

**international
intercultural
interdisciplinary**

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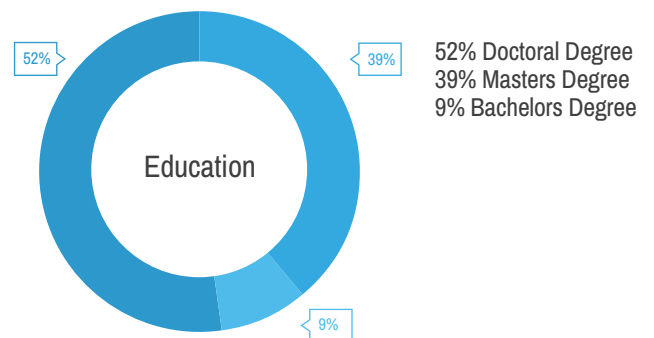## 829 DELEGATES
FROM 60 COUNTRIES

514 Onsite Presentations

130 Online Presentations

521 Institutions and Organisations

Occupation

- 53% University Faculty
- 22% Doctoral Student
- 8% Other
- 7% Postgraduate Student
- 5% Public Sector/Practitioner
- 2% Postdoctoral Fellow/Instructor
- 2% Independent Scholar
- 1% Private Sector

Education

- 52% Doctoral Degree
- 39% Masters Degree
- 9% Bachelors Degree
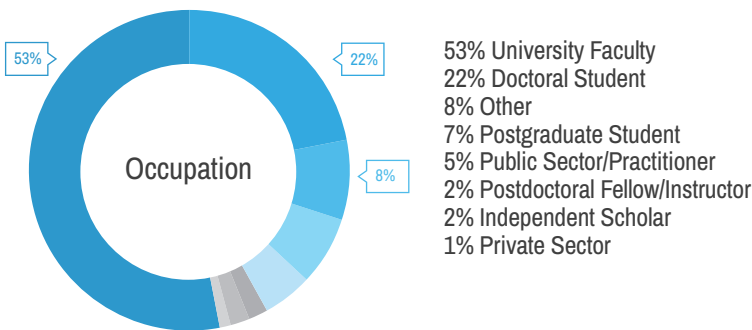
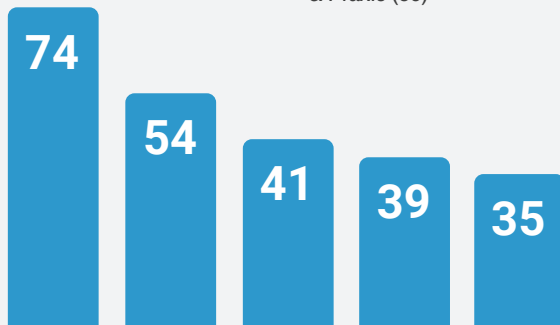## Top Streams

1. Mental Health (74)
2. Aging and Gerontology (54)
3. General Psychology (41)
4. Psychology and Education (39)
5. Teaching Experiences, Pedagogy, Practice & Praxis (35)

| 74 | 54 | 41 | 39 | 35 |

Top Countries by Delegate Attendance

1. Taiwan (11%)
2. Philippines (8%)
3. Thailand (8%)
4. Hong Kong (7%)
5. Australia (7%)

| 11% | 8% | 8% | 7% | 7% |
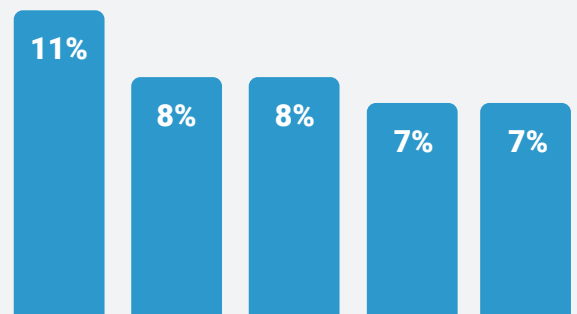
644 Total Presentations

287 Hours of Content

Single Authored vs. Multiple Authored Submissions

| 38% | 62% |

international | intercultural | interdisciplinary

Inspiring Global Collaborations

international
intercultural
interdisciplinary

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

ACEID/ACP/AGen2025 has attracted 829 delegates from 60 countries

Taiwan	95	Canada	22	Germany	6
Philippines	71	South Korea	20	Mongolia	6
Thailand	65	United Kingdom	16	Poland	6
Hong Kong	61	Israel	13	Switzerland	6
Australia	58	Malaysia	11	Turkey	5
Japan	56	South Africa	11	Bulgaria	4
United States	51	United Arab Emirates	11	Morocco	4
Singapore	50	New Zealand	9	Norway	4
China	33	Italy	8	Spain	4
Indonesia	30	Sweden	7	Sri Lanka	4
India	29	Vietnam	7	Finland	3

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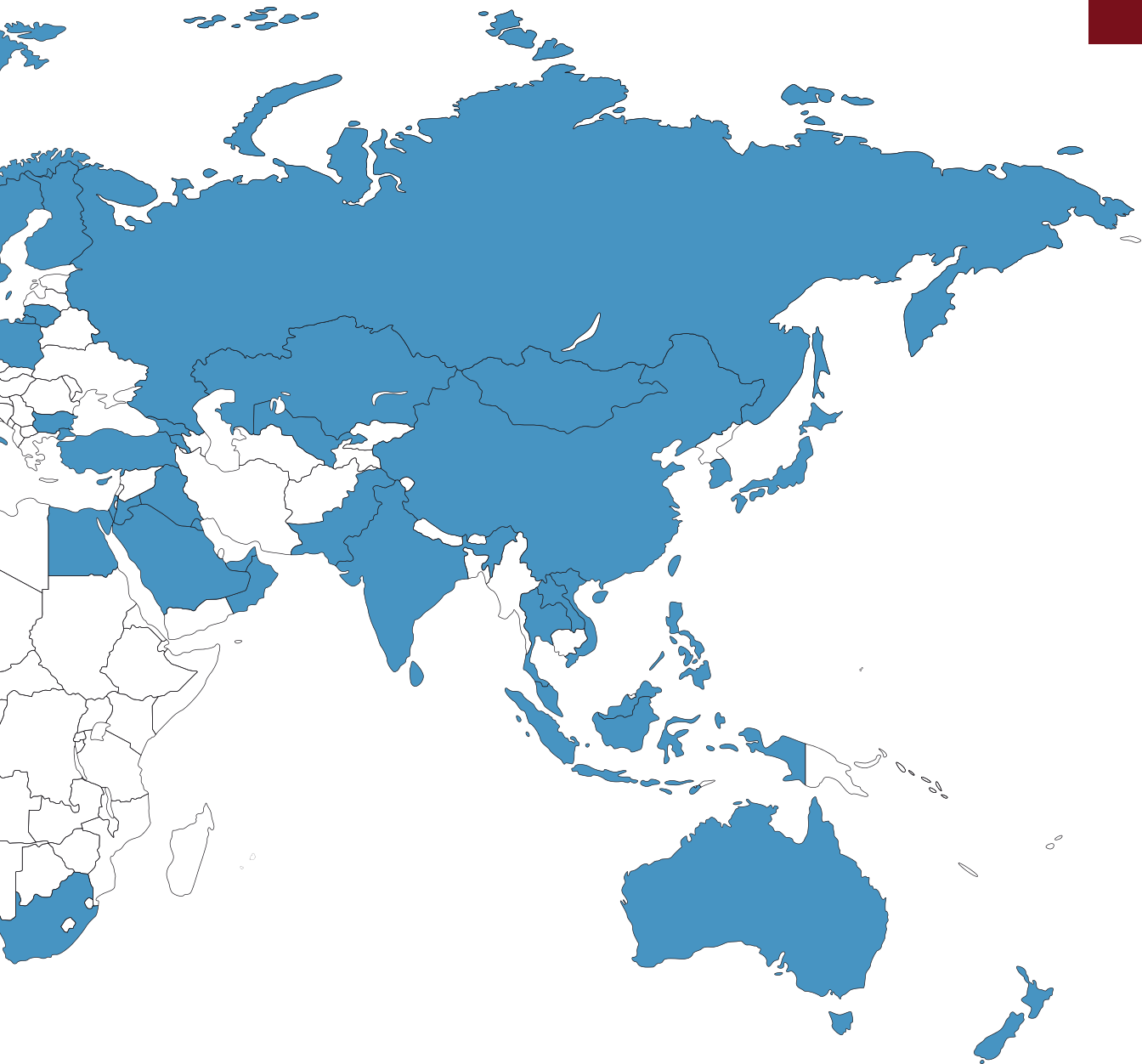
France	3	Austria	1	Lithuania	1
Kazakhstan	3	Belgium	1	Macau	1
Mexico	3	Chile	1	Netherlands	1
Pakistan	3	Cyprus	1	Nigeria	1
Portugal	3	Egypt	1	Slovenia	1
Saudi Arabia	3	Georgia	1		
Costa Rica	2	Iraq	1		
Oman	2	Jamaica	1	**Total Attendees**	829
Russia	2	Jordan	1	**Total Onsite Presentations**	514
Uzbekistan	2	Kuwait	1	**Total Online Presentations**	130
Armenia	1	Laos	1	**Total Countries**	60

7F

703 | 704 | 705

708 | 707

6F

602

603 | 604 | 605

609 | 608 | 607

5F

Orion

Subaru
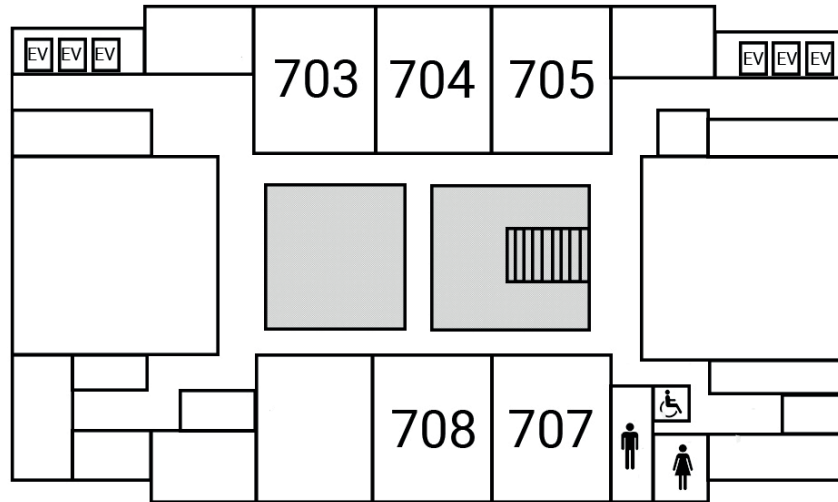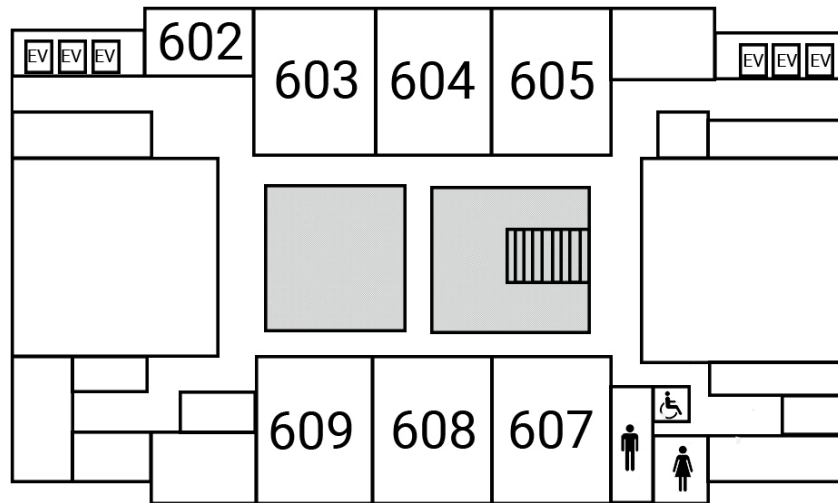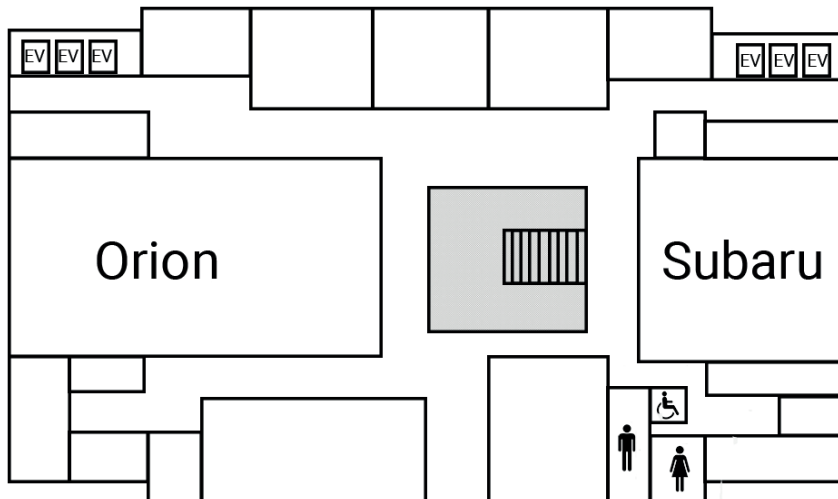
Please note that lunch is not provided.

This lunch map offers suggestions on where you can eat around the Toshi Center Hotel.

Credit: Google Maps, 2024
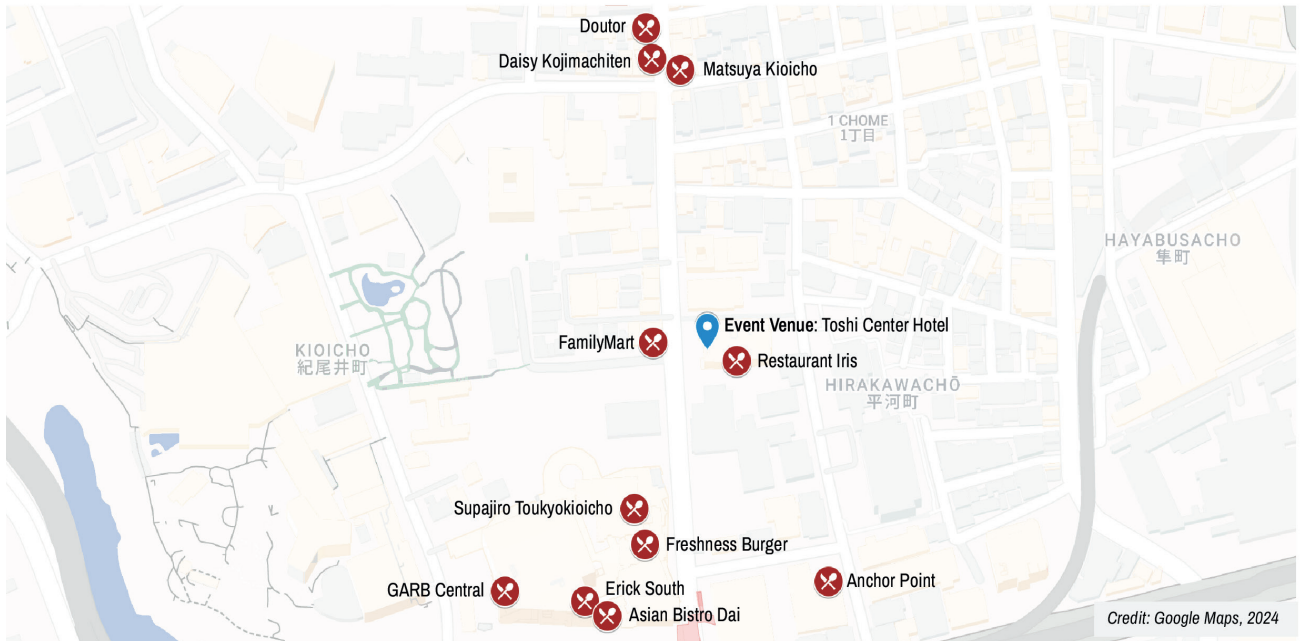
Doutor
Type: Cafe
Walking Distance: 5 minutes

Daisy Kojimachiten
Type: Bakery
Walking Distance: 4 minutes

Matsuya Kioicho
Type: Gyudon Restaurant
Walking Distance: 2 minutes

FamilyMart
Type: Convenience Store
Walking Distance: 1 minute

Restaurant Iris
Type: Buffet Style
Walking Distance: 1 minute

Supajiro Toukyokioicho
Type: Western Restaurant
Walking Distance: 3 minutes

Freshness Burger
Type: Hamburger Restaurant
Walking Distance: 3 minutes

GARB Central
Type: Restaurant
Walking Distance: 8 minutes

Eric South
Type: Indian Restaurant
Walking Distance: 5 minutes

Asian Bistro
Type: Asian Restaurant
Walking Distance: 5 minutes

Anchor Point
Type: Steak House
Walking Distance: 5 minutes

Scan the QR code to explore a complete list of 20 restaurant options, along with detailed information and Google Map directions.

March 24 | All times are Japan Standard Time (UTC+9)
Monday at a Glance

Conference Venue: Toshi Center Hotel, Tokyo

12:00-13:00   Conference Check-in | 5F Foyer

13:00-13:45   Pre-Conference Information Session | Orion Hall (5F)
Melina Neophytou, IAFOR, Japan
Matthew Chima, IAFOR, Japan
Lowell Sheppard, IAFOR, Japan

This session provides an overview of what to expect at the conference, including guidance on preparing your presentation, publishing opportunities, and ways to engage with IAFOR. You will receive practical tips on setting up your presentation, understanding your role at the conference, including how to attract a larger audience to your session. We will also outline the publishing opportunities available, including how to submit your work to be included in the Conference Proceedings or IAFOR Journals. This session also offers a chance to explore the opportunities for deeper engagement, whether through networking with fellow delegates or getting involved more with IAFOR. Join us, and get ready to present, publish, and participate.

13:50-14:35   Pre-Conference Featured Workshop | Orion Hall (5F)
Tips and Technology to Maximise Your Conference Experience
Michael Menchaca, University of Hawai'i at Mānoa, United States
Grant Black, Chuo University, Japan

14:40-15:25   Pre-Conference Featured Workshop | Orion Hall (5F)
How to Write a Clear (and Effective) Introduction
Lara Carminati, University of Twente, Netherlands

15:30-16:30   Pre-Conference Cultural Event | Orion Hall (5F)
Kimono Dressing Demonstration
This is a free event open to all registered delegates. Delegates are invited to a special session focusing on the art of kimono dressing, featuring live demonstrations by kimono instructor Satoko Yamada.

18:00-20:00   Welcome Reception | The Public Red Akasaka
This is a free event open to all registered delegates

March 25 | All times are Japan Standard Time (UTC+9)
Tuesday at a Glance

Conference Venue: Toshi Center Hotel, Tokyo

09:30-10:30	Conference Check-in & Coffee | Subaru Room (5F)
10:30-10:35	Announcements | Orion Hall (5F) & Online

10:35-11:00   **Welcome Addresses & Recognition of IAFOR Scholarship Winners | Orion Hall (5F) & Online**
Joseph Haldane, IAFOR, Japan

11:00-11:25   **Keynote Presentation | Orion Hall (5F) & Online**
Supporting Quality and Relevant Tertiary Education for Marginalized Youth and Communities: Challenges and Opportunities for International Development
Amir Dhia, Education Above All (EAA) Foundation, Qatar
11:25-11:40   Q&A

11:45-12:10   **Keynote Presentation | Orion Hall (5F) & Online**
The Fighter's Mindset: Training for Resilience Across Life and Business
Harry A. Hill, Oak Lawn Marketing, Japan
12:10-12:25   Q&A

12:25-12:35   Conference Photograph | Orion Hall (5F)
12:35-14:30   Extended Break

14:30-15:30   **Panel Presentation | Orion Hall (5F) & Online**
Education for Good Global Governance
Jun Arima, University of Tokyo, Japan (Online)
Kyung Nam Shin, Global Green Growth Institute, South Korea
Yukari Ando, University of Toyama, Japan
Brendan Howe, Ewha Womans University, South Korea (Moderator)

15:30-16:00   Extended Coffee Break | Subaru Room (5F)

16:00-17:00   **Conference Poster Session 1 | Orion Hall (5F)**

17:15-18:15   **Conference Poster Session 2 | Orion Hall (5F)**

19:00-21:00   **Conference Dinner | Shunju Tameikesanno**
This is an optional ticketed event

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

Conference Venue: Toshi Center Hotel, Tokyo

09:00-09:30   Conference Check-in & Coffee | 5F Foyer

09:30-09:35   Announcements | Orion Hall (5F)

09:35-10:05   Keynote Presentation | Orion Hall (5F) & Online
Social Robots For All Stakeholders in Elderly Care
Hidenobu Sumioka, Advanced Telecommunications Research Institute International, Japan

10:05-10:15   Q&A

10:20-11:50   Panel Presentation | Orion Hall (5F) & Online
Human vs Artificial Intelligence: Psychological Threats and Opportunities
Beth Hedva, Canadian Institute for Transpersonal and Integrative Sciences, Canada
Dharmawan Ardi Purnama, Krida Wacana Christian University, Indonesia
Davy Tsz Kit Ng, The Education University of Hong Kong, Hong Kong
Chi-Shing Tse, The Chinese University of Hong Kong, Hong Kong
Dexter Da Silva, Keisen University, Japan (Moderator)

11:50-12:05   Coffee Break | 5F Foyer

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

Conference Venue: Toshi Center Hotel, Tokyo

12:05-13:05 **The Forum | Orion Hall (5F) & Online**
Global Citizenship Education: Human and Artificial Intelligence
Emiliano Bosio, Global Citizenship Education Interview Series & Toyo University, Japan (Respondent)
Melina Neophytou, IAFOR, Japan (Moderator)

13:05-14:10 Extended Break

14:10-14:55 **Panel Discussion: IAFOR Global Fellows | Orion Hall (5F) & Online**
Ageing and Gender in Contemporary Japan: Navigating New Female Buddhist Leadership within Institutional and Societal Constraints
Hongmin Ahn, IAFOR Global Fellow
Sheng-Hsiang Lance Peng, IAFOR Global Fellow
Joseph Haldane, IAFOR, Japan (Moderator)

14:55-15:40 Extended Coffee Break | 5F Foyer

15:40-16:40 **Conference Poster Session 3 | Orion Hall (5F)**

15:40-16:25 **Featured Workshop Presentation | Subaru Room (5F)**
Aging Data: NACDA Resources for Gerontological Research, Training and Education
Kathryn Lavender, University of Michigan & NACDA, United States

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

Conference Venue: Toshi Center Hotel, Tokyo

08:45-09:15   Conference Check-in & Coffee | 6F
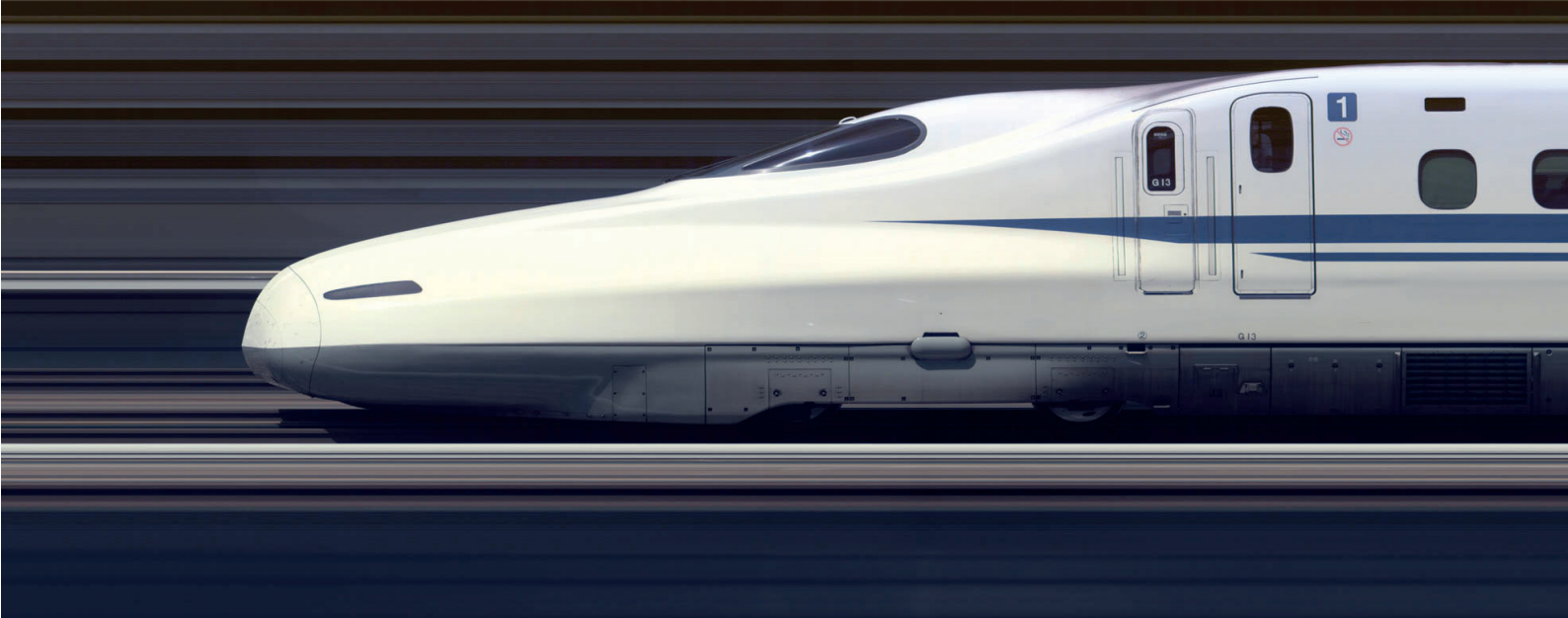
09:15-10:55   Onsite Parallel Session 1
Room 603 (6F): ACEID | Skills Development in Higher Education
Room 604 (6F): ACEID | Sustainable Development Issues in Higher Education
Room 605 (6F): ACEID | Teaching Experiences, Pedagogy, Practice and Praxis
Room 607 (6F): ACEID | Curriculum Design and Development (Workshops)
Room 608 (6F): ACEID | Technology, Pedagogy and Classroom Management
Room 609 (6F): ACEID | Language Education
Room 703 (7F): ACP | Health Literacy
Room 704 (7F): ACP | Mental Health and University Students
Room 705 (7F): ACP | Psychology and Education
Room 707 (7F): ACP | Industrial Organization and Organization Theory
Room 708 (7F): ACP | Psychology and the Brain

10:55-11:10   Coffee Break

11:10-12:50   Onsite Parallel Session 2
Room 603 (6F): ACEID | Institutional Dynamics in Higher Education
Room 604 (6F): ACEID | Education, Sustainability and Society
Room 605 (6F): ACEID | Teaching Experiences in Childhood Education
Room 607 (6F): ACEID | Professional Training, Development and Concerns in Education
Room 608 (6F): ACEID | Innovation in Pedagogy and Technology for Effective Communication
Room 609 (6F): ACEID | Literature, Language and Culture in Education
Room 703 (7F): ACP | Mental Health
Room 704 (7F): ACP | Mental Health and Adolescents
Room 705 (7F): ACP | Psychology and Education
Room 707 (7F): AGen | Robots and Wearable Technology in Gerontology
Room 708 (7F): AGen | Lifespan Health Promotion

12:50-13:05   Coffee Break

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

Conference Venue: Toshi Center Hotel, Tokyo

13:05-14:45   Onsite Parallel Session 3
Room 603 (6F): ACEID | Sustainable Development Issues in Education
Room 604 (6F): ACEID | Education, Sustainability and Society
Room 605 (6F): ACEID | Approaches to Inclusive Education
Room 607 (6F): ACEID | Professional Training, Development and Concerns in Education
Room 608 (6F): ACEID | AI in EFL Teaching and Assessment
Room 609 (6F): ACEID | Virtual Technologies in Language Learning
Room 703 (7F): ACP | Couple Psychology and Stigma
Room 704 (7F): ACP | Mental Health and Therapy
Room 705 (7F): ACP | Psychology and Education
Room 707 (7F): AGen | Aging and Gerontology
Room 708 (7F): AGen | Special Topics in Aging and Gerontology

14:45-15:00   Coffee Break

15:00-16:40   Onsite Parallel Session 4
Room 603 (6F): ACEID | Comparative Development Issues
Room 604 (6F): ACEID | Inclusive Society and Education
Room 605 (6F): ACEID | Approaches to Inclusive, Active, Adaptive Education
Room 607 (6F): ACEID | Motivation Concerns in Professional Development
Room 608 (6F): ACEID | AI and Educational Technologies
Room 609 (6F): ACEID | Innovation and Media in Education
Room 703 (7F): ACP | Qualitative/Quantitative Research in any other area of Psychology
Room 704 (7F): ACP | Mental Health and Family
Room 705 (7F): ACP | Child Psychology
Room 707 (7F): AGen | Technology Integration in Services for the Aging
Room 708 (7F): AGen | Selected Case Studies in Asia

16:40-16:55   Coffee Break

Think Big.

IAFOR London Conference Series
July 10-14, 2025 | London, United Kingdom & Online

ECE/ECAH/EGen2025
The 13th European Conference on Education
The 13th European Conference on Arts & Humanities
The 5th European Conference on Aging & Gerontology

Abstract Submission Deadline: April 18, 2025

Where will your ideas take you next?

Visit iafor.org/conferences for more information about our upcoming events

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

Conference Venue: Toshi Center Hotel, Tokyo

16:55-18:35   Onsite Parallel Session 5
Room 603 (6F): ACEID | Development in Industry-Academia Collaboration
Room 604 (6F): ACEID | Pedagogy and Technology Development for Inclusive Education
Room 605 (6F): ACEID | Teaching Experiences and Professional Development
Room 607 (6F): ACEID | Teaching Experiences, Pedagogy, Practice & Praxis
Room 608 (6F): No Session
Room 609 (6F): No Session
Room 703 (7F): ACP | Gambling
Room 704 (7F): ACP | Psychology and Culture
Room 705 (7F): ACP | Parenting Psychology
Room 707 (7F): ACP | Older Adults and Health
Room 708 (7F): AGen | Selected Case Studies in Gerontology

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

Conference Venue: Toshi Center Hotel, Tokyo

08:30-09:00   Conference Check-in & Coffee | 6F

09:00-10:40   Onsite Parallel Session 1
Room 603 (6F): ACEID | Approaches to Language Teaching
Room 604 (6F): ACEID | AI and Technologies in Comparative Education
Room 605 (6F): ACEID | Hybrid and Self-Instructional Module
Room 607 (6F): ACEID | Comparative Approaches to Academic Achievement
Room 608 (6F): ACEID | Teaching Approaches in Childhood Education
Room 609 (6F): ACEID | Leadership and Management in Education
Room 703 (7F): ACP | Leadership and Identity
Room 704 (7F): ACP | Psychology and Technology
Room 705 (7F): ACP | Mental and Emotional Health
Room 707 (7F): ACP | Altruism and Affect
Room 708 (7F): AGen | Aging and Cognition

10:40-10:55   Coffee Break

10:55-12:35   Onsite Parallel Session 2
Room 603 (6F): ACEID | Contemporary Issues in Teaching and Learning EFL
Room 604 (6F): ACEID | AI and Assessment in Education
Room 605 (6F): ACEID | Hybrid and Self-Regulated Module
Room 607 (6F): ACEID | Student Competency in Theory and Practice
Room 608 (6F): ACEID | Health Education and Community Outreach
Room 609 (6F): ACEID | Professional Development: Competency and Well-being
Room 703 (7F): ACP | Psychedelics
Room 704 (7F): ACP | Arts, Media and Psychology
Room 705 (7F): ACP | Mental Health and Gender Differences
Room 707 (7F): AGen | Loneliness
Room 708 (7F): AGen | Retirement and Economic Well-being

12:35-12:50   Coffee Break

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

Conference Venue: Toshi Center Hotel, Tokyo

12:50-14:30   Onsite Parallel Session 3
Room 603 (6F): ACEID | Language Development and Literacy
Room 604 (6F): ACEID | AI for Skills Development: Policy and Practice
Room 605 (6F): ACEID | Curriculum Design in Distance Learning
Room 607 (6F): ACEID | Foreign Languages Education
Room 608 (6F): ACEID | Comparative Mathematics Education
Room 609 (6F): ACEID | Approaches to Bridging Education-Professional Gaps
Room 703 (7F): ACP | Industrial Organization and Organization Theory
Room 704 (7F): ACP | Consumer Psychology and Capitalism
Room 705 (7F): ACP | Psychology and Sexuality
Room 707 (7F): AGen | Built Environment
Room 708 (7F): AGen | Aging and Physical Activity

14:30-14:45   Coffee Break

14:45-16:25   Onsite Parallel Session 4
Room 603 (6F): ACEID | Foreign Languages Education and Applied Linguistics
Room 604 (6F): ACEID | Human-AI Mediation in Education
Room 605 (6F): ACEID | Issues in Distance Education and Homeschooling
Room 607 (6F): ACEID | Innovation and Development Toward Holistic Learning Experiences
Room 608 (6F): ACEID | Comparative Experiences on Students' Mental Well-being
Room 609 (6F): ACEID | International Education
Room 703 (7F): ACP | Personality and Impression
Room 704 (7F): ACP | Financial Psychology
Room 705 (7F): ACP | Psychology and Religion
Room 707 (7F): AGen | Built Environment
Room 708 (7F): ACP | General Psychology and Emotions

16:30-16:45   Onsite Closing Session | Room 608 (6F)

"One of the most hideous buildings in the world"

GEORGE ORWELL

The 6th Barcelona Conference on Education (BCE2025)
The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

September 30-October 4, 2025 | Held in Barcelona, Spain, and Online

Abstract Submission Deadline: July 4, 2025

Where will your ideas take you next?

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Visit iafor.org/conferences for more information about our upcoming events

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

Conference Venue: Online via Zoom

09:55-10:00   Message from IAFOR

10:00-11:40   Online Parallel Session 1
Live-Stream Room 1: ACEID | Teacher Professional Development
Live-Stream Room 2: ACEID | The Teaching of English
Live-Stream Room 3: AGen | Aging and Gerontology
Live-Stream Room 4: ACP | Psychology Studies in Chinese Contexts

11:40-11:50   Break

11:50-13:30   Online Parallel Session 2
Live-Stream Room 1: ACEID | Educational Policy, Leadership, Management and Administration
Live-Stream Room 2: ACEID | Language Learning
Live-Stream Room 3: AGen | Gerontology, Public Policy, and Economics
Live-Stream Room 4: ACP | Access to Therapy and Mental Health Services

13:30-13:40   Break

13:40-15:20   Online Parallel Session 3
Live-Stream Room 1: ACEID | Special Topics in Higher Education
Live-Stream Room 2: ACEID | Design, Implementation and Assessment of Innovative Technologies in Education
Live-Stream Room 3: ACEID | Special Topics in Educational Practice
Live-Stream Room 4: ACP | General Psychology and Community Development

15:20-15:25   Message from IAFOR

Introducing IAFOR's Conference Themes for 2025-2029

International | Intercultural | Interdisciplinary
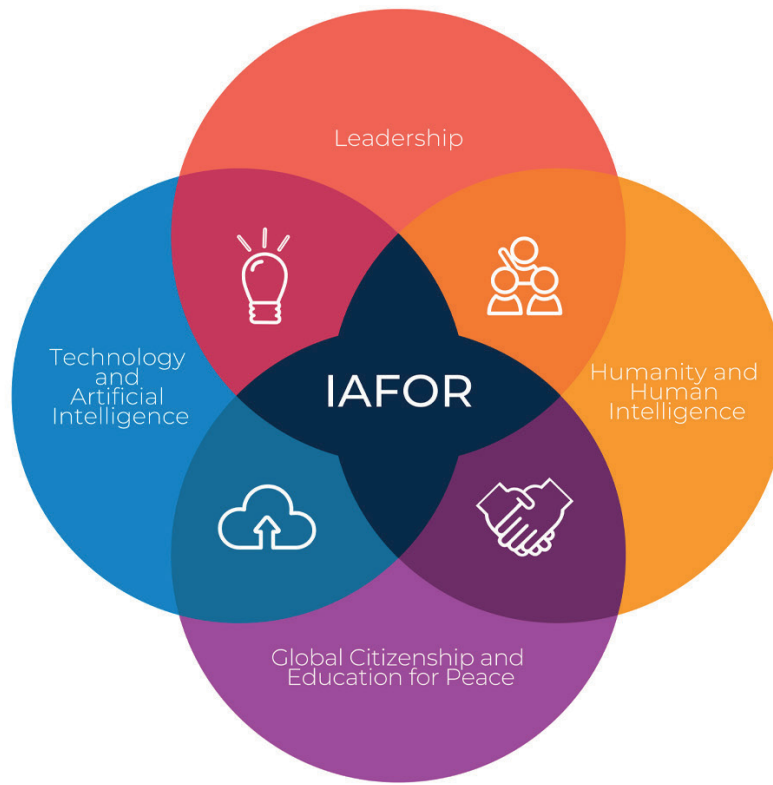
IAFOR's conference programme provides an essential comparative and contrastive space for people to engage in multidisciplinary research across borders of nation, culture, discipline, and professions. We encourage mixed approaches and methodologies, combining theory and practice between and across the disciplines, and we look to harness the collective intelligence of our International Academic Forum in addressing some of the most pressing issues of our time. Through the implementation of new formats in our conference programme over the last year, including Intelligence Briefings, Keynote Interviews, and The Forum, we gathered insights into what has been discussed at the theoretical and policy levels, identify the challenges, and the outlook for best practices in tackling global contemporary issues, which we have identified as the themes for 2025-2029. Our four themes can be seen as standalone themes, but they are also very much in conversation with each other. Themes may be seen as corollaries, complementary, or in opposition/juxtaposition with each other. The themes can be considered as widely as possible and are designed, in keeping with our mission, to encourage ideas across the disciplines.

1. Technology and Artificial Intelligence
Our first theme examines the rapid pace of technological advancements, aided most particularly by those driven by artificial intelligence and its enormous and growing impact in all fields.

2. Humanity and Human Intelligence
Our second theme asks us which principles, values, and attributes we wish to encourage, protect, and nurture and how we accomplish this. Technological advancements constantly ask us to reconsider and reimagine what it means to be human, including questions regarding communication, creativity, inclusivity, ethics, and care.

3. Global Citizenship and Education for Peace
This theme prompts us to consider our existence and coexistence with each other, within our communities and places of belonging, and with peoples of different countries, cultures, and backgrounds, as well as with our environment and our planet. It includes engagement with enormous issues facing us beyond borders, such as peace and human security, climate change, etc.

4. Leadership
The final theme recognises the continuing importance of leadership as a skill, particularly in light of difficult times, where recognising and encouraging best practices in leadership at all levels of society is critical. Encouraging leadership at the government level, in businesses, and within institutions of all sizes represents the engine of change.

Conference Themes in Theory, Policy, and Practice

Many theories are born and initially tested in the academy, informing discussions in the public sphere that influence policy. IAFOR represents a unique combination of engagement emerging from the collaborative efforts of senior policymakers, administrators, and individuals working on the ground or in the field. IAFOR has made this rare combination of equitable theoretical and practical exchanges the standard for our organisation and represents a valuable model for how science should be done.

We will develop conference and institutional programmes and publications around these themes as well as capacity building sessions for our conference programme over the next five years. It is our aim with the implementation of these themes, alongside the implementation and continuing refinement of new formats, to best harness the unique arena IAFOR and its network have built in regards to pressing issues of today and the future.

General Information

Check-in & Information Desk

You will be able to pick up your name badge at the Conference Check-in & Information Desk at the times listed below.

Monday, March 24 | 12:00-15:30 – Toshi Center Hotel | Foyer (5F)
Tuesday, March 25 | 09:30-17:15 – Toshi Center Hotel | Subaru Room (5F)
Wednesday, March 26 | 09:00-16:00 –Toshi Center Hotel | Foyer (5F)
Thursday, March 27 | 08:45-18:00 – Toshi Center Hotel (6F)
Friday, March 28 | 08:30-16:00 – Toshi Center Hotel (6F)
Saturday, March 29 | No in-person check-in

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

Conference Schedule

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

Online Sessions

Be sure to join us online on **Saturday, March 29** for our live-stream parallel presentation sessions.

Conference Survey

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

Schedule

Online Session Access

Conference Survey

General Information

Refreshment Breaks

Complimentary coffee, tea, juice, water, and light snacks will be available during the scheduled coffee breaks. Please note that lunch is not provided.

Name Badges

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

Connecting to WiFi

Free WiFi is provided at the Toshi Center Hotel. To log in on any of your smart devices, please use the network name and password provided below. Please note that the WiFi is very unreliable so we would strongly suggest that you do not rely on a live connection for your presentation and prepare a personal WiFi or data plan.

Network Name: Toshicenter_Hotel_Wi-Fi
Password: toshi19590302

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 – **iafor.org/about/privacy-policy**

Conference Networking Events

Welcome Reception | The Public Red Akasaka

Join fellow delegates for a drink or two at the conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. The event will be held at **The Public Red Akasaka**, Tokyo. The Public Red Akasaka is a short ten-minute walk from the conference venue.

Time & Date: Monday, March 24, 2025 | 18:00-20:00
Location: The Public Red Akasaka
Address: Akasaka 3-11-8 1F, Minato Ku, Tokyo
Ticket Price: **Free to attend**
Admission is included in the conference registration fee and is only open to registered conference delegates and audience members

Conference Dinner | Shunju Tameikesanno

Celebrated for its blend of traditional and contemporary Japanese cuisine, Shunju Tameikesanno offers an experience where classic flavours meet modern culinary techniques. Join us for an evening of refined dining in Tokyo's cosmopolitan midtown.

Time & Date: Tuesday, March 25, 2024 | 19:00-21:00
Location: Sanno Park Tower 27F, Nagatacho 2-1-1, Chiyoda Ku, Tokyo
Ticket Price: **13,000 JPY**
This is a ticketed event. Only delegates with pre-purchased tickets are able to attend the Conference Dinner

Cultural Event | Kimono Dressing Demonstration

Delegates are invited to a special session focusing on the art of kimono dressing, featuring live demonstrations by kimono instructor Satoko Yamada. This interactive session will guide attendees through the precise process of dressing in a kimono, using live models to illustrate each step. Yamada Sensei will provide explanations on the techniques used, as well as the cultural rationale and traditions behind these practices. This live session promises to be both educational and engaging, offering insights into the rich cultural heritage of Japan.

Time & Date: Monday, March 24, 2025 | 15:30-16:30
Location: Toshi Center Hotel, Orion Hall (5F)
Ticket Price: **Free to attend**
Admission is included in the conference registration fee and is only open to registered conference delegates and audience members

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 **Friday, April 25, 2025**, through the online system. The proceedings will be published on **Friday, June 6, 2025**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Monday, April 7, 2025**. Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Conference Catch-up

All Keynote Presentations and 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 until **Wednesday, April 30, 2025.**

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.

Catch-Up Access

Virtual Presentations

Where tradition and innovation inspire

IAFOR Kyoto Conference Series

November 04-08, 2025 | Held at the Kyoto Research Park, Kyoto, Japan, and Online

The 16th Asian Conference on Media, Communication & Film (MediAsia2025)
The 6th Kyoto Conference on Arts, Media & Culture (KAMC2025)

Abstract Submission Deadline: August 01, 2025

Where will your ideas take you next?

Visit iafor.org/conferences for more information about our upcoming events

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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, Web of Science, 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 worldwide, largely due 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 Cultural Studies (Scopus Indexed)
IAFOR Journal of Education (Scopus & Web of Science Indexed)
IAFOR Journal of Literature & Librarianship (Scopus Indexed)

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

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. 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.

ACEID2025 Scholarship Recipients

Nurul Anggraini (Oral Presentation)
88942 | *HOTS-Based Multimodal Pedagogy: An Innovative Learning Strategy to Promote EFL Young Adolescents' Critical Social Awareness*
Ms Nurul Anggraini is currently pursuing a master's degree at the Education University of Indonesia, Indonesia.

Tran Hoang Thuy Duong (Oral Presentation)
89262 | *The Effect of Holistic Thinking on Students' Belief and Interdisciplinary Competence in Vocational Education*
Ms Tran Hoang Thuy Duong is a PhD student in the Department of Industrial Education at National Taiwan Normal University, Taiwan. Her research interests focus on sustainable education, the application of AI in education, and vocational education.

Agi Syarif Hidayat (Live-Stream Presentation)
88814 | *Donating or Collecting Knowledge: Which Drives Innovation More? Insights from Indonesian Educators*
Mr Agi Syarif Hidayat is a PhD student in the Management Science Program at Universitas Gadjah Mada, Indonesia. He is currently interested in researching creative workers such as lecturers and teachers, focusing on knowledge and innovation.

Chenggang Liang (Oral Presentation)
89224 | *Parental Involvement and Children's L2 Learning Motivation and Engagement: A Person-Centered Approach*
Mr Chenggang Liang is currently a PhD student in the Faculty of Education, University of Macau, Macau SAR, China.

Kata Springinzeisz (Oral Presentation)
89155 | *Practices and Evaluation of Social Inclusion in the Museum Education of Chilean Art Museums*
Dr Kata Springinzeisz is currently a University Lecturer for the Master in Teaching for Higher Education programme at The University of Gabriela Mistral, Chile.

ACP2025 Scholarship Recipients

Siti Inarah Hasim (Virtual Presentation)
88841 | *Developing the Digital Islamic Mindful Parenting Intervention (D-IMPPAC): A Thematic Analysis for Supporting Parents of Atypical Children*
Ms Siti Inarah Hasim currently serves as a Lecturer and Clinical Psychologist at the International Islamic University Malaysia (IIUM), Malaysia.

Luan Nguyen Huyhn (Oral Presentation)
89040 | *Mood as the Mediator of the Relationship Between Interoceptive Sensibility and Alexithymia*
Mr Luan Nguyen Huyhn is currently an Associate Lecturer at The Royal Melbourne Institute of Technology (RMIT) University Vietnam. He is also currently a PhD Candidate at RMIT University Melbourne, Australia.

Nombulelo Nodwengu (Virtual Presentation)
89351 | *Exploring the Psychological Well-Being of People Living with HIV/Aids in Lusikisiki, in the Eastern Cape, South Africa*
Ms Nombulelo Nodwengu is currently employed as a Lecturer in Psychology and as an Honors Research Supervisor at The University of Fort Hare, South Africa. She has always been interested in studying more on the well-being of individuals living with HIV/AIDS.

Emeh Udoh (Virtual Poster Presentation)
89188 | *Role of Perceived Controllability, Collective Efficacy and the Moderating Role of Time Perspective on Farmers'-Herders' Self-Other' Justice Perception*
Ms Emeh Udoh is currently a PhD student majoring in Social Psychology in the Department of Psychology, University of Uyo, Nigeria.

Madhulika Rathore (Virtual Presentation)
87435 | *Relationship Among Caste Identity, Chastity Beliefs and Psychological Distress in Urban and Rural Rajasthan (India)*
Ms Madhulika Rathore is a PhD scholar at the Indian Institute of Technology Jodhpur, India. Her PhD research focuses on the relationship between institutional and gender-based violence.

Rashmi Samal (Virtual Presentation)
88837 | *Experiences of Women with Gynaecological Cancer in India: A Qualitative Study*
Ms Rashmi Samal is a Research Scholar with an interest in psycho-oncology, women and child health, psychotherapeutic interventions, and behavioral experiments. She is currently working on psychological intervention for women with gynaecological cancer.

AGen2025 Scholarship Recipients

Muhammad Mudasar (Oral Presentation)
89330 | *Exploring the Prevalence and Association Between Malnutrition and Frailty Among Older Adults at Old Age Homes in Karachi Pakistan*
Mr Muhammad Mudasar is pursuing a Master of Science in Nursing at Aga Khan University Karachi, Pakistan.

Sarika Rai (Poster Presentation)
89170 | *Examining the Relationship Between Early Life Risk Factors and Multimorbidity Risk Among Elderly in India: Evidence from LASI-1*
Mr Sarika Rai is a PhD scholar at the International Institute for Population Sciences (IIPS), India. Her doctoral research focuses on the intersection of ageing and digital technology.

Ksenia Wróblewska (Oral Presentation)
88119 | *Silver Surfers: Unveiling Social Media Habits Among Seniors*
Ms Ksenia Wroblewska's research interests include marketing, media marketing, VOD platforms, social problems, FOMO, and media management.

IAFOR events are among the most diverse on earth

Bridging divides of nation, culture, and discipline; informing and shaping ideas, research, practice, and policy in a comparative and contrastive space, IAFOR encourages the sharing and nurturing of diverse ideas.

Over the past year, more than 5,000 delegates from more than 120 countries have participated in an IAFOR event.

5,000+
Delegates

120+
Countries

Inspiring global collaborations, this diversity of peoples, nations, voices, cultures, and ideas is at the heart of what we do.

It is our greatest strength. Join us.

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IAFOR Global Fellows 2024/2025

IAFOR is delighted to announce the IAFOR Global Fellows for 2024/2025 as a part of its Global Fellowship Programme initiative. This fellowship programme is a wonderful opportunity for researchers to engage with IAFOR and its international network and collaborate together as fellows themselves to strengthen their research capacity and broaden their connections. In the inaugural 2024/2025 Programme, we proposed a theme of 'independent voices' with a focus on East Asian topics, selecting a cohort of up-and-coming researchers in the field to contribute to building a broader knowledge within the region where IAFOR operates. The selected fellows have shown their outstanding capacity and commitment to represent independent voices from various perspectives, be it the arts, culture, or politics. Members of the IAFOR community can look forward to engaging with the fellows through upcoming conferences and their publications.

IAFOR Global Fellows will be correspondingly appointed Fellows in the IAFOR Research Centre at Osaka University's School of International Public Policy (OSIPP) for the duration of their Fellowship.

We received a large number of applications and are proud to introduce the five successful fellows for the 2024/2025 cohort as follows:

Hongmin Ahn, South Korea
Hongmin Ahn is a student at the Inter-University Center for Japanese Studies in Yokohama, Japan (2024-25). He holds a Master of Theological Studies from Harvard Divinity School, United States and a Bachelor of Arts in Religion from Bard College, United States. As an interdisciplinary scholar, Mr Ahn focuses on modern transnational religions in Korea and Japan, with a particular emphasis on Zainichi – the Korean diaspora in post-colonial Japan. His research explores the transnational networks of Zainichi religions that connect Korea, Japan, and the global Korean diaspora.

Azusa Iwane, Japan
Azusa Iwane is the vice-project manager and editor at Global News View (GNV), an independent media outlet introducing the Japanese audience to international news overlooked by domestic mainstream media. She conducted a series of field studies in Zambia to better grasp the effective poverty experienced by mining communities with the collaboration of the Dag Hammarskjöld Institute for Peace and Conflict Studies, Copperbelt University.

Sheng-Hsiang Lance Peng, Taiwan
With his recent PhD completion from Cambridge University's Education Faculty, Dr Sheng-Hsiang Lance Peng is an early career research fellow at IAFOR. In his current monster(s) project, Lance uses monstrous perspectives of othering to reimagine narratives from the periphery of Japanese society.

Shuqi Wang, China
Dr Shuqi Wang just earned her doctorate degree from Nanyang Technological University, Singapore. Her research focuses on international relations and foreign policy analysis. She currently explores the historical influences on foreign policy preferences within US alliance systems.

Yanhua Zhou, China
Dr Yanhua Zhou is currently a Professor of Art History at the Research Center for Visual Art, Sichuan Fine Arts Institute, China. She is also affiliated as a Professor with the Department of East Asian Studies at University of Arizona, United States. Her research focuses on the issue of art and geographic politics of contemporary art in Asia, global socially engaged art in a transnational context, affective infrastructural studies, and non-human agency in art.

Find out more about the IAFOR Global Fellowship Programme at
https://iafor.org/iafor-global-fellowship-programme/

Yokoso!

That's "welcome" in Japanese (*^‿*)♡
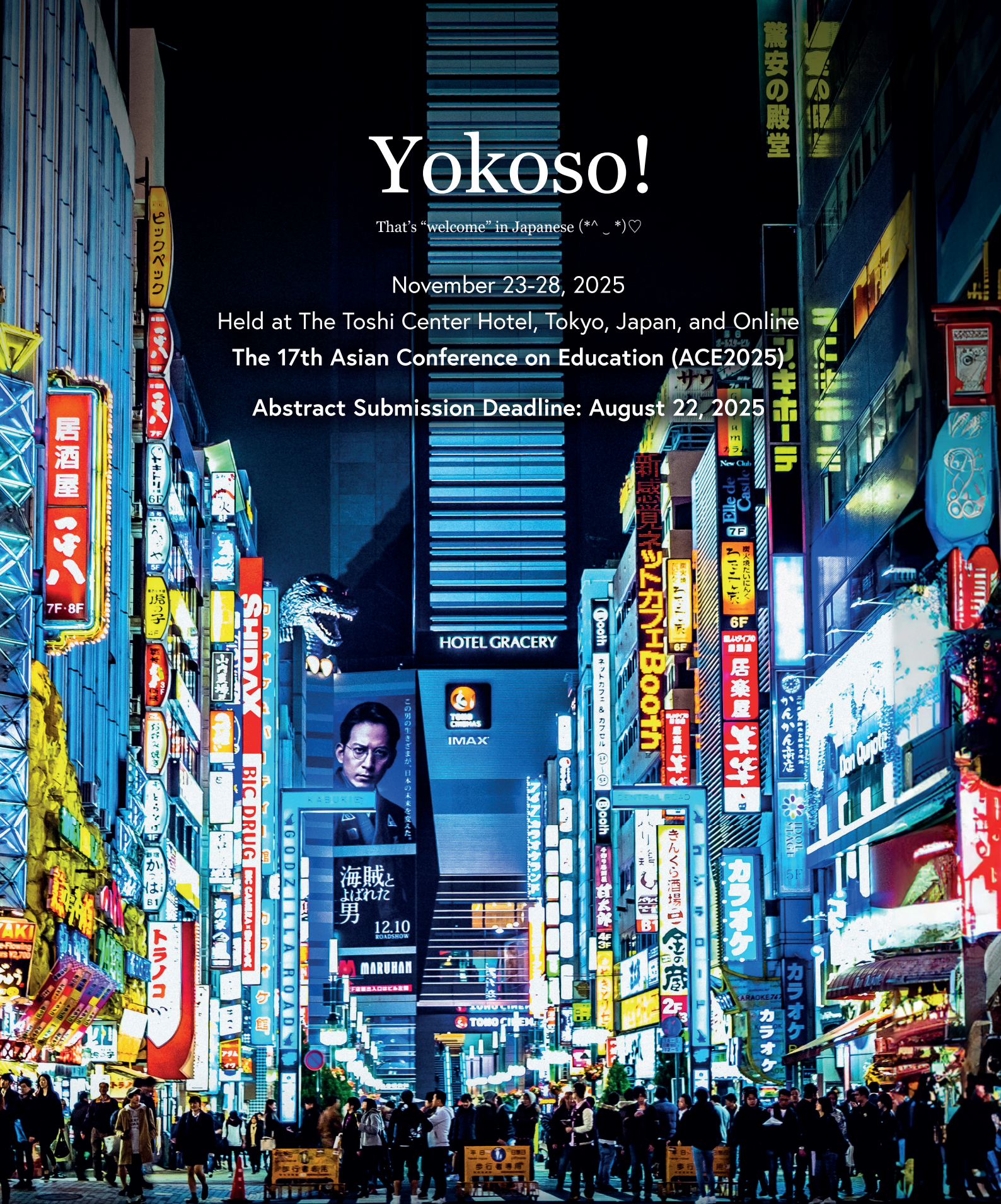
November 23-28, 2025
Held at The Toshi Center Hotel, Tokyo, Japan, and Online
The 17th Asian Conference on Education (ACE2025)

Abstract Submission Deadline: August 22, 2025

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take you next?

Visit iafor.org/conferences for more information about our upcoming events

Keynote & Featured Presentations

All times are Japan Standard Time (UTC+9)

Featured Pre-Conference Workshop Presentation: Michael Menchaca, Grant Black

Tips and Technology to Maximise Your Conference Experience

Monday, March 24, 2025 | 13:50-14:35 | Orion Hall (5F), Toshi Center Hotel

Do you have clear goals and a plan when you attend a conference? Are you able to optimise networking opportunities? Do you consider how to present yourself and keep tabs on who presented and what was said? Do you use technology to record and enhance your experience at conferences? It is common to be unsure or lack confidence in any of these skills, whether you are an early-career academic or a well-traveled delegate. In this workshop, seasoned conference presenters will introduce sound strategies and tools to help you maximise your conference experience, including the use of artificial intelligence to assist in scheduling, recording, and presentation analysis. Time will be allotted for questions and discussion.

Michael Menchaca

Professor Michael Menchaca is a Professor in the Department of Learning Design and Technology at the University of Hawai'i at Mānoa, United States. He specialises in distance education, and has designed, implemented, and coordinated online and hybrid programs for over 20 years. He serves as editor for the IAFOR Journal of Education: Technology in Education Edition. He was an IT specialist for many years in the public and private sector. As an educator, he teaches and conducts research in the areas of online learning, technology integration, and social justice with technology.

Grant Black

Professor Grant Black is a Professor in the Faculty of Commerce at Chuo University, Tokyo, Japan, where he has taught Global Skills and Global Issues since 2013. Professor Black is engaged in diverse roles as a global manager, systems builder, executive leader and university professor. His research and teaching areas include global management skills, intercultural intelligence (CQ) and organisational management. He also has taught Japanese Management Theory at J. F. Oberlin University (Japan), and a continuing education course in the Foundations of Japanese Zen Buddhism at Temple University Japan. Previously, he was Chair of the English Section at the Center for Education of Global Communication at the University of Tsukuba where he served in a six-year post in the Faculty of Humanities and Social Sciences. He holds a BA Highest Honors in Religious Studies from the University of California, Santa Barbara; an MA in Japanese Buddhist Studies from the University of California, Los Angeles; and a Doctor of Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester. Professor Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the UK. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). He is President of Black Inc. Consulting (Japan), a Tokyo-based firm specialising in international and intercultural project management, communication projects, and executive leadership and training. He is the director of the Nippon Academic Management Institute (NAMI) and the author of *Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation* (Routledge, 2022). He serves as a Vice-President for the International Academic Forum (IAFOR).

How to Write a Clear (and Effective) Introduction

Monday, March 24, 2025 | 14:40-15:25 | Orion Hall (5F), Toshi Center Hotel

The introduction of papers, articles, and grant proposals holds paramount importance in the scientific publication process: it represents the very first section reviewed by editors and peer reviewers. The quality of the introduction can be the determining factor in whether your work progresses – or stalls – on its long publication journey. Understanding the best practices for structuring this section, recognizing what to include and, equally important, what to omit, are essential. In this workshop, we will provide practical insights and tips aimed at enhancing your ability to craft clear and compelling introductions for various publishing pursuits in academia. Although this session is primarily designed for PhD candidates, particularly those approaching the final stages of their doctoral research, early-career scholars navigating their publication endeavours are encouraged to participate.

Lara Carminati

Dr Lara Carminati is a Senior Assistant Professor in Organisational Behaviour and Change Management at the University of Twente, Netherlands. She earned a PhD in Management, Organisational Behaviour from The University of Surrey, United Kingdom. Her research lies in the field of identity with key focuses on human-technology interactions from an identity work perspective, the role of (observed) emotions and emotional intelligence in team settings, as well as the micro and macro processes surrounding identity dynamics. Her work has been published in a number of journals, including *Applied Psychology: An International Review*, *Production, Planning & Control*, *Frontiers in Psychology*, *Current Psychology*, and *Ethics and Behaviour*.

Supporting Quality and Relevant Tertiary Education for Marginalized Youth and Communities: Challenges and Opportunities for International Development

Tuesday, March 25, 2025 | 11:00-11:25 | Orion Hall (5F), Toshi Center Hotel & Online

No individual should be left out of education, particularly those among the most marginalised, vulnerable, and conflict-affected communities. Joint action and advocacy have become vital in removing obstacles and supporting these individuals in accessing inclusive, quality, and relevant tertiary education. By taking into consideration diversity in global contexts and placing them at the heart of global partnerships and scholarship programs, students in these demographics are empowered to excel beyond their challenging environments and achieve sustainable, positive contributions to the social and economic development of societies at large. This presentation highlights such trajectories, programmes in place with this mission in mind, and how access to equitable education opportunities contribute to the United Nations' Sustainable Development Goals (SDGs), and to the student's well-being, employability, and advancement in society.

Amir Dhia

Dr Amir Dhia is the Manager of Higher Education at the Education Above All (EAA) Foundation in Qatar. His career spans over twenty-five years of global experiences and achievements in private, public, non-governmental, and state institutions. He has held several senior positions internationally, including Advisor, Dean, and Director General, contributing to the advancement of higher and executive education, certification institutions, language institutes, and international education partnerships.

At the EAA's Al Fakhoora Programme, Dr Dhia supports efforts to transform lives through access to quality and relevant tertiary education by providing scholarships to over 10,000 marginalised and conflict-affected youth in more than 60 top-tier universities in over 10 countries worldwide.

Dr Dhia holds a PhD (summa cum laude) from the Centre d'Études Diplomatiques et Stratégiques, France, specialising in Knowledge Society and Diplomacy. He has also earned a number of designations in leadership, management, and business development. He is also an Associate Professor and Expert Trainer, having delivered keynote presentations at international conferences, lectured in various higher education institutions, and trained professionals at all levels.

Keynote Presentation: Harry A. Hill

The Fighter's Mindset: Training for Resilience Across Life and Business

Tuesday, March 25, 2025 | 11:45-12:10 | Orion Hall (5F), Toshi Center Hotel & Online

As society faces the challenges of an aging population, the need for resilience and lifelong learning has never been more pressing. In this keynote, Mr Harry A. Hill, entrepreneur, former CEO, and author of *Fighter!: A Guide to Life and Business* (2025), presents how we can cultivate resilience through education, physical training, and mental adaptability.

Drawing from his extensive experience in business leadership and fitness, Mr Hill introduces the Chief Kickboxing Officer (CKO) Program, a unique pedagogical approach that applies Total Physical Response (TPR) – an immersive learning method traditionally used in language acquisition – to train resilience in both professional and personal settings. The CKO method incorporates multi-disciplinary training and stress inoculation techniques, strengthening both body and mind and proving that resilience is trainable, not inherent.

This presentation will address three key aspects of this method: aging and physical resilience, cognitive resilience and lifelong learning, and education and adaptive learning. Through personal stories, scientific evidence, and real-world applications including insights from his work with UFC Gym Japan and aging athletes, Mr Hill will illustrate how developing resilience is the key to thriving at any age. This session invites attendees to rethink their approach to aging, education, and resilience, encouraging them to embrace lifelong learning, physical training, and the fighter's mindset in their personal and professional lives.

Harry A. Hill

Mr Harry A. Hill is a passionate and dynamic business and civic leader. As President and CEO of Oak Lawn Marketing, Inc. (OLM) in Japan from 2006 to 2017, the company grew from 15 billion JPY to 68 billion JPY in sales. Mr Hill and his management team successfully created a robust corporate culture based on their vision of 'enriching lifestyles worldwide'. In 2009, he orchestrated one of Japan's most significant M&A transactions when NTT Docomo took a majority share in OLM. In September 2017, Mr Hill stepped down as CEO, but remains an outside director. He went on to found Better-U, a fitness company operating UFC Gyms in Japan, in 2019.

Panel Presentation: Jun Arima, Kyung Nam Shin, Yukari Ando, Brendan Howe (Moderator)

Education for Good Global Governance

Tuesday, March 25, 2025 | 14:30-15:30 | Orion Hall (5F), Toshi Center Hotel & Online

Good governance involves reconciling conflicting interests, generating collective good, providing security for all, and respecting the rule of law. At the state level, these aspirations manifest in the instruments of government. Internationally, however, we aspire to achieve similar goals but in the absence of formal governing mechanisms. Global governance represents both the attempts to govern internationally and the production of policy guidelines and best practices for national governments. Global governance faces many challenges, including climate change, pandemics, demographic timebombs involving both growth and shrinkage of youth sectors, democratic recession, authoritarian populism, and the humanitarian crisis of forced migration and refugees. While the information and communication technology (ICT) revolution has democratised access to information, it has not necessarily led to the propagation of knowledge. Education plays a crucial role in allowing global citizens to make informed choices when it comes to the construction of governance structures and selection of their representatives. This panel focuses on the importance of dissemination of principles of good governance in the face of these challenges. Participants will address responsibilities towards others, including future generations, of those who govern, and of the citizens of the world.

Jun Arima

Professor Jun Arima is the President of IAFOR, and the senior academic officer of the organisation. In this role, Professor Arima is the Honorary Chair of the International Academic Advisory Board, as well as both the Academic Governing Board and its Executive Committee. He also sits on the IAFOR Board of Directors.

Jun Arima was formerly Director General of the Japan External Trade Organization (JETRO), UK from 2011 to 2015 and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI), Japan, from 2011 to 2015. He has previously held various international energy/environment-related positions, including: Head of Division, Country Studies, International Energy Agency (IEA); Director, International Affairs Division, Agency of Natural Resources and Energy, METI; and Deputy Director General for Environmental Affairs at METI's Industrial Science and Technology Policy and Environment Bureau. In the COP (UN Convention on Climate Change) 14, 15 and 16, he was Japanese Chief Negotiator for AWG-KP.

Since 2015 Jun Arima has been a Professor at the University of Tokyo, Japan, where he teaches Energy Security, International Energy Governance, and Environmental Policies in the Graduate School of Public Policy. (GraSPP). He is also currently a Consulting Fellow at the Japanese Research Institute of Economy, Trade and Industry (RIETI). He is also Executive Senior Fellow at the 21st Century Public Policy Institute, Principal Researcher at the International Environmental and Economic Institute (IEEI), Distinguished Senior Policy Fellow, at the Asia Pacific Institute of Research (APIR), Senior Policy Fellow on Energy and Environment, Economic Research Institute for ASEAN and East Asia (ERIA), and was the Lead Author, the 6th Assessment Report of the Intergovernmental Panel of Climate Change (IPCC).

Kyung Nam Shin

Dr Kyung Nam Shin serves as the Assistant Director-General and Head of the Investment & Policy Solutions Division at the Global Green Growth Institute (GGGI) in South Korea, a leading international organisation dedicated to promoting green growth and climate resilience. GGGI collaborates with approximately 70 countries, including 49 member countries.

He leads global programmes in areas such as green hydrogen, low-carbon transport, and the circular economy, which have the potential to mobilise from 500 million to over 1 billion USD. He played a key role in securing a project preparatory fund of approximately 25 million USD over five years, supporting the expansion of sustainable project development. Currently, he is establishing a blended finance facility that integrates public and private capital. He has an extensive career spanning 15 years at the Asian Development Bank (ADB), where he played a pivotal role in structuring financing agreements and processing project loans in South Asian countries. Prior to joining ADB, he spent over 13 years at the Ministry of Finance and Economy of Korea, focusing on international finance and public resource management.

Following his tenure at ADB, he served as Director-General at the Green Technology Centre, a Korean government agency specialising in climate technology projects, including renewable energy and sustainable transport initiatives.

Yukari Ando

Yukari Ando is a Professor at the University of Toyama, Japan. Her field of research centres around international refugee law and international human rights law. She served as a programme adviser in the Cabinet Office of Japan, during which she was involved in the General Election in Sudan in 2010 and the Southern Sudan Referendum in 2011 as an international observer. She obtained her LLM from the University of Warwick, United Kingdom, and an MA in International Cooperation Studies from Nagoya University, Japan. She has also conducted research at the Paris Human Rights Centre (CRDH), Paris-Panthéon-Assas University, France. One of her English publications related to her speech is the chapter 'Impacts on Refugee Law: Implications for Japanese Law, European Union Law and International Human Rights Law' in *Global Impact of the Ukraine Conflict: Perspectives from International Law* (Springer, 2023).

Brendan Howe (Moderator)

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 the current 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 (United States), the Freie Universität Berlin (Germany), De La Salle University (Philippines), The University of Sydney (Australia), Korea National Defence University (South Korea), Georgetown University (United States), Universiti Malaysia Sarawak (Malaysia), and Beijing Foreign Studies University (China).

Educated at the University of Oxford, the University of Kent at Canterbury (United Kingdom), Trinity College Dublin (Ireland), and Georgetown University (United States), 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 *Comprehensive Peacebuilding on the Korean Peninsula* (Springer, 2023), *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

Keynote Presentation: Hidenobu Sumioka
Social Robots For All Stakeholders in Elderly Care
Wednesday, March 26, 2025 | 09:35-10:05 | Orion Hall (5F), Toshi Center Hotel & Online

The increasing proportion of elderly individuals has made elderly care a pressing societal issue, with robots anticipated to play a significant role in addressing this challenge. Beyond providing rehabilitation and physical support, researchers are also exploring the use of social robots for psychological and emotional support, particularly for individuals with dementia, to alleviate the workload of caregivers. However, recent studies indicate that while the introduction of social robots is expected to reduce caregiver burden, these technologies often fail to effectively assist individuals with dementia, inadvertently increasing the workload for care staff. This keynote will introduce ongoing research on the development of 'Hiro-chan', a baby-like robot designed specifically for elderly care. Findings from two- and four-week field trials of Hiro-chan as part of the elderly care toolkit for dementia patients and their caregivers helped us to understand how the baby-robot was perceived and interacted with, including the significant impact of the robot's interactive design on the nursing home environment. The development and implementation of Hiro-chan presents the case for an all-stakeholder-centred approach and a profound understanding of the needs of dementia patients and care staff are essential for successfully integrating robots into nursing home settings.

Hidenobu Sumioka

Dr Hidenobu Sumioka is the leader of the Presence Media Research Group in Hiroshi Ishiguro Laboratories, part of Advanced Telecommunications Research Institute International (ATR), Japan, where he has conducted research for over ten years. He received a PhD in Engineering from Osaka University, Japan, in 2008. Following the completion of his doctoral studies, Dr Sumioka served as a Research Fellow of the Japan Society for the Promotion of Science (JSPS), subsequently becoming a researcher at the Artificial Intelligence Laboratory in 2009 under the direction of Professor Rolf Pfeifer. His research interests include human-robot touch interaction, application of social robots for elderly care, and physiological influence of social robots on humans.

Panel Presentation: Beth Hedva, Dharmawan Ardi Purnama, Davy Tsz Kit Ng, Chi-Shing Tse, Dexter Da Silva (Moderator)

Human vs Artificial Intelligence: Psychological Threats and Opportunities

Wednesday, March 26, 2025 | 10:20-11:50 | Orion Hall (5F), Toshi Center Hotel & Online

The proliferation of Artificial Intelligence (AI) has had an enormous psychological impact on society in terms of how we view ourselves and others, how we communicate with each other, and our relationship with technology. From an educational psychological perspective, Human Intelligence (HI) itself is contested: is it one factor, as in Spearman's General Intelligence (GI), measured by IQ tests; or does it consist of multiple factors, as in Gardner's theory of Multiple Intelligences (MI), or Sternberg's Triarchic Approach, with Analytical, Creative, and Practical Intelligences? Other types of HI have been proposed, such as Cattell's Fluid Intelligence vs Crystallised Intelligence and Goleman's Emotional Intelligence (EQ).

While there is no universally agreed upon definition of HI, it is generally accepted that it involves certain abilities, including learning, recognising, and solving problems. HI is understood as being brain-based, and that brain processes can largely be seen as computational processes. Our understanding of AI is also in a state of flux with rapid developments and disagreement among experts. At the moment, there are at least three different types of AI: Narrow AI, Artificial General Intelligence (AGI) = HI-level intelligence, and Artificial Super Intelligence (ASI). What is generally agreed on is that AI Large Language Models Systems 'are not dissimilar to the human brain's prefrontal cortex, the part of us that does abstract thinking and that separates us from the (sic) animals'. (Hamilton, William and Hattie, 2023).

The boundaries between humans and machines are already blurred. Hamilton, William and Hattie (2023) suggest that 'We may already be in the era of "peak humanity", with the greatest levels of education, reasoning, rationality, and creativity... spread out amongst the greatest number of us'. Although AI has yet to achieve its full potential, some experts believe that AGI will be fully realised within two years. The question of how humans are superior to machines is usually met with the same answers: consciousness, emotions, empathy, motivation, and creativity. Psychology, as the scientific study and application of human thinking, emotions, and behaviour, is well positioned to harness AI for positive human interaction with people from diverse backgrounds, achieving intergenerational and cross-cultural understanding. Both AI and psychological literacies are, therefore, extremely important: urgent action is needed to establish AI use policies in terms of equity, ethics, safety, and the future of humanity.

This panel discussion will address the following pressing questions regarding this need to act: What is the potential for AI? How is it currently being used, and how can it help transform human interaction and communication for the better? And finally, what are the dangers and benefits of these uses?

Beth Hedva

Dr Beth Hedva has been called by United Nations ambassadors and national associations to assist in a variety of humanitarian missions across the globe. She has trained and upgraded psychologists and volunteer recovery workers in the two deadliest natural disasters of the century – the 2004/5 tsunami in Aceh, Indonesia and the 2010 Haitian earthquake; supported post-civil war healing in Sierra Leone; developed and lead multigenerational-genocide trauma recovery in post-Vietnam Cambodia; facilitated recovery from colonisation, and tackled racism between Aboriginal and non-Aboriginal Canadians. A licensed psychologist and marriage and family therapist, international lecturer, and trainer of helping professionals, Dr Hedva is a former Director of the International Council of Psychologists and Canadian Chair of the Association for Trauma Outreach and Prevention.

Dr Hedva's reputation grew from blending emerging and contemporary clinical psychological practices with ancient and indigenous cultural healing and spiritual approaches to develop a uniquely flexible integrative strategy for individual and community health and wellness. Award-winning author of Betrayal, Trust and Forgiveness: A Guide to Emotional Healing and Self Renewal, she is listed in the 12th Edition of The World Who's Who of Women, Marquis Who's Who in America; and the American Biographical Institute's Hall of Fame for Humanitarian Contributions in Cross-Cultural Psychology.

Dharmawan Ardi Purnama

Dr Purnama is currently a lecturer in Psychiatry at the Faculty of Medicine, Krida Wacana Christian University, Indonesia. He serves as one of the executive board members of the Ricci Catholic School Foundation and is the founder of Smart Mind Center Consulting and the Asian Psychiatry Intervention Network (APIN), which is an association of psychiatrists and neuropsychiatrists from Asia focused on neurostimulation (ECT, rTMS, and neuromodulation). His broad interests in biological psychiatry include consultations in psychosexual and marital issues (sexual addiction and pornography), Consultation Liaison Psychiatry for Diabetes Mellitus, cardiovascular, gastroenterology, and neuropsychiatry, as well as ADHD in children and adults.

Both an active academic and practitioner, Dr Purnama has served as Chairman of Indonesian Sexology Associations, Chairman of The Indonesian Medical Association (ISI) North Jakarta Branch, Deputy Chairman of the Consultation Liaison Psychiatry section of the Indonesian Psychiatric Association, and an administrator of the PDSKJI Jakarta (Indonesian Psychiatric Specialists Association) and the Psychosexual and Marital section of the Indonesian Psychiatric Association.

Dr Purnama completed his general medical education at the Faculty of Medicine, Unika Atma Jaya Catholic University, Indonesia. He went on to obtain a specialist degree in Psychiatry from the Faculty of Medicine, University of Indonesia as well as a Doctorate in Philosophy from the Driyarkara School of Philosophy in the field of Existential Psychotherapy, with a dissertation on Logotherapy with a narrative restoration approach. He has undergone training at a number of institutions, including The Chinese University of Hong Kong and Hong Kong University as well as clinical training at Sawa Hospital in Toyonaka City, Osaka, Japan.

Davy Tsz Kit Ng

Dr Davy Tsz Kit Ng is currently an Assistant Professor at The Education University of Hong Kong, Hong Kong. He was previously an IT Panel Head at a local secondary school in Hong Kong and a Visiting Scholar at the Division of Integrative Systems and Design, Hong Kong University of Science and Technology. He holds a PhD in Education and Technology from The University of Hong Kong (HKU), a Master of Education in Educational Psychology, a Bachelor of Science degree in Computer Science, and a postgraduate qualification in ICT Education from the Chinese University of Hong Kong (CUHK), Hong Kong. His research interests lie in the areas of Generative AI literacy, the metaverse and STEAM education, and technology-enhanced pedagogic innovation.

He has published around 50 articles, many in Q1 journals, and authored a book on AI literacy that obtained the China New Development Award from Springer Nature in 2023. His work is informed by recent research on using ChatGPT in self-regulated learning and conceptualising AI literacy and the metaverse. He was a recipient of the Research Postgraduate Student Publication Award at HKU, the Social Innovation Leadership Award at CUHK, and the Outstanding Paper Award in the International Postgraduate Roundtable and Research Forum at The Education University of Hong Kong. He has been named in the 2024 Stanford's List of World's Top 2% Scientists in Education.

Chi-Shing Tse

Professor Chi-Shing Tse currently teaches in the Department of Educational Psychology at The Chinese University of Hong Kong, Hong Kong. He also serves as the university's Director of the Doctor of Education program and the Associate Director at the Centre for Learning Sciences and Technologies. His research spans several interdisciplinary fields, including autobiographical memory, learning sciences and technologies, psycholinguistics, and psychological well-being, reflecting a broad commitment to understanding complex cognitive and affective processes. In addition to his work as an educator and researcher, Professor Tse is involved in student affairs, holding the role of Associate Dean of Students at the university's United College, where he plays a role in promoting the holistic development of students, placing a strong emphasis on mental health and well-being.

Dexter Da Silva (Moderator)

Professor Dexter Da Silva is Professor Emeritus at Keisen University in Tokyo, Japan, where he has been teaching for 35 years. He is an Educational Psychologist who has taught at junior high school, language schools, and universities in Sydney, Australia, and at various educational institutions in Japan. He was educated at the University of Sydney, Australia (BA, Dip. Ed., MA), and the University of Western Sydney, Australia (PhD). He has presented and co-presented at conferences throughout Asia, Australia, Europe, and the United States, and published or co-published a number of books, articles, and book chapters on education-related topics. He is a past president of the Asian Psychological Association and currently a Vice-President of IAFOR. As an Educational Psychologist, he is very interested in how Artificial Intelligence will continue to be incorporated into and impact research and theory on the nature, types, and uniqueness of Human Intelligence(s).

Notes

The Forum: Global Citizenship Education: Human and Artificial Intelligence

Emiliano Bosio (Respondent), Melina Neophytou (Moderator)

Wednesday, March 26, 2025 | 12:05-13:05 | Orion Hall (5F), Toshi Center Hotel & Online

Artificial Intelligence (AI) is promised to enhance our efficiency and quality of life. However, we have also been warned about AI's threats to human autonomy, honesty, integrity, and responsibility. While AI excels at processing vast amounts of information, generating content, and automating tasks quickly, it lacks essential human qualities such as critical thinking, ethical reasoning, empathy, and self-reflection. This is evident with academic dishonesty, for example, where AI's convenience can weaken students' sense of responsibility, leading them to prioritise shortcuts over intellectual and moral development. Beyond the classroom, this issue can escalate into a broader identity crisis in an AI-driven world, as students transition to become members of society.

According to UNESCO, 'Global Citizenship Education (GCED) recognises the relevance of education in preparing learners to understand and address global challenges in their social, political, cultural, economic, environmental, and technological dimensions. It promotes a sense of belonging to a community and common humanity beyond our local or national environment'. Education should be the bridge that links technology, identity, and social responsibility, helping students grow into individuals who are not just academically capable but also socially aware. Education needs to take advantage of the fact that AI is not inherently bad: it has the potential to cultivate empathy and understanding, promote global collaboration, and develop critical thinking – skills necessary for becoming socially responsible and ethically-minded global citizens.

The key question is: How can education integrate AI while reinforcing human qualities and interpersonal skills essential for ethical leadership and social responsibility? IAFOR is inviting delegates at the conference to join the Forum discussion in exploring this question and others on balancing human and artificial intelligence, ensuring that students develop a critical, ethical, and empathetic mindset needed to become global citizens in an increasingly polarised world.

Emiliano Bosio

Dr Emiliano Bosio is a leading educator, author, and public intellectual. He is known internationally for his work on values-based, critical, and ethical global citizenship for sustainability and the common good. As the Director of the Global Citizenship Education Interview Series, Dr Bosio fosters dialogue among scholars in international and comparative education. He currently teaches at Toyo University and Sophia University in Japan, contributing his expertise to the next generation of engaged and responsible global citizens.

Dr Bosio is the Guest Editor of *UNESCO Prospects* and Chief Editor of *Conversations on Global Citizenship Education* (Routledge), *Ethical Global Citizenship Education* (Cambridge University Press), *Global Citizenship Education in the Global South* (Brill), *Value-Creating Education* (Routledge), and *The Emergence of the Ethically Engaged University* (Springer). Dr Bosio's broader commitment to sustainable and ethical societies is reflected in his roles on the Research Board of the Center for Global Nonkilling (CGNK), United States and as an Associate at the Jeffrey Sachs Center on Sustainable Development at Sunway University, Malaysia. His recent publications include *Fostering Service to Society, Inclusion, and Equity through Global Citizenship Education* (with Hans de Wit), *Critical Pedagogy and Global Citizenship Education* (with Henry Giroux), *Linking Moral and Social-Political Perspectives in Global Citizenship Education* (with Wiel Veugelers), and *Global Citizenship Education at the Crossroads* (with Carlos Alberto Torres).

Melina Neophytou

Dr Melina Neophytou is the Academic Operations Manager at IAFOR, where she works closely with academics, keynote speakers, and IAFOR partners to shape academic discussions within *The Forum*, bring conference programmes together, refine scholarship programmes, and build an interdisciplinary and international community. She is leading various projects within IAFOR, notably The Forum discussions and the authoring of Conference Reports and Intelligence Briefings, and she oversees the Global Fellows Programme.

Born in Germany and raised in Cyprus, Dr Neophytou received her PhD in International Development from Nagoya University, Japan, in 2023, specialising in political sociology, the welfare state, and contentious politics. She received an MA in International Development from Nagoya University, with a focus on Governance & Law, and a BA in European Studies from the University of Cyprus, Cyprus.

Her research interests currently focus on the Japanese welfare state, family values within Japanese society, and their relationship to family policies. She is particularly interested in state-society relations by uncovering how informal social ideas influence formal social policy.

Panel Discussion: Hongmin Ahn, Sheng-Hsiang Lance Peng, Joseph Haldane (Moderator)

Ageing and Gender in Contemporary Japan: Navigating New Female Buddhist Leadership within Institutional and Societal Constraints

Wednesday, March 26, 2025 | 14:10-14:55 | Orion Hall (5F), Toshi Center Hotel & Online

Japanese Buddhism is undergoing a period of profound transformation, driven by an ageing clergy and a declining follower base. As these demographic shifts place increasing pressure on Buddhist institutions to adapt, they also raise critical questions about leadership, gender roles, and the future of the tradition. Against this backdrop, this panel examines the 2009 appointment of Kim Myoseon, a Korean traditional dancer, as head priest of one of Japan's most revered Buddhist temples. As the first female and non-Japanese leader among the 88 temples of the Shikoku Pilgrimage, her appointment marked a rare departure from established norms, which have historically reserved such leadership roles for Japanese men. But does her leadership signal a broader shift in Japanese Buddhism as it grapples with these demographic challenges, or is it merely a temporary response to institutional necessity rather than a fundamental reconfiguration of gender dynamics?

Ageing further complicates the experiences of female religious leaders, positioning them in a paradoxical space where their authority is both respected – as seniors – and restricted – as women. The psychological toll of negotiating these tensions between legitimacy and societal expectations intensifies over time. This panel applies Jeffrey Jerome Cohen's Monster Culture (1996) framework to explore how Buddhist perspectives on gender have historically framed women's religious roles as liminal, exceptional, or even transgressive. Cohen's concept of the 'monstrous' as that which unsettles social categories provides a critical lens to examine how female religious figures – both venerated and marginalised – contend with issues of legitimacy, purity, and institutional authority.

Drawing on reflexive anthropological methodologies, this panel investigates the complex realities facing female religious leaders, illustrating how institutional structures and societal expectations shape their authority, identity, and lived experiences. By situating these discussions within the broader contexts of gender, ageing, and religious authority, this analysis hopes to contribute to ongoing scholarly debates on the evolving role of women in contemporary Japanese Buddhism.

Hongmin Ahn

Hongmin Ahn is a student at the Inter-University Center for Japanese Studies in Yokohama, Japan (2024-25). He holds a Master of Theological Studies from Harvard Divinity School, United States and a Bachelor of Arts in Religion from Bard College, United States. As an interdisciplinary scholar, Mr Ahn focuses on modern transnational religions in Korea and Japan, with a particular emphasis on Zainichi – the Korean diaspora in post-colonial Japan. His research explores the transnational networks of Zainichi religions that connect Korea, Japan, and the global Korean diaspora.

Sheng-Hsiang Lance Peng

With his recent PhD completion from the University of Cambridge's Education Faculty, Dr Sheng-Hsiang Lance Peng is an early career research fellow at IAFOR. His PhD work combines the spectral lens of hauntology with phenomenology to explore the gender(ed) lives of justice-involved girls in out-of-home care. Lance leverages his experience in applying uncanny perspectives such as mnemohistory, monster culture, and hauntology to work with marginalised narratives, and he currently uses monstrous othering to reinterpret voices on the fringes of Japanese society context as part of his monster(s) project.

Joseph Haldane (Moderator)

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

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

Dr Haldane's research and teaching is on history, politics, international affairs, and international education, as well as governance and decision making. Since 2015, he has been a Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and is Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within Osaka University.

A Member of the World Economic Forum's Expert Network for Global Governance, Dr Haldane is also a Visiting Professor in the Faculty of Philology at the University of Belgrade (Serbia), a Visiting Professor at the School of Business at Doshisha University (Japan), where he teaches Ethics and Governance on the MBA programme, and a Member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i at Mānoa's College of Education (United States), collaborating on the development of the Global PhD programme.

Dr Haldane has given invited lectures and presentations to universities and conferences around the world, including at the United Nations Headquarters in New York, and advised universities, NGOs, and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister's Office and the Cabinet Office in collaboration with IAFOR.

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

Aging Data: NACDA Resources for Gerontological Research, Training and Education

Wednesday, March 26, 2025 | 15:40-16:25 | Subaru Room (5F), Toshi Center Hotel

Creating and maintaining sustainable data archives can be challenging, but they offer clear advantages for both national and international research strategies. Multiple researchers can use preserved data to test various hypotheses and increase the return on investment to the expensive data collection process. Having an internally managed archival system also provides greater control and autonomy in the equitable distribution of data resources. This workshop will offer hands-on examples of how to discover data resources, obtain them, and implement them as part of a research strategy. Regardless of whether you are a student looking for a thesis topic, an instructor looking for research material to use in classroom teaching, or an established researcher, the wealth of publicly available data creates almost unlimited opportunities to explore new themes and collaborate with researchers worldwide.

The workshop introduces you to the National Archive of Computerized Data on Aging (NACDA) and our worldwide partners. NACDA has existed for over 40 years and freely distributes over 1,600 studies on the lifecourse and health, representing one of the world's largest research data collections. All researchers attending the conference are welcome to participate, ask questions, and learn about data resources you can use for research, classroom instruction, or in developing a research paper or thesis for your college classes. Our instructors will help you access the wealth of information at your fingertips.

Kathryn Lavender

Kathryn Lavender is the Data Project Manager for the National Archive of Computerized Data on Aging (NACDA), the aging archive at the Inter-University Consortium for Political and Social Research (ICPSR) at the Institute for Social Research, the University of Michigan, United States. NACDA is funded by the National Institute on Aging (NIA) at the National Institutes of Health (NIH). Ms Lavender helps to guide data producers on data management and data sharing in the realm of data on aging populations/ gerontology; promotes secondary research resources for public use; and contributes to spreading knowledge about quality metadata and data discovery through NACDA, as well as through the DDI Alliance. Ms Lavender has been an ICPSR staff member for more than 15 years and has been managing NACDA for nearly half of that time.

Poster
Session 1

Tuesday 16:00-17:00 | Orion Hall (5F)
Poster Session 1

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

Aging and Gerontology

90738 | *Bridging Emergency Care and Community Support: Enhancing Targeted Geriatric Care for Older Patients*
Mon Tun, Changi General Hospital, Singapore
Xin Yu Koh, Changi General Hospital, Singapore
Jamie Xiang Lee Kee, Changi General Hospital, Singapore
Clara Yin-En Seah, Changi General Hospital, Singapore
Arron Seng Hock Ang, Changi General Hospital, Singapore
Barbara Helen Rosario, Changi General Hospital, Singapore

Introduction: Older patients discharged from the Emergency Department (ED) face an increased risk of adverse outcomes, necessitating effective strategies for continued care. Geriatric Ambulatory ED services aim to provide goal-directed management through referrals to community providers. Aim: This study evaluated the effectiveness of these services in delivering targeted geriatric care after recommending follow up care in the community Methods: A retrospective review was conducted from January 13, 2022, to December 23, 2022, involving 108 older patients, predominantly female (74%), with an average age of 76 years. We analyzed demographic information, functional ability, hospital utilization, mortality, and post-visit fragility fractures.
Results: Eighty-two percent of patients presented with falls, with half sustaining fractures. Osteoporosis or osteopenia was newly identified in 30%, but 44% had unevaluated bone health, and only 9% initiated anti-resorptive treatment. Following their index ED visit, 7% re-attended within 7 days, and 5% were hospitalized within 30 days. Over one year, 35% re-attended the ED, and 22% were admitted, with a one-year mortality rate of 5%. Despite recommendations for GP review for 76% of patients, only 61% of the 76% attended, with therapy interventions recommended for 9.3% and only 3% attending.
Conclusion: Targeted geriatric assessments effectively identify falls and fragility fractures, yet improved collaboration and communication between primary and secondary care are essential to enhance follow-up care and overall patient outcomes. Comprehensive management of bone health in the community setting remains a critical area for development.

92222 | *Assessment and Pathway of the ICOPE Through the Medical Care System-Taiwan Experience*
Shiao-Chi Wu, Asia University, Taiwan
Yee-Yung Ng, Fu Jen Catholic University, Taiwan
I-Hua Lai, National Yang Ming Chiao Tung University, Taiwan

Background: Because of rapid aging in Taiwan, the Health Promotion Administration, Ministry of Health and Welfare has subsidized medical and health institutions, including hospitals, clinics, health stations, pharmacies, and specialized facilities of vision and hearing aid to increase health workers' awareness of intrinsic capacity of older adults and assist to assess their performance in the six ICOPE (Integrated Care for Older People) domains in hospitals and communities. When the older adults are suspected with limited mobility. They are encouraged to participate in community activities or join one of 178 senior fitness clubs for their muscle strength and nutrition. Method: This study used the serial ICOPE score and subjective satisfaction data of the 159 of 178 senior fitness clubs members to compare the satisfaction and performance of them before and after training program in 2024 Result: From the data of these older adult members, they rated highly in satisfaction regarding improvements in mental well-being, mood, walking speed, walking stability, strength, fall prevention, and social circles (maximum score is 5, all index shows that average score are above 4.45). The ICOPE score showed that 37.44% abnormal members through 12-weeks training program can improve their intrinsic capacity. The reduced intrinsic capacity included cognitive decline, malnutrition and depressive symptoms of those members were also improved in this study. Conclusion: When the reducing intrinsic capacity of older adults detected and managed earlier by appropriated assessment and pathway such as ICOPD program can be improved.

90197 | *Ageing and Residential Preference Planning Among Ghanaian Urban Commercial Transport Workers*
Emefa Tonorgbevi Awuku, Lingnan University, Hong Kong
Stephen Ampah, Technische Universität Dortmund, Germany

Purpose: This study evaluates the residential planning strategies that urban commercial transport workers in Ghana intend to implement as they prepare for retirement and the factors that influence these decisions using the ecological systems theory and the social constructionism theoretical approaches. Design/Methods: This study used the qualitative study approach. Fifteen (15) urban transport workers aged 50 and older in Elmina and Cape Coast urban centres were sampled using the purposive and convenience sampling methods. Thematic analysis was used to identify key themes related to ageing experiences, housing choices, and challenges in preparing for future living arrangements. Ethical issues like informed consent and anonymity were duly adhered to, and peer review pathways were adapted to ensure inter-rater reliability of themes generated. Findings: The research findings indicate that urban transport workers prioritise ageing in place, emphasising the importance of familiarity and community connections. Economic stability, family support, and societal expectations are just a few of the factors that have an impact on their planning strategies for residential preferences. The research highlights the ways in which cultural narratives or myths about ageing and retirement impact individual perceptions and decisions regarding housing. Originality: This study provides valuable insights into ageing and retirement planning for transport workers in Ghana, enabling policymakers and urban planners to create supportive housing policies that cater to the needs of older individuals in fast-urbanising environments. It also explores the possibility of integrating ecological systems theory with social constructionism perspective to understand ageing and retirement planning strategies.

92223 | *Correlation Between Sleep Duration, Exercise Time, Toe Flexor Strength, and Balance in Older Adults*
Yukyoung Won, CHA University, South Korea
Junggi Hong, CHA University, South Korea

Toe flexor strength contributes to maintaining the body's center of gravity and recovering balance in potentially hazardous situations such as slips or falls. This study examined the correlation between sleep duration, exercise time, toe flexor strength, and balance ability in older adults. The study included 63 participants aged 60 years or older (mean age 72.7 ± 6.9 years). Self-reported data on sleep duration and exercise time per week were collected through a structured questionnaire. Toe flexor strength was measured using a handheld dynamometer (Hoggan), and balance parameters were evaluated using the Quiet Stand (closed-eye, 30 seconds) test on the Force Decks system (Vald). The main results are as follows: Sleep duration was significantly associated with the area of the center of pressure (CoP) ellipse, a metric of balance (r=0.34, p<0.05).Exercise time was significantly correlated with right toe flexor strength (r=0.33, p<0.05). In terms of the relationship between toe flexor strength and balance, right toe flexor strength influenced the CoP medial range (r=0.33, p=0.12), while left toe flexor strength showed a non-linear relationship with balance.
These findings suggest that while muscle strength naturally decreases with age, exercise time is strongly correlated with toe flexor strength, which significantly impacts balance. Enhancing these factors through targeted interventions may help improve functional health and reduce fall risk in older adults.

92228 | *Analyzing Trends in the Representation and Perception of the Elderly in Korean Literary Works over Time Using Text Analysis*
Min Ho Ryu, Dong-A University, South Korea
Sohui Kim, Dong-A University, South Korea

This study aims to analyze changes in the representation and perception of the elderly in Korean literary works across different periods using text analysis techniques. Representative works from specific eras were selected to extract narratives and expressions related to the elderly, focusing on the evolving patterns of depiction over time. Through this analysis, the study examines how the image of the elderly in literary works is connected to each period's social, economic, and cultural contexts and explores the impact of these literary representations on the formation of societal discourse.
Analyzing all literary works from the period is limited, so this study examines 341 pieces of Korean literature in 18 different high school Korean language textbooks. These textbooks ensure a balanced selection of works without bias toward specific periods, regions, fields, or authors. They aim to comprehensively reflect the historical flow of Korean literature. Thus, the works included in these textbooks are considered suitable for understanding Korean literature's overall characteristics and temporal trends.
To collect data, the full text of literary works is gathered through web crawling or accessing the Korean literature database. Subsequently, frequency-based analysis, sentiment analysis, and topic modeling are applied, and the trends in depicting the elderly across different periods are compared using trend analysis. This research provides a foundation for understanding the socio-cultural background of changing perceptions of the elderly through Korean literature. Furthermore, it is expected to serve as an academic resource for improving social awareness and fostering inclusive discourse on the elderly.

91572 | *Identified Risks in Providing Care for Elderly and People with Disabilities in a Home Environment*
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With the adoption of a National Strategy for Long-Term Care in 2014, Bulgaria is taking measures to deinstitutionalize care for people with permanent disabilities and the elderly. Care in specialized institutions has as an alternative home care provided by a personal and social assistant. The aim of this paper is to identify the risks to which these employees are exposed. Data were collected by direct individual self-administered questionnaire among 91 personal and 56 social officially employed assistants. 11 most common risks in caring for people with disabilities were examined. The largest share of personal assistants (79.12%) assess the risk of emotional exhaustion as the highest, followed by the risk of death of the user of care (57.14%). Results can be explained by the facts that almost 3/4 of personal assistants are in family relations to the person dependent on care. They spend usually 24 hours with the user, which loads them emotionally. In the group of social assistants 62.5% put at first place the risk of mental exhaustion. Risk of deterioration of the user's health and burnout because of emotional burden of this profession pointed of about 41. 07% of the respondents. Both compared groups consider heavy physical exertion as one of the most important risk of their work. Data analysis shows that profession of personal and social assistant for people with disability exposes them to risks affecting their physical, mental and social wellbeing. Preventive measures for restriction of these risks must be provided.

90571 | *Validation of the Subjective Vitality and Depletion Scale (SVDS): A Dual Country Study with Older People*

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As the global population of older adults continues to increase, research is placing greater emphasis on understanding their well-being and quality of life—factors often affected by feelings of fatigue and perceived energy loss. Self-Determination Theory (SDT) has recently introduced a dual-process model to describe energy dynamics in individuals, centered around two key constructs: Subjective Vitality and Depletion. This study seeks to validate the Subjective Vitality/Depletion Scale (SVDS), a measurement tool based on this SDT model. A sample of 726 older adults (ages 65 and above) from the USA and Italy (343 from the USA, 383 from Italy; 51.1% female; age range = 65-95 years; Mage = 72.57, SDage = 6.49) completed the SVDS, along with the Big Five Inventory 2 − Extra Short Form (BFI-2-XS), the 12-item Short Form Health Survey (SF-12), and the Godin-Shephard Leisure-Time Physical Activity Questionnaire (GSLTPAQ). Confirmatory factor analyses supported the SDT-based hypothesis that Subjective Vitality and Depletion are two distinct but related constructs. The SVDS demonstrated full measurement invariance across gender and age subgroups, with partial scalar invariance across countries, suggesting some cultural influences. Correlations with the BFI-2-XS, SF-12, and GSLTPAQ confirmed the SVDS's convergent, discriminant, and nomological validity. Overall, the study provides evidence that the SDT-based SVDS is a valid and reliable tool for assessing Subjective Vitality and Depletion in older adults, showing consistency in how these constructs are conceptualized and interpreted across diverse groups and cultures.

91634 | *Family Support for Older People Living Alone Who Wish to Remain at Home at the End of Life*

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Introduction: Elderly living alone is increasing, and support for family who living apart is an important part to provide home care. The present study aimed to explore the contents of support provided by home-visit nurses for family members of older individuals living alone in their home at the end of life.
Methods: We conducted a literature review and semi-structured interview survey. We identified eight articles in the online edition of Ichushi using a combination of the following terms: living alone, home-visit nursing, family, and end-of-life. We also conducted an interview survey on home-visit nurses to examine methods of contact with family member.
Results: The nine categories of family support were extracted from the eight articles, including Emotional support, Helping families accept that the patient will die at home, Advice on how the family can support the patient, taking the family's circumstances into consideration, Assistance in expressing the patient's wishes and appreciation toward the family, and Support to strengthen family bonds. The methods of contact with family members included communication notebooks, communication message apps, and/or the telephone, depending on the urgency and contents of the message.
Conclusions: The findings explored that visiting nurses provide multifaceted support to family members who do not live with the older person, using a variety of contact methods. Because they have few opportunities to meet with families face-to-face, visiting nurses must work with multiple stakeholders, including care managers, family physicians and local welfare commissioners, to understand the family's situation and build supportive relationships.

92246 | *Nutritional Assessment and One-year Postoperative Complications in Elderly Hip Fracture Patients: A 4-Year Retrospective Study in Ramathibodi Hospital*

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Introduction: Hip fractures (HFs) are a public health concern in the elderly following a fall or an accident combined with Osteoporosis, in which the nutritional status is a significant predictor of health conditions. Specifically, Malnutrition can cause postoperative complications (PCs). Accordingly, this study aims to investigate the nutritional level in elderly hip fracture patients (EHFPs) and PCs.
Methods: A retrospective study was conducted using data from electronic medical records of EHFPs aged 60 years and over who underwent HF surgery and were admitted to an orthopedic ward at Ramathibodi Hospital between January 2019 and December 2022. Data were collected using a Case Report and Nutrition Alert Form (NAF). Descriptive statistics and chi-square were conducted.
Results: The participants were 376 EHFPs with a mean age of 80 (60-99); the average BMI of the EHFPs was a normal range of 21.89, 36.7% of the patients were Normal to Mild malnutrition, 49.7% were Moderate malnutrition, and 12.0% were Severe malnutrition. Within one year after HF surgery, 39.3% of the patients developed significant clinical complications: 25.2% developed urinary tract infection (UTI), 10.6% developed pneumonia, 1.6% developed pulmonary embolism (PE), 0.8% developed deep vein thrombosis (DVT), 0.8% developed surgical site infection (SSI) and 0.3% developed hip dislocation. Moderate to severe malnutrition causes postoperative pneumonia (p=0.004) and UTI (p=0.001)
Conclusions: The results provide helpful information, including the nutritional level of EHFPs and the incidence of PCs. Healthcare providers should be concerned about nutrition assessment and resolving malnutrition in EHFPs to prevent PCs.

90875 | *Education-Based Botanical Hiking for Metabolic Health Among Elderly in Hong Kong*
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This paper examines the impact of education-based botanical hiking on the metabolic health of elderly individuals in Hong Kong. The study sample comprised 60 elderly participants aged between 60 and 70 years. Thirty participants engaged in bi-weekly guided botanical hikes over a four-month period and received weekly health information via WhatsApp. The remaining 30 participants, serving as the control group, continued with their usual care. The investigation focused on metabolic syndrome risk factors, including blood pressure, glucose levels, triglycerides, body mass index, high-density lipoprotein cholesterol, and lifestyle habits. Data collection involved self-administered questionnaires and metabolic blood tests conducted pre and post-intervention at the start and four-month mark. The findings indicate that education-based botanical hiking can foster healthier lifestyles, enhance health knowledge, and improve dietary choices among participants. However, it did not yield significant improvements in metabolic risk factors such as lipid and glucose levels. The study recommends future research with larger sample sizes and extended durations to explore these effects further.

91266 | *Oral Cancer Screening in Older Adults in Thailand: A Cross-Sectional Study*
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Introduction: Oral cancer remains a significant public health issue in Thailand, impacting the quality of life and contributing to increased Disability-Adjusted Life Years (DALYs). According to the Thailand National Cancer Institute (2021), the annual incidence of new oral cancer patients was more than 4,000 people. Key risk factors of oral cancer included tobacco and cigarette smoking, alcohol consumption, improper dentures, betel nut chewing, and viral infection.
Aims: This study aimed to evaluate the prevalence and distribution of oral cancer and potentially malignant disorders (PMDs) among older adults in each region in Thailand.
Methods: Online secondary data were retrieved from the Health Data Center Program of the Ministry of Public Health and the Cancer Registry reports of the Department of Medical Services, covering oral cancer screenings by dentists and dental hygienists conducted in public health settings across 77 provinces. The study population included individuals aged 60 years and older. The research analysis used descriptive and spatial geographical techniques.
Results: Oral screening data from government hospital reports found that 540 out of 1,614,549 older adults (0.03%) had signs of oral cancer and OPMDs. The highest prevalence of oral cancer is mainly in the age range of 60–65. The southern and central parts of Thailand had the highest incidence of oral cancer. In Bangkok, the ASR rate in males was more than in females, at 8:100,000; meanwhile, it was 4:100,000 in women. Whereas in the southern provinces, men have an ASR of approximately 5:100,000, which is higher than that of women at 2:100,000.

91140 | *Innovative Approaches in Nursing Care for Elderly Patients: Student Skills Assessment*
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Background: Individualized care is a key element of quality nursing care for elderly patients. A variety of scales for objective assessment of the patient's condition have been applied in global nursing practice.
Aim: The study aims to analyze the students' ability to collect data using rating scales and to elaborate individualized nursing care plan for elderly patients with chronic illnesses.
Material and Methods: The case study was worked on by 92 nursing students of MU-Pleven, Bulgaria. Three original scales to collect data and to assess the needs of elderly patients were applied: the fall risk assessment scale, the functional independence scale and the decubitus risk scale. A questionnaire was used to study a students' skills assessment. The data processing was performed with SPSS 25.0 and Microsoft Excel 2010.
Results and discussion: Over two-thirds of the students adequately assessed the patient's care needs and accurately documented individualized nursing care plan for elderly patients with chronic illnesses. It was observed that 80.5% (66) of the students were familiar with the assessment scales (Chi Square = 30.488, df=1, p=0.000). A statistically significant difference in the opinion of the students regarding the possibility of nursing care planning for elderly patients with chronic illnesses through risk assessment scales was found (Chi Square =39.721, df=2, p=0.000).
Conclusion: To support the application of assessment scales and elaboration of individualized nursing care plan for elderly patients with chronic illnesses in nursing students' practice, a circle of Innovative approaches in nursing care for elderly patients was established.

91934 | *Association Between Intrinsic Capacity Decline and Adverse Health Outcomes over a Four-Year Follow-Up Period in Older Adults in Taiwan*
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Background: The intrinsic capacity (IC) is a holistic and comprehensive concept that can be appropriately measured and monitored. However, academic research on the IC of older Taiwanese remains limited.
Methods: The data sources include the 2015 and 2019 Taiwan Longitudinal Study on Aging databases. Participants aged 65 years and older in 2015 were selected as the study cohort. IC decline was defined as the deterioration in any of the five domains: locomotion, vitality, cognition, psychological, and sensory. The study analyzed the distribution and different domains of IC decline in 2015 and examined its association with adverse health outcomes over a four-year follow-up period. These outcomes included instrumental activities of daily living (IADL) dependency, activities of daily living (ADL) dependency, and all-cause mortality.
Results: Among the 4,588 older adults surveyed in 2015, 52.2% were female, and 51.4% were aged 65–74 years. IC decline was observed in 57.8% of all participants, with 65.2% in females and 49.8% in males. Regarding different domains, individuals with decline in locomotion, vitality, cognition, psychological, visual sensory, and hearing sensory were 24.7%, 39.8%, 21.7%, 21.3%, 15.4%, and 12.7%, respectively. Results from logistic regression analyses show that IC decline had higher likelihood of IADL dependency (adjusted odds ratio: 2.65, 95% confidence interval: 2.13-3.30), ADL dependency (3.58, 2.56-5.01), and all-cause mortality (2.75, 2.19-3.45) during the four-year follow-up period.
Conclusion: IC decline was associated with adverse health outcomes in older adults. These findings can serve as a reference for integrated care for older adults and health policy formulation.

92232 | *Network Analysis of Multimorbidity in Middle-aged and Older Adults from the Perspective of Cluster Medicine*
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This study aims to visualize non-random associations and analyze the predictability of condition cluster based on a comprehensive set of chronic conditions. Using data from UK Biobank, a list of 193 and 189 chronic conditions were analyzed among female and male, respectively. We utilized Markov random field model and network techniques to construct and visulize the non-random association network of chronic conditions. An overlapping community detection algorithm was employed to identify condition clusters. For a specific cluster, we used logistic regression to analyze the associations between current morbidity state and future occurrence of intra-cluster conditions. 231,308 individuals with access to primary care records were included. In the female non-random association network, 164 conditions showing non-random associations with at least one other condition. The conditions with the most associations were psychoactive substance abuse, osteoarthritis (excluding spinal), and depression. For males, 167 condtions displaying non-random associations and the conditions with the most associations were constipation, psychoactive substance abuse, and hypertension. 11 clusters in the non-random association networks were detected for both females and males. Individuals who had conditions within the cluster at baseline were at a higher risk of subsequent incidence of intra-cluster conditions, compared with those without any intra-cluster condition at baseline. The non-random association network and condtion clusters constitute a hierarchical structure which can effectively illustrate the complex relationships among a large number of conditions. Multimorbidity could be conceptualized as non-random condition pairs and a series of largely predictable clusters of conditions.

92238 | *Effects of Different Levels of Finger Force and Task Complexity on Brain Activation in the Elderly*
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Chien-Ju Lin, National Cheng Kung University, Taiwan
Hsiao-Feng Chieh, National Cheng Kung University, Taiwan

Medical care and technological advances have increased life expectancy, thereby raising the aging population globally. Aging has significant impacts on hand strength, dexterity, and finger mobility due to muscle strength loss, sensitivity reduction and brain degeneration. Previous studies showed strength, coordination, and force control training can improve hand function and stimulate brain activation. However, the influences of task difficulty and force level are seldom discussed. Thus, this study aims to investigate how different force levels and task complexity affect brain activation in the elderly.
A total of ten healthy elderly volunteered to participate in this study. Four tasks were designed, combining complexity, sequent or random finger pressing, and force levels, according to users' maximal voluntary contraction (MVC). Each participant was asked to complete finger force control tasks in four modes: sequence (S) mode (at 35-60% of MVC), random (R1) mode (at 20-35% of MVC), random (R2) mode (at 35-60% of MVC), and random (R3) mode (at 60-75% of MVC). While performing the tasks, a near-infrared spectroscopy (NIRS) system was used to measure the cortical activity in the motor-related regions of the participants.
Results indicate that higher brain activation is observed in S mode and R2 mode than other mode. Furthermore, comparisons among three random modes revealed that increased activation in the specific brain area as participants exerted greater force. The study shows that varying task complexities significantly influence brain activation in the elderly, suggesting potential applications in future training programs for older adults to enhance brain activation.

89170 | *Examining the Relationship Between Early Life Risk Factors and Multimorbidity Risk Among Elderly in India: Evidence from LASI-1*
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This study investigates the association between early-life risk factors and the prevalence of multimorbidity among elderly individuals in India, using data from the LASI Wave-1. The study employs a life-course approach to explore how childhood financial conditions, health status, and educational disruptions impact morbidity in later life. Multinomial logistic regression models were used to analyze the risk of multimorbidity among older adults. Descriptive analysis and multinomial logistic regression have been done. The results show that single morbidity and multi morbidity significantly increase with age. The risk of multi morbidity was nearly 3.08 times higher in people aged 75 or above than aged 45 to 54. Uneducated people had 0.89 times less chance of having multi morbidity than their counterparts. Fair health during childhood had significantly 1.151 times more chance to had multi morbidity than people who had good health during childhood. The results reveal that females, urban residents, older individuals who are lonely, have lower income, have lower level of physical activity are at a higher risk of experiencing multimorbidity. Moreover, adverse childhood conditions, such as missed schooling and poor health, significantly increase the likelihood of developing multimorbidity. Financial disadvantages during early life also play a critical role. This research underscores the importance of addressing early-life inequalities to mitigate the burden of multimorbidity in aging populations. Special attention is required to enhance older adults' quality of life by engaging their social networks and facilitating early disease diagnosis, with necessary interventions supported by governmental policies.

89500 | *The Relationship Between Frequency of Clinic Check, Physical Activity and Chronic Disease: A Study of Community-Dwelling Middle-and-Older Adults*
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Purpose: This study investigated the chronic disease status, frequency of clinic check, and their exercise habits among older adults in a community in mainland China.
Method: The research employed a cross-sectional online survey with a self-administered questionnaire that inquired about chronic disease status, clinic check frequency, physical activity habits, exercise frequency, and types of exercise. Middle age was defined as 50 to 59 years, and older adults were classified as 60 years and above.
Result: 75 participants completed the survey, including 32 middle-aged adults (mean age = 54.43) and 43 older adults (mean age = 68.47). Chronic disease prevalence was greater among middle-aged adults (75%) compared to older adults (53.5%) (p = 0.057), especially for hypertension, diabetes, and hyperlipidemia. Among older adults without prior clinic checks (23.3%), only 12.5% of middle-aged adults were similarly undiagnosed, leading to earlier detection of chronic diseases in the latter (p = 0.03) and timely intervention. Middle-aged adults preferred high-intensity activities like basketball and soccer (p=0.002) and exercised more frequently, though both groups had similar durations. Remarkably, 28.1% of middle-aged and 39.5% of older adults exercised for under 30 minutes in the past week.
Conclusion: Middle-aged adults partake in more regular clinic visits and exercise, facilitating early chronic disease detection. It advocates for increased clinic checkups for older adults and the creation of customized exercise programs for middle-aged and older individuals to enhance health outcomes.

92080 | *Reciprocity in Service Learning in Nursing Education: Scoping Review Approach*
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Purposes: Reciprocity in service learning contributes to human relatedness in nursing, particularly in elderly care and health promotion. Mutual involvement among stakeholders (including recipients, organizers, faculty, and students) during the service shapes the generic meaning of reciprocity. However, the framework specific to nursing and the corresponding comprehensive review of the literature remains lacking. This review aimed to integrate the literature to map the framework of reciprocity in service learning specific to nursing education.
Methods: A scoping review research approach was adopted and focused on literature relevant to reciprocity in service-learning of nursing students. Relevant studies were sourced from the CINHAL, PubMed, ERIC, Scopus, Web of Science, PsycINFO, and ProQuest databases. Search strategies were developed in accordance with the PCC framework. Data synthesis and charting emphasized the definition, components, and roles of reciprocity in service learning.
Results: Data from 26 studies was finally synthesized after screening 452 searches. Reciprocity is commonly perceived as a collaborative pedological approach in which the experience of nursing students, the elderly in the community, and related stakeholders fuse together to utilize individual capacity in advocating community health outcomes.
Conclusion: The findings served as a reference for healthcare educators in optimizing the service-learning programme by empowering reciprocity, which maximizes the benefits in nursing students' learning and community health simultaneously. Outlining the reciprocity framework in nursing also facilitates the service-learning collaborations of interdisciplinary healthcare professionals.

88419 | *A Brief Review on Sarcopenia: Backgrounds, Diagnostic Methods and Treatments*
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Sarcopenia is an age-related syndrome that causes progressive loss of muscle mass and strength, impairs physical functions and increases body fat. The global prevalence ranged from 10% to 27% in individuals over 60 years, where severe sarcopenia between 2% and 9%. It has become a global awareness due to physical limitations, chronic diseases, cognitive decline, psychological impact and mortality. There are numerous risk factors leading to sarcopenia not limited to ageing, genetic issues, change in endocrine function, dietary issues and a sedentary lifestyle. To diagnose an individual with sarcopenia, starting from screening the case with SARC-F questionnaire, followed by the assessments on measuring the severity of sarcopenia included: 1) muscle strength; 2) muscle quantity; and 3) physical performance. Dietary modification is one of the major interventions in managing sarcopenia. Increasing the high-quality protein intake to 1.0-1.2g/kg daily with an optimal repartition over each daily meal aimed to reduce muscle loss. Furthermore, supplementation of nutraceutical products such as calcium, potassium, vitamin D, creatine, leucine, HBM, EAAs, and omega-3 fatty acids to minimize the risk and as a treatment of sarcopenia. In addition, pharmaceutical treatments emerged to increase and maintain muscle mass and strength like ACEI, myostatin inhibitors, growth hormone, and so forth. However, the findings are inconclusive. Ultimately, physical exercise is suggested as the core strategy in managing sarcopenia, especially for those practising the resistance exercise at least 3 times weekly. Further studies with a large sample size are needed to explore the effective treatments for sarcopenia.

89641 | *Does Art and Craft Therapy Improve the Wellbeing of Elders in a Dementia Ward?*
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Si Ching Lim, Changi General Hospital, Singapore

Hospital admissions result in a negative impact on a patients' social and psychological wellbeing, resulting in poorer health outcomes. Art and craft therapy is a type of psychotherapy that encourages expression and healing through art, thereby improving one's self-awareness and reducing emotional distress. Our study aimed to improve the wellbeing of geriatric patients admitted to a dementia ward by 25% over the period of 2 months through weekly art and craft therapy. The pre-intervention analysis showed that 23% of admitted patients disagreed with the statement "I am happy," and 29% disagreed with the statement "I am not anxious.", suggesting a significant proportion of patients were experiencing negative emotional states. The stakeholders were patients admitted to a dementia ward in Changi General Hospital, Singapore and their healthcare providers (nurses, doctors, therapists, pharmacists). Patients 65 years old and older were included and those who were hemodynamically unstable and unable to participate in the activities due to physical limitations were excluded. The intervention was an art and craft session held by a volunteer once per week for 2 hours, facilitated by 1 staff per 1-2 patients. The outcome measure was the validated Personal Wellbeing Score (PWS), to determine pre and post-session wellbeing levels. The intervention resulted in an improvement in wellbeing with an increase in the median PWS score from 4 to 8.5 (112%) before and after the sessions. Analysis showed 83% (n=5) of participants were female, 66% (n=4) of patients had dementia and no adverse events. Limitations and future directions are discussed.

92170 | *The Well-Being of Older Adults After Receiving Long-Term Care Services*
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Shang-Yu Yang, Asia University, Taiwan
Tzong-Ming Shieh, China Medical University, Taiwan
Yin-Hwa Shih, Asia University, Taiwan

This research evaluates the physical, emotional, and social well-being of elderly individuals post long-term care (LTC) services, crucial for enhancing care and shaping policy amidst a growing aging population. Using a cross-sectional approach and the WHO-5 Well-Being Index, this study assessed the well-being of 50 home-based LTC recipients, comparing current data with their status six months prior. Initial results show a notable rise in well-being scores, from a mean of 12.5 (SD = 3.2) pre-service to 18.7 (SD = 4.1) after six months (p < 0.01), reflecting enhanced emotional and physical health despite ongoing social engagement issues. Long-term care significantly boosts elder well-being, but focused strategies to bolster social involvement are necessary. Upcoming policies must tackle these issues for holistic elder care.

89232 | *The Innovation of Digital Executive Function Testing: the Potential of Multi-Component and Simplified Assessments for Early Diagnosis in Older Adults*
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Chieh-Yi Chen, National Taiwan Normal University, Taiwan
Hsueh-Chih Chen, National Taiwan Normal University, Taiwan

Aging is a major global issue. As the population ages, the incidence of age-related neurodegenerative diseases is increasing. Recent studies have focused on executive function as a means of understanding early changes in individuals' frontal lobe function. Furthermore, with technological advances, digital tests can examine more detailed cognitive processes. Therefore, the aim of this study is to develop a digital test of executive function (i.e., the tablet-based Design Fluency Test) and to examine differences in cognitive processes between older and adult participants on this test. In total, 393 participants were recruited. There were 237 adults (109 males, 128 females) aged 18-33 years and 156 elderly participants (19 males, 137 females) aged 60-86 years. Participants completed the tablet-based Design Fluency Test, which included three conditions: fluency, inhibition, and switching. The test evaluated participants' fluency, inhibition, switching, and error responses (e.g., rule mastery, cognitive load, and memory problems). The results showed that the elderly performed significantly worse than adults in fluency and inhibition, suggesting that these two executive functions decline with age. Although no significant age differences were found in switching ability, the decline in rule mastery and memory led to more errors in the inhibition and switching conditions for the elderly. This suggests that individuals face challenges in managing complex rules and cognitive load as they age. The tablet-based design fluency test has significant potential for early detection of cognitive decline.

89018 | *The Effects of Proper Posture Walking Exercises on Cognitive Function Improvement and Fall Prevention in Elderly Individuals with Mild Cognitive Impairment*
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This study aims to investigate the effects of proper posture walking exercise on cognitive function changes and fall prevention in older adults with mild cognitive impairment(MCI). The participants included 43 elderly individuals(20 in the experimental group and 23 in the control group) diagnosed with MCI in South Korea. To assess cognitive function, the Korean version of the Mini-Mental State Examination for Dementia Screening(MMSE-DS) was used. Proper posture walking is defined as maintaining a straight line alignment of the ear, shoulder, and waist when viewed from the side. The program was conducted twice a week(50 minutes per session) for 12 weeks, totaling 24 sessions, from the second week of January to the fourth week of March 2021 with qualified instructor and setting exercise intensity through a heart rate monitor(HRR) at 50-65% for weeks 1-4 and 60-70% for weeks 5-12. Demographic data, MMSE-DS, and Korean version of the Fullerton Advanced Balance Scale were collected before and after the exercise program. Data analysis was performed using the SPSS-PC statistical program(version 25.0). The results showed that the experimental group had statistically significant increases in balance, grip strength, flexibility, and agility. Meanwhile, the control group showed no statistically significant differences before and after the intervention. Significant improvements in cognitive function were observed in the experimental group. The findings suggest that proper posture walking has a positive impact on fall prevention and cognitive function improvement.

89044 | *The Effectiveness of Psychosocial Interventions on the Mental Well-being of Older Adults in China*
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Crystal Kwan, The Hong Kong Polytechnic University, Hong Kong
Xi Lan, The Hong Kong Polytechnic University, Hong Kong
Jie Deng, The Hong Kong Polytechnic University, Hong Kong
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Background: Given the rapid development of psychosocial interventions for older adults in China and the significant mental health impacts of the COVID-19 pandemic, it is crucial to evaluate psychosocial interventions' effectiveness in promoting mental health of China's older population.
Methods: We conducted a comprehensive search across nine electronic databases and Google Scholar for controlled trial studies published between 2018 and 2023. A meta-analytic approach with random-effects models was employed, and moderator analyses explored variability in effect size estimates. Potential bias was assessed by Cochrane Collaboration's risk of bias tool.
Results: Thirty-one studies with 5,941 participants were included. Guided by the WHO's framework, mental health indicators were categorized as positive or negative. Positive indicators reflect better mental health with higher values, while negative indicators show worse mental health. Significant effects were noted for negative (g = -1.21, 95% CI: -1.44, 0.99) and positive (g = 0.68, 95% CI: 0.51, 0.84) mental health indicators, moderating by geographic region, intervention type, setting, and delivery modality. Subgroup analyses indicated that interventions exhibiting the largest effects involved multifaceted approaches delivered by interdisplinary teams involving mental health professionals.
Conclusions: The findings demonstrate that psychosocial interventions can have a significant positive impact on the mental health of Chinese older adults. The moderator and subgroup analysis suggests that the most effective interventions involve mental health professionals and utilize multifaceted approaches. Additionally, the results indicate that intervention duration is an important consideration, as shorter-term programs in Hong Kong exhibited relatively smaller effects.

89920 | *The Role of Integrated Medical Clinic in Transforming Healthcare Delivery to Improve Quality of Health Outcomes Amongst Geriatric Patients*
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Terence Tang, Khoo Teck Puat Hospital, Singapore
Claudine Oh, Khoo Teck Puat Hospital, Singapore

Aim: The Integrated Medical Clinic (IMC) care-model aims to improve quality of patient's health outcomes through collaborative relationships among caregivers, patients and healthcare teams. Background: IMC consolidates healthcare services around complex geriatric patients by assigning a healthcare team comprising of Primary Coordinating Doctor, nurses, psychologists and administrators to promote care ownership, patient engagement and empowerment. Through these, IMC focuses on areas beyond clinical issues, including overall quality of life, functionality, physical, mental and social health status.
Methods: At their first and subsequent IMC consultations, Patient-Reported Outcome Measures (PROMs) questionnaire will be completed by patients and/or caregivers. PROMs include EuroQol-5 Dimension (EQ5D), Instrumental activities of daily living (IADL), Altarum Consumer Engagement (ACE-7), Geriatric Depression Scale (GDS-7) and Patient Health Questionnaire (PHQ-2). An analysis of their PROMs scores at baseline and at least 1-year post-enrolment was done to assess how IMC impacts quality of health outcomes. Results: 53% of the patients have sustained or improved Quality of Life (QoL) measured by EQ5Dy. 85.7% of patients have sustained or improved functional dependency measured by IADL. Commitment and navigation of patients' health was reported to be engaged amongst 98.8% of patients with sustained/positive changes to their mental well-being. 82.8% and 90.7% had improved/maintained at positive scores based on reported differences in PHQ-2 and GDS-7.
Conclusion: Enrolled IMC patients demonstrate better engagement, empowerment, and improved mental, social well-being while living with advanced chronic conditions and psycho-social complexities. The enhanced relationship with the care team and patients enabled better health quality outcomes reported by patients.

90810 | *A Intergenerational Community-Engaged Learning Program for Older Adults and Undergraduate Students*
Li-Chuan Liu, National Taitung University, Taiwan

Intergenerational learning has been recognized as an effective approach to improving the well-being and enhancing the quality of life of older adults through interactions with younger generations. Community-engaged programs have emerged as a valuable strategy to promote social inclusion among older adults, particularly in tribal contexts. This study explores an intergenerational community-engaged learning program in which aboriginal university students collaborated with tribal elders to foster meaningful connections and preserve cultural narratives.The program adopted the PDCA (Plan-Do-Check-Act) model, dividing the engagement process into four stages. Activities included exercising, conversing, and visiting elders in their homes, as well as exploring the tribe to deepen the students' cultural understanding. Results showed distinct benefits for both elders and students. For elders, the program built trust and provided a safe and meaningful platform to share their life experiences and cultural stories. Many elders expressed a renewed sense of purpose and connection, emphasizing that these interactions made them feel valued and respected by the younger generation. For students, the program facilitated a deeper understanding of traditional aboriginal culture and the life experiences of tribal elders. Aboriginal students, in particular, reported an enhanced appreciation of their cultural heritage and gained empathy through listening to the elders' life journeys. The process fostered a stronger sense of identity, connection, and respect for intergenerational knowledge. This study highlights the transformative potential of intergenerational learning programs in bridging generational and cultural divides, promoting social inclusion, and preserving the unique cultural heritage of aboriginal communities.

Built Environment

91936 | *A Preliminary Study on the Key Points of Community-Based Planning and Design of Residential Long-Term Care Institutions*
Po-Tsung Chen, National Cheng Kung University, Taiwan
Ting-Tsang Hsieh, National Cheng Kung University, Taiwan

How to integrate residential long-term care institutions into the local community and ensure continuity in the lives of the residents has always been a key concern for institution planners and designers. This study adopts in-depth interviews, focus groups, and participant observation methods to explore the key points in implementing community-based residential long-term care institutions and how these principles. Finally, through direct involvement in the planning and design process, a design case is completed.
The research findings indicate: 1.Planning should integrate with local community living and care resources. 2.The design must provide spaces for health promotion and social interaction with the community. 3.Spatial zoning and design should support multi-level and continuous care services. 4.The environment should include home-like facilities. 5.There should be therapeutic gardens with access to natural sunlight. 6.Disaster prevention designs should consider extreme weather, and infection control layouts should be incorporated for pandemic prevention. 7.The facility should be planned as a foundation for fostering a culture of collaborative care in conjunction with local community development.
The design of residential long-term care institutions must be closely integrated with the local community and a home-like environment that meets the actual needs of older adults with different circumstances must be provided. Only in this way can these institutions become places where residents can continue their way of life while building new cultural meanings and caregiving practices in collaboration with the local community, thus supporting the community's sustainability and development.

92206 | *Innovative Research on Promoting a Healthy Aging Environment: Designing a Daycare Center in Singang Township, Chiayi County, Taiwan*
Pei-Chieh Chou, National Cheng Kung University, Taiwan
Ya-Jun Chen, Institute of Gerontology, College of Medicine, National Cheng Kung University, Taiwan
Tzu-Hsuan Huang, National Cheng Kung University, Taiwan
I-Chieh Han, Institute of Gerontology, College of Medicine, National Cheng Kung University, Taiwan

Faced with the challenges of population aging and migration in rural areas under a super-aged society, designing daycare centers to coordinate local resources such as healthcare, long-term care systems, and mutual support among communities has become a common issue worldwide. This study aims to examine the design of an integrated daycare center to promote health and well-being while supporting aging in place. Literature reviews and Participant Observation are utilized in this study, adopting four key dimensions—promotion of health in communities, autonomy of community, complementarity of care services, and integrity of lifestyle design—to provide transdisciplinary insight into designing a daycare center in Singang Township, Chiayi County, Taiwan.
The outcomes indicate six aspects are essential while designing an integrated daycare center:
1.Integrating public and private resources to support health and long-term care. 2.Utilizing local resources to organize community activities and spaces. 3.Facilitating community interaction with shared public spaces to enhance the interaction between residents and service users. 4.Providing various facilities tailored to the individual needs of service users. 5.Combining natural environments to create therapeutic outdoor spaces, such as gardens or courtyards. 6.Integrating smart healthcare systems and intelligent buildings to ensure the healthcare and safety of residents and service users.
Integrating healthcare, long-term care, and community participation provides a comprehensive framework for fostering mutual support in the community, enhancing the quality of life for residents and service users, and promoting the shared living and sustainable development of the community.

85803 | *Telehealth on the Rise: Seniors Embrace Remote Care in Singapore*
Cheryl Chong, Eastern General Hospital, Singapore
Ray Chong, National University of Singapore, Singapore
Jonathan Chng, National University Hospital, Singapore

Telemedicine has gained prominence as a valuable healthcare tool, especially for elderly populations. Leveraging digital technologies of video conferencing, phone calls, and text messaging enables remote access to healthcare services, reducing the need for in-person visits. This study explores the factors influencing telemedicine acceptance among elderly populations in Singapore. A literature review was conducted in PubMed, surrounding keywords "telemedicine," "telehealth", "opinion", "elderly", "older adults" and "Singapore". Studies published in English from 2014-2024 were included if they focused on telemedicine and elderly populations in Singapore. Included studies were analyzed for methodology, sample size, data collection methods, and key findings. The literature search yielded 18 studies which met the inclusion criteria for analysis. Telemedicine has seen increasing acceptance from elderly populations, particularly with reduced unnecessary hospital visits. Key factors influencing telemedicine acceptance include (i) user-friendliness; (ii) trust in healthcare providers and trust in their recommendations; (iii) perceived benefits of convenience, time-saving, and reduced infection risk; (iv) strong support systems from family members, caregivers, or healthcare providers. However, certain barriers to acceptance remain. Older individuals with lower levels of digital literacy may face challenges in utilizing telemedicine technologies. Additionally, concerns remain regarding the safety of medication delivery through remote means, particularly for patients requiring additional support. This study demonstrates the growing acceptance of telemedicine among elderly Singaporeans. Key factors influencing adoption include user-friendliness, trust in healthcare providers, and perceived benefits. Addressing limitations such as digital literacy, medication safety, and quality assurance is crucial to ensure sustainable and effective use of telemedicine for elderly.

91246 | *Designing for All Ages: Strategies for Inclusive, Accessible Campuses in Southern Taiwan*
I-Hsuan Wang, National Cheng Kung University, Taiwan

As urbanization and aging populations reshape societies, universities can lead in creating inclusive, accessible spaces. By aligning campus development with urban dynamics, universities can become seamless, integrated systems connecting public facilities such as hospitals, elderly care centers, and recreational spaces. A "friendly campus growing with the city" envisions an interconnected campus and urban environment, forming continuous public spaces for all citizens—including elderly individuals, students, and medical professionals. Integrating functional areas like public transport, healthcare, and leisure spaces fosters intergenerational exchange and supports inclusive urban development.
This research adopts a strategic framework beginning with surveys to clarify circulation patterns, boundaries, and wayfinding. Key strategies include:
• Spatial Integration: Linking fragmented campus spaces into plazas, courtyards, and green corridors.
• Pedestrian Accessibility: Reducing vehicular access near hospital entrances to enhance pedestrian safety.
• Boundary Redefinition: Opening campus edges to merge parking and utility areas with pedestrian spaces.
• Wayfinding Enhancements: Adding pedestrian-friendly indicators to guide movement between facilities.
Design implementations feature:
• A cohesive Campus Axis connecting green spaces and courtyards for interaction.
• Healing Gardens transforming underutilized courtyards into all-age-friendly parks integrated with health monitoring systems.
• Entry Plazas with limited vehicle access and distinct pedestrian paths.
• Activity Plazas combining open spaces with urban furniture to create vibrant hubs.
This study offers practical solutions and a replicable model for inclusive campus and urban integration, fostering accessibility, intergenerational engagement, and vibrant community development.

92219 | *A Big Data Correlation Study on the Relocation Behavior of Elderly People Living Alone and Age-friendly Resources*
Po-Tsung Chen, National Cheng Kung University, Taiwan
Ting-Tsang Hsieh, National Cheng Kung University, Taiwan

Whether the elderly population will relocate according to the quality of regional resources is a concern in gerontology and a key consideration for the government's investment in elderly welfare resources. The purpose of this study is to explore whether the changes in the elderly-living-alone are related to the resources for the elderly welfare. This study uses the government's big data database to analyze the relocation behavior of the elderly using six indicators: "advanced age, living alone, health status, economic status, living status, and building property rights." Then, "medical resources, living convenience, healthy sports, social activities, social welfare, and housing provision" are used to evaluate the adequacy of the resource investment of local governments. The research results show that (1) social welfare, social activities and medical resources are the main factors affecting the relocation. (2) Housing provision and living convenience are not the priority. (3) Areas with significant migration need to carry out local regeneration to consolidate living functions and reduce population outflow. (4) Senior housing countermeasures and housing with sufficient additional services must be provided. (5) The areas where the elderly population are drawn to can be further explored and to see how these areas become models for promoting local aging. The investment in age-friendly resources directly affects the relocation behavior of elderly people living alone. The social welfare, social interaction base and medical resources in the area can effectively improve the quality of life and reduce relocation behavior, allowing the elderly to achieve the expectations of aging in place.

88756 | *Personality Traits and Behavioral Intentions in Intergenerational Co-Housing: A Comparative Study of University Students and Older Adults*
Yu-Chia Chang, National Quemoy University, Taiwan
Cheng-Chia Yang, Asia University, Taiwan
Te-Feng Yeh, Central Taiwan University of Science and Technology, Taiwan

With the aging population, the model of "intergenerational co-housing" is increasingly being promoted in many countries. Intergenerational co-housing involves young people and older adults living together, which not only meets the companionship needs of older adults but also provides housing for the younger generation. This study explores the influence of the "Big Five Personality Traits" on the behavioral intentions of university students and older adults to participate in intergenerational co-housing. The research sample consisted of 632 university students from a university in Taiwan and 204 older adults living in nearby communities. Statistical analysis was conducted using structural equation modeling (SEM). The results showed that among university students, Conscientiousness (β=0.109, p<0.05), Agreeableness (β=0.190, p<0.001), and Openness to Experience (β=0.145, p<0.01) significantly influenced their behavioral intentions. In contrast, only Agreeableness (β=0.186, p<0.05) had a significant effect on older adults. These findings suggest that different personality traits influence the decision to participate in intergenerational co-housing across age groups. For university students, Openness to Experience makes them more willing to try new living arrangements, Conscientiousness leads them to consider the long-term benefits of co-housing, and Agreeableness may make them more inclined to share space with older adults. As for older adults, their behavioral intentions are primarily influenced by Agreeableness, reflecting a positive view of the emotional support benefits from living with younger people. This study suggests that when promoting intergenerational co-housing policies, governments and long-term care facilities should consider the personality traits of different age groups

Entrepreneurship/Silver Economy

92216 | *The Impact of Virtual Reality Education on Elderly Radiation Therapy Patients' Psychological Health and Treatment Knowledge*
Pei-Chi Chang, Asia University, Taiwan

As the global population ages, addressing the psychological challenges faced by elderly cancer patients undergoing radiotherapy has become crucial. Traditional educational methods often have limited effectiveness for older adults, especially those with sensory or educational limitations. Virtual reality (VR), with its immersive and engaging features, offers a novel solution to enhance psychological well-being and improve treatment knowledge. This randomized controlled trial evaluated the impact of VR-based education for elderly radiotherapy patients. Sixty participants over 60 years old were randomly assigned to two groups: an experimental group (n=30) receiving both traditional nurse-led education (30 minutes) and a 15-minute VR session, and a control group (n=30) receiving only traditional education. The VR intervention included a 360-degree video of radiotherapy procedures, side effect management, and a virtual tour of the radiotherapy department. Results revealed significant benefits for the VR group: anxiety scores decreased from 11.5 to 6.3, depression scores from 12.1 to 7.2, and knowledge scores increased from 6.2 to 9.5. Comparatively, the control group saw only minor improvements in anxiety (11.3 to 9.8), depression (11.9 to 9.5), and knowledge (6.3 to 7.8). This study underscores VR's effectiveness as a non-pharmacological tool to reduce psychological distress and enhance treatment knowledge, advocating for its broader application in elderly patient care.

88418 | *Exploring the Application of Virtual Reality Technology in Enhancing Hedonic and Eudaimonic Well-Being Among Long-Term Care Facility Residents*
Cheng-chia Yang, Asia University, Taiwan
Yu-Chia Chang, Nursing, National Quemoy University, Taiwan

Travel can significantly improve well-being. However, long-term care facility (LTCF) residents often face physical or logistical constraints that limit their ability to travel, making virtual reality (VR) a promising alternative to improve their well-being. This study investigates how Virtual Reality (VR) technology can promote the well-being of LTCF residents. Using quantitative methods and structured questionnaires, we surveyed 125 residents from four LTCFs in Taiwan. Participants, with a mean age of 61.76 years and a mean length of stay of 1.8 years, completed a five-week VR travel experience. The study divided participants into city (n=60) and nature (n=65) VR travel groups to compare effects. The study used partial least squares structural equation modelling (PLS-SEM) with Smart PLS software to analyse causal relationships between latent variables. The results showed that the presence of VR had a significant positive effect on both hedonic (β=0.423, p<0.001) and eudaimonic (β=0.536, p0.05) or eudaimonic (|diff|=0.136, p>0.05) well-being. This study confirms that VR travel can indeed improve the well-being of LTCF residents. Importantly, it shows that both urban and natural VR experiences can positively impact residents' well-being. These findings enrich our understanding of VR applications in LTCFs and provide valuable insights for future practical implementations in the field of elderly care and well-being promotion

89327 | *Technological Integration and Business Models of Leading Home Care Providers for Older Adults: A Systematic Market Analysis and Multiple Case Study*
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Silvan Stöckli, University of St.Gallen, Switzerland
Elgar Fleisch, ETH Zurich & University of St.Gallen, Switzerland
Tobias Kowatsch, University of St.Gallen & University of Zurich, Switzerland
Rasita Vinay, University of Zurich, Switzerland

Socioeconomic progress over the past half-century has coincided with declining birth rates and rising lifespans, accelerating global population aging. Consequently, over 142 million older adults struggle to meet their necessities, increasing their dependence on caregiving. While most prefer to age at home, a significant caregiver shortage poses challenges. The growing demand for home care emphasizes the need for innovative, scalable business models. Research Questions: (1) Who are the leading home care providers? (2) What business models are employed? (3) What technologies are used in home care. We conducted a global market analysis of countries with high Global Innovation Index and aging populations, selecting Singapore, Sweden, Switzerland, the UK, and the US. For each country, we identified leading home care providers through governmental databases focusing on revenue, clients, and operational regions. We utilized the Business Model Canvas and conducted interviews to assess these providers. Our study systematically identified the leading providers in the home care industry across selected countries. Our findings indicate that providers use diverse business models, resulting in changes in operations, value capture, and value creation and delivery. We analyzed a range of technologies in use, notably operational and clinical software, along with care support tools. Our study elucidates the design and adoption of emerging business models in home care, providing valuable insights for researchers and practitioners to optimize care delivery. We advocate for empirical research on these models and further investigation into partnering strategies and the adaption of technology within home care ecosystems.

89484 | *Enhancing Formal Caregiver Empathy and Competence in Institutional Dementia Care Through Virtual Reality*
Yi-Heng Chen, Mackay Medical College, Taiwan
Aria S. Y. Chang, Mackay Medical College, Taiwan
Tzu-Hsuan Lee, Taiwan Professional Society of Long-Term Care, Taiwan
Yen-Ling Lee, Tri-Service General Hospital, Taiwan

Behavioral and psychological symptoms of dementia (BPSD) present significant challenges to formal caregivers in long-term care (LTC) facilities, increasing stress and potentially diminishing care quality. This study aimed to develop and preliminarily evaluate a Virtual reality (VR) educational program designed specifically for formal caregivers of residents with dementia in care home and assess the feasibility of the intervention. The development phase involved a systematic literature review and four focus group interviews with formal caregivers, followed by pilot testing and refinement at a residential facility in Northern Taiwan. During this phase, six VR scenarios were created and filmed, depicting typical challenging behaviors of residents with dementia, including overeating, inappropriate sexual behavior, physical aggression, verbal aggression, care resistance, and wandering. The 2-hour VR Educational Program included a 40-minute virtual reality case experience, a 30-minute group feedback session, a 30-minute Functional Analysis demonstration, and a 20-minute practice session on extending daily care plans. Measurement tools included demographic questionnaires, the Chinese Interpersonal Reactivity Index (C-IRI), and the Dementia Competence Scale (DCS), assessing knowledge, attitudes, and skills. Linear mixed model (LMM) analysis indicated no significant improvement in empathy at any post-intervention point. However, the knowledge subscale showed significant increases immediately after the intervention, and attitudes and skills demonstrated significant improvements one week later. These preliminary findings suggest the potential effectiveness and feasibility of the VR simulation training program in LTC facilities. Future research should expand the sample size and test the program across various dementia care settings to confirm its effectiveness.

Frailty

90438 | *The Relationships Between Social Frailty and Intrinsic Capacity, Physical Frailty and Quality of Life Among Community-Dwelling Older People*
Ming-Chi Hsu, National Cheng Kung University, Taiwan
Pei-Hsuan Lee, Independent Scholar, Taiwan
Tuey-Wen Hung, Independent Scholar, Taiwan
Hsiu-Chen Huang, Independent Scholar, Taiwan
Sheng-Yu Fan, National Cheng Kung University, Taiwan

The World Health Organization announces that health is a state of complete physical, mental, and social well-being. Previous studies focused on physical and psychological frailty, but the social aspect has not been included. Social frailty means older adults lack of social resources and can not meet their social needs, which relates to disability and mortality significantly. Taiwan government uses the ICOPE (Integrated Care for Older People) screening tool to measure intrinsic capacity for older adults. The relationships between social frailty and the adverse health outcomes are unknown. Therefore, the study aims to explore the correlations between social frailty and intrinsic capacity, physical frailty, and quality of life among community-dwelling older adults. A cross-sectional study was conducted and 322 older adults were recruited using convenience sampling from the outpatient clinics, integrated health screening stations, and community centers in Southern Taiwan. Multiple regression and logistic regression were used for data analysis. After adjusting for age, gender, marriage, education, self-rated health, and number of chronic diseases, the result showed social frailty negatively related to intrinsic capacity (B = -0.13, p < 0.001) and quality of life (B = -0.03, p < 0.001). In addition, older adults with more severity of social frailty tended to have a higher risk of physical frailty (Exp(B) = 1.43, p = 0.001). Social frailty may play an importance role in health and quality of life among older adults.

90356 | *Predictive Validity of the Johns Hopkins Fall Risk Assessment Tool for Older Patients in Stroke Rehabilitation*
Young-Ah Choi, Incheon St. Mary's Hospital, South Korea

Objective: This retrospective, cross-sectional study evaluated fall frequency and the predictive validity of the Johns Hopkins Fall Risk Assessment Tool (JHFRAT) among patients aged ≥65 years admitted to a university hospital rehabilitation ward.
Methods: We analyzed data from 175 patients with subacute stroke, including a subgroup with low unaffected handgrip strength (HGS; men <28 kg, women <18 kg). Receiver operating characteristic (ROC) curve analysis was employed to assess JHFRAT's predictive validity, with the optimal threshold identified using the Youden index.
Results: Of the total cohort, 77.1% (135/175) presented with low HGS. Fall rates were 6.9% in the overall cohort and 5.9% in the low HGS subgroup. JHFRAT showed higher predictive value for the low HGS subgroup, though performance remained acceptable for the entire cohort. The optimal JHFRAT cutoff score was 11 for the overall cohort (sensitivity 67%, specificity 68%) and 12 for the low HGS subgroup (sensitivity 75%, specificity 72%).
Conclusion: These findings support the utility of JHFRAT in post-stroke older adults, especially those with low HGS, and highlight its potential for guiding tailored fall prevention strategies in rehabilitation settings.

90999 | *Exploring the Experience and Barriers in Fall Management and Prevention Strategies Among Care Aides in Daycare Centers*
Bing Hung Chang, National Cheng Kung University Hospital & National Cheng Kung University, Taiwan
Sheng Yu Fan, National Cheng Kung University, Taiwan
Hsiu Hua Lee, National Cheng Kung University Hospital, Taiwan
Bie Ching Liu, National Cheng Kung University Hospital, Taiwan
Yu Wen Chen, National Cheng Kung University Hospital, Taiwan

Background: Falls have physical and psychological impacts on older adults. Previous research on barriers to implementing fall prevention has mainly focused on hospital staff rather than care aides in daycare centers. Thus, this study aimed to explore the experience of fall management and prevention strategies among care aides in daycare centers.
Methods: Qualitative interviews were conducted with 14 care aides in daycare centers, including five males. Semi-structured interviews were used to explore risk factors of falls, experience in fall assessment and prevention, and perspectives on technological interventions. Thematic analysis was employed for data analysis.
Results: Four themes were identified: First, the various causes of falls and their impact: Falls affect older adults' health and daily lives. Second, current fall prevention strategies: they often had to proactively adjust fall prevention procedures after unexpected falls. Third, implementation barriers faced by care aides: they faced challenges in balancing rehabilitation and fall prevention for older adults. Fourth, the potentials and barriers to implementing fall prevention technology: they expected technological interventions could reduce the workload but were concerned about accuracy and cost-effectiveness.
Conclusion: The current barriers to implementing fall prevention in daycare centers include workload, insufficient management skills, poor communication with families, and limitations in spatial planning. Addressing these issues requires educational training, support from management, user-friendly technological devices, care process modification, and enhanced family involvement. Future research should focus on how technological solutions can reduce care burdens to improve older adults' safety and quality of life in daycare centers.

91949 | *The Benefits of Using Smell in Reminiscence Therapy for Loneliness and Depression of Community-Dwelling Older Adults*
Hideaki Hanaoka, Hiroshima University, Japan
Daiki Nakashima, Naragakuen University, Japan
Kyosuke Yorozuya, Seijoh University, Japan
Fumiko Kaneko, Hiroshima University, Japan
Mineko Wada, Hiroshima University, Japan
Hitoshi Okamura, Hiroshima University, japan

Objective: This study aimed to examine the benefits of using smell as a memory trigger during reminiscence therapy for community-dwelling older adults, focusing on its effects on loneliness and depression.
Methods: Seventy-nine community-dwelling older adults were randomly allocated to either an intervention or a control group. Participants in the intervention group underwent a total of eight 40-min. reminiscence therapy sessions once a week that used smell as a trigger. The control group underwent similar reminiscence therapy but only used themed conversations. Their responses were assessed pre- and post-intervention using the UCLA Loneliness Scale Version 3 (UCLA LS3), which evaluates loneliness, and the Geriatric Depression Scale-15-Japanese, which measures the state of depression. Results: The pre-intervention comparison of the participants' characteristics and each evaluation item showed significant differences (p = 0.030) between the two groups' Olfactory Visual Analogue Scale (VAS) scores. Subsequently, we performed Analysis of Covariance via repeated measurements, using Olfactory VAS as the covariate, and found significant interactions in UCLA LS3 (p = 0.006) alone. To identify items for consideration during interventions, we examined factors related to post-intervention UCLA LS3 scores. Our results showed that the notion of usefulness, by which participants perceived the smell triggers to be useful for inducing reminiscence (p = 0.045), was significantly related to pre-intervention UCLA LS3 scores (p < 0.001) in the intervention group. Conclusion: These findings show that using smell as a trigger during reminiscence therapy can effectively alleviate loneliness and suggest the need to prepare appropriate odorants for facilitating reminiscence.

Poster Session 1

91828 | *Simultaneous Exercise-Cognitive Training for Cognitive Frailty in Older Adults: A Scope Review*
Hui-ling Yang, Fu Jen Catholic University, Taiwan

Background: Cognitive frailty, characterized by the co-occurrence of physical frailty and cognitive impairment, poses significant risks such as falls, disability, and early mortality in older adults. This review explores the effectiveness of Simultaneous Exercise-Cognitive Training (SECT) interventions in mitigating cognitive frailty. SECT combines physical exercise with cognitive tasks, aiming to enhance cognitive and physical functions through dual-tasking. Previous studies suggest that SECT may provide additive cognitive benefits.
Methods: A comprehensive literature search was conducted across multiple databases, including PubMed, Cochrane Library, and CINHAL, covering studies from their inception to December 2023. The review included randomized controlled trials (RCTs) and quasi-experiment studies focusing on older adults with cognitive frailty.
Results: The review identified that SECT can significantly improve cognitive function and muscle strength and reduce frailty and depression. Key findings suggest that SECT can improve cognitive function, executive functions, memory, and attention in older adults. These improvements' mechanisms include increased neuroplasticity, enhanced cerebral blood flow, and reduced inflammation. Additionally, the CPDT may offer psychosocial benefits, such as improved mood and social interaction. However, the review also highlights the need for standardized protocols and long-term studies to establish the efficacy and sustainability of SECT.
Conclusion: SECT offers promising benefits for older adults with cognitive frailty. Future research should explore the optimal intensity, duration, and types of exercises and cognitive tasks to maximize benefits. This review underscores the potential of SECT as a promising intervention for mitigating cognitive decline in older adults, advocating for its integration into public health strategies and clinical practice.

89382 | *Falls Profiling in Older Women and Men*
Daniella Isacu, Leonardo da Vinci Hospital Center in Tours, France
Bernard Mercier, Blois Hospital Center, France
Bertrand Fougères, Tours University Hospital Center (UHC), France

Background: To achieve a falls prevention program, we studied factors influencing falls in elderly men and women such as socio-medical factors: living as a couple or alone and medical history; predisposing factors: neurosensitive deficiency (NSD); gait disturbances (GD); cognitive disorders (CD); depression (D); malnutrition (M); vitamin D3 deficiency (VDD); iatrogenic factors (IF); feet's abnormalities (FA) and precipitating factors: infections (I); stroke (S); confusion (C); ionic disorders (ID); toxic substances (TS); anemia (A); heart rhythm disorders (HRD); orthostatic hypotension (OHT). Methods: Retrospective study on 220 patients over 65 years old, hospitalized for falls. A fall assessment model developed by the team of Geriatrics Department of UHC of Tours was used. To analyze the results, we utilized the test q-square and Student. Results: The number of women was significantly (p<0.05) greater than men as well as their average age. Single women and men fall more often (p<0.001) than those in couple. No significant differences in medical history between two sexes.
The predisposing factors most influencing falls in women are: CD, GD, VDD, D, IF and in men: GD, VDD, IF and NSD. Depression is a less significant (p<0,05) falls cause in men than in women. The precipitating factors most influencing falls in women are: C, I, HRD, A, ID and in men: HRD, I, C, ID, A. HRD are a significant falls cause in men (p<0,05) compared to women.
Conclusions: The societal factor is a preventive one. The falls in both sexes are the results of predisposing and precipitating factors addition.

Lifespan Health Promotion

88339 | *The Atherogenic Index of Plasma is Associated with Handgrip Strength in Elderly Women with Obesity – A Nationwide Study in Korea*
Hea Lim Choi, Severance Hospital, South Korea

Sarcopenic obesity is a growing concern, particularly due to its association with adverse health outcomes in the elderly. This study explores the relationship between sarcopenic obesity, as measured by handgrip strength (HGS), and the atherogenic index of plasma (AIP), a cardiovascular risk marker, in Korean elderly women with obesity. We analyzed data from 1,366 Korean women aged over 65 years from the seventh Korean National Health and Nutritional Examination Survey. Obesity was defined as a BMI > 25, and low muscle strength as an HGS > 16.80 kg. AIP values were categorized into quartiles, and comparisons were made using analysis of covariance and multivariate logistic regression to calculate odds ratios (ORs) for low muscle strength across AIP quartiles. AIP values were significantly higher in the obese group compared to the non-obese group (0.43 vs. 0.35, P<0.001). In the obese group, the mean HGS in the highest AIP quartile was significantly lower than in the lowest quartile (Q1: 21.81 kg, Q4: 19.06 kg, P < 0.001). Additionally, the odds of low muscle strength were significantly higher in the highest AIP quartile within the obese group (Q4 OR: 4.13, 95% CI 1.79-9.53). No significant differences were observed in the non-obese group. In conclusion, higher AIP values are associated with reduced handgrip strength in obese elderly women, highlighting the need for clinicians to monitor cardiovascular risk in this population.

92218 | *A Prospective Study to Investigate the Quality of Life and Knee Function of Patients with Osteoarthritis Undergoing Total Knee Replacement*

Pei-Tseng Kung, Asia University, Taiwan
Wen-Chen Tsai, China Medical University, Taiwan
Kui-Chou Huang, Asia University Hospital, Taiwan
Ming-Chou Ku, Show Chwan Memorial Hospital, Taiwan
Chien-Chou Pan, Taichung Veterans General Hospital, Taiwan
Cheng-Pu Hsieh, Changhua Christian Hospital, Taiwan

Background and Objectives: Osteoarthritis causes knee pain and daily difficulties, and patients will choose total knee replacement (TKR) to treat severe osteoarthritis. In Taiwan, there are about 20,000 replacements per year for TKR. The study objectives were to explore the effects of accepting TKR on knee function and quality of life (QOL).
Methods: A prospective survey study was designed. The study population was aged over 50 with osteoarthritis and needed to undergo TKR. The questionnaire included the EuroQol-5 Dimension and the Oxford Knee Score (OKS). Three-time surveys (baseline before surgery, 6 months, and 12 months after surgery) have been conducted in three years. Multiple regression with a generalized estimating equation and difference-in-difference design has been performed to explore the effects of accepting TKR on QOL and OKS.
Results: A total of 704 patients for the two groups were collected. After matching, 324 patients were matched, and the surgery group improved 17.85±9.47 points in OKS and had an increase of 20.77±19.55 points in QOL in 12 months after surgery. In contrast, the non-surgery group showed less improvement, with OKS increasing by 7.17±11.96 points and QOL by 6.26±19.04 points. The OKS in the surgery group, in which lower scores indicate better function, was 1.14 times that of the non-surgery group at baseline. After 12 months of surgery, the OKS score improved to 0.76 times, and the QOL score increased from 0.90 times at the baseline to 1.12 times.
Conclusion: Patients with osteoarthritis who choose to undergo TKR improve knee function and QOL.

92211 | *Effectiveness of the Early Chronic Kidney Disease Pay-for-Performance Program on Elderly Patients: A Nationwide Cohort Study*

Wen-Chen Tsai, China Medical University, Taiwan
Bo-Tang Wang, An Nan Hospital, China Medical University, Taiwan
Yeong-Ruey Chu, China Medical University, Taiwan
Pei-Tseng Kung, Asia University, Taiwan

Background: Taiwan consistently ranks first or second globally in dialysis incidence and prevalence, and chronic kidney disease (CKD) incurs the highest healthcare costs. To address this problem, the National Health Insurance Administration launched the Early-CKD Pay-for-Performance (P4P) program in 2011. Over 64% of CKD patients in Taiwan are aged 65 or older. Research on its effectiveness remains limited.
Objectives: The study evaluated the Early-CKD P4P program's impact on elderly patients, including factors influencing program enrollment, CKD progression, and treatment interruption.
Methods: This study analyzed data from the Taiwan National Health Insurance Research Database, focusing on patients aged over 65 diagnosed with early-stage CKD (stages 1-3a) from 2016-2018. Propensity score matching (1:1) minimized group differences. Cox regression models evaluated factors associated with program enrollment, renal deterioration, and treatment interruption.
Results: The study analyzed 47,224 patients aged over 65 newly diagnosed with early-stage CKD (stages 1-3a) from 2016 to 2018, with follow-up until 2021. After 1:1 propensity score matching, 38,062 patients were included. Results showed that participation in the P4P program significantly reduced the risk of CKD progression to end-stage renal disease (adjusted Hazard Ratio (aHR) = 0.24, 95% CI: 0.22-0.27). However, 49.87% of eligible patients did not enroll, and 63.33% of participants eventually discontinued treatment. Stage 3a patients were less likely to be enrolled (aHR = 0.88) and more likely to discontinue treatment (aHR = 1.08).
Conclusion: The P4P program effectively delays CKD progression to end-stage renal disease among elderly patients but requires further strategies to enhance enrollment and treatment adherence.

Public Policy

90808 | *Regional Inequalities on Ageing and Cardiovascular Diseases in Bulgaria*

Dima Tsanova, Medical University – Pleven, Bulgaria
Mariela Kamburova, Medical University – Pleven, Bulgaria
Stela Georgieva, Medical University – Pleven, Bulgaria

After democratic changes, Bulgaria became one of the countries with the highest level of ageing. According to the World Bank, Bulgaria is in 11th place on the world ranking list for the share of people over 65 years of age for 2023. Another public health problem in our country is cardiovascular diseases and their high mortality. This report aims to analyse the regional differences in ageing in Bulgaria and to establish the relationship with cardiovascular mortality. An ecological study was conducted. Using the data from NSI the 28 regions in Bulgaria were compared according to the proportion of people over 65+ and the death rates due to cardiovascular diseases per 100,000, /2023/. The results were processed with SPSS and Pearson's coefficient was used. Results The share of people over 65 increased from 20% in 2014 to 23.75% in 2023 with great regional differences. The highest in Vidin and Gabrovo (31.25% and 30.27%) compared to 21.51% for Varna and 19.23% for Sofia. The death rates due to CVD make the inter-district inequalities more significant - the lowest is in Sofia - 689.13, Blagoevgrad – 816.01 and more than two times higher in Vidin - 1513.90 and Gabrovo – 1305.95. A strong positive linear correlation was found (r=0.76, N=28, p=0.000). Bulgaria is among the countries with serious challenges related to the process of ageing and high cardiovascular diseases and deaths. The profound regional differences impose permanent monitoring and directing the regional public health policies to avoid the unfavourable effects of this process.

89045 | *Thematic Analysis of Public Discourse on Delayed Retirement Reform via Chinese Social Media Hashtags*
Jinyi Xiao, University of Helsinki, Finland
Xiaojun Tong, University of Chinese Academy of Social Sciences, China

This research aims to explore the public discourse and response topics regarding delayed retirement reform in Chinese social media (Weibo Hashtags) since the Chinese government announced voluntary and flexible principles for delayed retirement. Additionally, the study examines the temporal trends of dominant themes to identify changes over time.
We searched for topics related to delayed retirement reform using keywords in the Weibo search engine between 22nd July and 18th August 2024. Relevant topics were manually selected from the search results, and their view and comment frequency were retrieved. Inductive thematic analysis was employed to categorise the topics into themes. In addition to identifying the themes, we analysed the popularity of each theme and the frequency with which they appeared in the four stages of the social media topics' lifespan. Preliminary findings demonstrate that retirement reform garners significant attention on Weibo. The public generally supports the voluntary principle but also expresses anxiety and insecurity regarding issues associated with raising the retirement age, the impact on pensions, and challenges in future employment opportunities. Public discussions on Weibo reveal a strong focus on this reform. Concerns about extended working careers primarily stem from age discrimination in the labour market and pension system inequality in China. These concerns lead the public to worry that their personal interests will be affected during their late career.

Resilience

92236 | *Fostering Resilience and Inclusivity in Disaster Preparedness: A Community Model for Aging Societies at National Cheng Kung University*
Wen-Ping Tsai, National Cheng Kung University, Taiwan

Global environmental changes have intensified the complexity of disasters, posing significant risks to aging populations in academic and community settings. National Cheng Kung University (NCKU) has developed a disaster management framework emphasizing inclusivity and the dignity of individuals across all age groups. The initiative aims to establish a scalable, age-sensitive disaster preparedness model utilizing advanced methodologies and technologies to address the unique vulnerabilities of aging societies. The project targets key facilities, including the Department of Hydraulic and Ocean Engineering Building and the Ocean Engineering Building, as pilot sites. It integrates scientific disaster risk assessments with resource mapping and stakeholder surveys, particularly focusing on older individuals, to provide data-driven risk mitigation strategies. Disaster management technologies such as real-time hazard monitoring systems (e.g., early warning systems for earthquakes, floods, and storms), predictive analytics (using historical data, real-time inputs, and machine learning models to forecast the likelihood, timing, and impact of disasters), and real-time decision support are employed to enhance preparedness and response capabilities. A novel aspect of the initiative is the formation of disaster response teams trained using innovative methods, including immersive simulations and scenario-based learning tailored to various age groups. Customized response plans prioritize accessibility, resource adequacy, and adaptability, ensuring inclusive disaster responses. Furthermore, tabletop simulations and live drills validate these strategies. This framework has the potential to influence national disaster preparedness policies and serve as a replicable model for other educational institutions, enhancing resilience and safety for aging populations worldwide.

89922 | *Study into the Role of Psychological Resilience Between Ageism, and Well-being Among School Teachers*
Wei Ting Lin, National Cheng Kung University, Taiwan
Yun-Hsuan Chang, Institute of Gerontology, National Cheng Kung University, Taiwan

As global populations continue to age, the societal impact of aging has become more prominent, even within educational settings. Teachers may encounter workplace ageism, which can affect both their job performance and overall well-being. This study explores the relationship between workplace ageism and resilience, contributing to the broader conversation on aging by providing insights that can guide efforts to strengthen adult resilience and reduce the prevalence and consequences of ageism in society. This study aims to: (1) examine the relationship between age discrimination and well-being, and (2) explore the mediating role of psychological resilience across different age groups of teachers in the connection between age discrimination and psychological well-being. A total of 524 participants from basic education schools were recruited through an online survey, excluding unpaid leave and substitute teachers. Participants completed the Workplace Age Discrimination Scale (WADS), the General Self-Efficacy Scale (CGSE), the Brief Chinese Psychological Well-being Scale (PWBS), and the Resilience Scale for Adults (RSA). The data were analyzed using SPSS 27.0 and Hayes' Process Macro 4.0. to obtain statistical results. The results indicate that self-efficacy moderates the relationship between workplace age discrimination and resilience ($\beta = .032$, $p = .024$). Additionally, the findings reveal that disparities in age discrimination are indirectly mediated by psychological resilience, affecting both workplace well-being and job satisfaction ($\beta = .0092$, $SE = .0048$, $LLCI = .007$, $ULCI = .0194$). Psychological resilience and self-efficacy may serve as protective factors for teachers when confronting workplace ageism or age-related challenges, helping to preserve their well-being.

Poster Session 1

Transport, Mobility and Accessibility

91654 | *Improving Upper Limb Motor Adaptation in Aging Individuals Using Vibrotactile-Enriched Virtual Reality Mirror Therapy*
Hsiu-Yun Hsu, National Cheng Kung University, Taiwan
Che-Wei Lin, National Cheng Kung University, Taiwan
Yu-Ching Lin, National Cheng Kung University, Taiwan
Li-Chieh Kuo, National Cheng Kung University, Taiwan

Background: Elderly individuals often face challenges in making appropriate motor adaptations in response to various situational disturbances and task demands. Unfortunately, there remains a lack of rehabilitation programs specifically tailored to improve the motor adaptation capacity in the upper limbs of the elderly. Recent neuroimaging studies suggest that mirror visual feedback (MVF) enhances learning-related brain plasticity, thereby improving upper limb (UL) function in older adults. Furthermore, current evidence indicates that vibrotactile stimulation is an effective and beneficial feedback modality for reducing age-related sensorimotor impairment. Therefore, this study aimed to analyze the effects of vibrotactile-enriched Virtual Reality-based Mirror Therapy (VR-MT) on the motor adaptation capacity of the upper limbs in healthy young adults and elderly individuals. Methods: This was a randomized, assessor-blinded study. The recruited participants received 12 sessions of vibrotactile-enriched VR-MT. The primary outcome was the FRPeak of a pinch-holding-up activity (PHUA) test, which assesses the ratio between peak pinch force and the maximum load of a pinch apparatus. This test was used to evaluate the motor adaptation capacity in response to changes in load force during the lifting of an object. Results: Five males and ten females, with a mean age of 65.5 ± 5.7 years, participated in the study. The mean change in the FRPeak parameter of the PHUA test decreased from 3.75 ± 1.23 to 2.92 ± 0.44, indicating a significant within-group improvement following vibrotactile-enriched VR-MT. Conclusions: The findings indicated that vibrotactile-enriched VR-MT potentially improves the motor adaptation capacity of the hands in healthy older adults.

Poster Session 2

Tuesday 17:15-18:15 | Orion Hall (5F)
Poster Session 2

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

General Psychology

91924 | *Individual and Environmental Factors Affecting Career Development of University Students in Japan and China*
Fan Yinxin, Ochanomizu University, Japan
Ito Hiroyuki, Ochanomizu University, Japan

In recent years, rapid changes in social environments, such as globalization and an increase in nonstandard employment, have highlighted the importance of examining young people's career development mechanisms. Before transitioning to work, university students must make career choices. To achieve this, enhancing career adaptability (CAAS) and developing an appropriate vocational identity (VISA) is crucial. This study examined the CAAS and VISA among university students in Japan and China, focusing on the individual and environmental factors involved. A total of 440 Japanese and 621 Chinese university students participated in this study. Measures encompassed individual factors such as cognitive abilities (reflected by the academic rank of their universities) and participation in extracurricular activities during high school and university. Environmental factors were also considered, such as career education, support from friends and teachers, and parents' career-related behaviors (e.g., support, interference, or lack of involvement). Career development indicators were CAAS and VISA scales. The results of the multiple regression analyses indicated that individual and environmental factors were associated with the CAAS and VISA scores in Japan and China. However, some differences were observed between the two countries. In Japan, the effects of extracurricular activities during high school and university are notable, whereas in China, the parental interference also has an impact.

Psychology and Education

88754 | *Virtual Reality and Situational Learning: A Preliminary Evaluation of a Nutrition Literacy Intervention for College Students*
Li-Ling Liao, Kaohsiung Medical University, Taiwan
I-Ju Lai, I-Shou University, Taiwan

This study addresses the critical need for effective interventions to improve dietary behaviors among college students, who are at heightened risk of developing chronic diseases and obesity due to poor eating habits. To tackle this issue, we developed a comprehensive nutrition literacy education program that integrates mobile app technology with virtual reality (VR), creating an immersive and interactive learning experience. The program was evaluated in a quasi-experimental study involving 159 college students, who were randomly assigned to one of three groups: an app-only intervention group, an app+VR intervention group, and a control group with no intervention. Participants were assessed before and after the intervention on key outcomes, including nutrition literacy, healthy eating self-efficacy, and dietary behaviors. After conducting a covariance analysis and controlling for pre-test scores, results from the evaluation demonstrated that both intervention groups showed significant improvements in nutrition literacy and healthy eating behaviors when compared to the control group. Importantly, the app+VR group exhibited a marked increase in healthy eating self-efficacy, indicating that the combination of app-based learning with VR immersion is particularly effective in facilitating long-term behavior change. These findings highlight the promise of leveraging new technologies to enhance health education, particularly in fostering nutrition literacy and supporting healthier dietary choices among college students. The study's outcomes provide a strong foundation for further research and development of technology-enhanced educational interventions aimed at promoting better health outcomes in this population.

89336 | *Identification of Help-Seeking Skill Profiles in School-Aged Children and Associations with Attachment and Friendship*
Erina Suzuki, Nagoya University, Japan

Help-seeking skills are important in facilitating access to appropriate resources for school-aged children with mental health and other problems. Although help-seeking skills are a complex multi-component skill, there is a critical lack of knowledge about what help-seeking skills profiles individuals have. There is also limited research on the relationship between help-seeking skills and other psychological factors. The present study, based on a person-centered approach, aimed to identify the profiles of help-seeking skills, and to investigate the relationship between these profiles and attachment avoidance and self-perception of friendship. A total of 162 students from the fifth to six grade (10-12 years old) responded a questionnaire survey. Latent profile analysis identified five profiles of help-seeking skills: high in all skills (22%), average in all skills (52%), low in all skills (7%), high in organizing thoughts only (11%), high in considering ways but low in help-seeking behavior (8%). The analyses using the BCH command showed significant differences in attachment avoidance and self-perception of friendship among these profiles. Attachment avoidance was lower among those with a high in all skills than among those with an average and a low in all skills. Self-perception of friendship was most positive for those with high in all skills, while those with high in considering ways but low in help-seeking behavior were relatively negative. The antecedents of each profile and the support methods were discussed in terms of attachment avoidance based on parent-child relationships and self-perception of current friendships.

92324 | *Examining the Interplay of Cooperation and Competition: Impacts on Academic Performance and Well-Being Across Cultural Contexts*
Huiting Fang, Peking University, China
Xi Wang, Peking University, China
Xiaofang Weng, Beijing Normal University, China

Cooperation and competition, often seen as opposing forces, frequently coexist in school settings. Their impacts on students' development are complex, particularly across cultures where these constructs are perceived differently (e.g., individualism vs. collectivism). This study examined the individual and joint effects of cooperation and competition on academic performance and well-being (i.e., eudaimonia, positive affect, and life satisfaction), while testing for cultural differences. Participants included 12,058 students from Mainland China (MC, Mage = 15.77, SDage = 0.29, 47.9% female) and 4,838 from the United States (US, Mage = 15.84, SDage = 0.29, 49.1% female). Polynomial regression with response surface analysis was employed to analyze the data. Results revealed that cooperation positively influences both academic performance and well-being across cultures. Competition enhanced academic performance and eudaimonia in both cultures but negatively associated with positive affect and life satisfaction in MC, a pattern not found in the US. Specifically, balanced low levels of cooperation and competition were associated with worse academic performance and well-being in both cultures. In MC, increasing imbalance in either direction led to higher eudaimonia but lower life satisfaction, while this effect was absent in the US. High cooperation combined with low competition improved well-being in both cultures but reduced academic performance in MC. These findings provide a comprehensive understanding of the individual and joint effects of cooperation and competition on adolescent multi-domain development. The cross-cultural design highlighted both cultural commonality and specificity, offering valuable insights for foster adolescent development across various cultural and educational contexts.

91965 | *Future Time Perspective Moderates the Relationship Between Age and Learning Intention*
Da Jiang, Education University of Hong Kong, Hong Kong

Objective: This study explores how older adults' future time perspective (FTP), as described by Socioemotional Selectivity Theory (SST), influences their learning intentions and behaviors. Older adults, perceiving limited future time, prioritize emotionally meaningful goals, whereas younger adults focus on acquiring knowledge. Methods: Study 1 involved 208 participants (100 older adults and 108 younger adults) who completed measures on FTP and learning intentions to assess their relationship. Study 2 included 187 participants (92 older and 95 younger adults) and examined the connection between FTP and learning behaviors through a Lithuanian language learning task, focusing on learning efficacy. Study 3 used a situational priming experiment to manipulate FTP levels among younger and older adults, further investigating FTP's impact on learning intentions and age-related differences. Results: Findings from Study 1 indicated that older adults with a more open FTP exhibited stronger learning intentions, while younger adults showed no significant differences in their FTP or learning intentions. Study 2 reinforced that a more open FTP correlates with improved learning outcomes in the language task. Additionally, Study 3 revealed that participants with expanded FTP exhibited significantly higher learning intentions compared to those with limited FTP. Discussion: Overall, the results suggest that a more open FTP is linked to enhanced learning intentions and outcomes, highlighting the importance of future time perspective in the learning processes of different age groups.

88224 | *Exploring the Effects of Kahoot! on Reading Comprehension for Students with Autism Spectrum Disorders*
Han-Wei Liao, Ren-Ai Elementary School, Taiwan
Yi-Chun Chen, National Taiwan Ocean University, Taiwan

This study aimed to investigate the effects of Kahoot! on the reading comprehension of students with autism. Two sixth-grade students with autism spectrum disorders (ASD) participated in the study. The single-subject experimental design (A-B-M) was employed, and the semi-structured interview was used to explore the ASD students' feedback on Kahoot! and to understand their views on this educational program. Quantitative data were collected using the Progress in International Reading Literacy Study (PIRLS) reading comprehension tests. Since the single-subject experimental design was used, quantitative data were collected based on three periods: baseline, intervention, and maintenance, and these data were analyzed by visual inspection to examine immediate and maintenance effects. The qualitative data were driven from the semi-structured interviews conducted after the experiment. The ASD students' viewpoints and feelings about using Kahoot! to assist reading comprehension were summarized. The major results were as follows:
(1) Kahoot! had immediate effects on PIRLS reading comprehension for high-grade elementary ASD students. (2) Kahoot! improved every PIRLS reading comprehension level, especially "Evaluate and critique content and text elements." (3) The maintenance effects of Kahoot! on PIRLS reading comprehension in ASD students were subject to individual differences in cognitive abilities. (4) High-grade elementary ASD students demonstrate a positive perception and emotional response to the instructional intervention of Kahoot! Based on the research results and conclusions, the researcher proposes practical and useful recommendations for future educational practices and studies.

92339 | *The Effect of Mobile Learning Strategies on Self-Efficacy and Learning Achievement Among Nursing Students*
Iin Yi-Yun, Shu Zen College of Medicine and Management, Taiwan
Po-I Chiang, National Yang Ming Chiao Tung University, Taiwan
I-Ping Yang, Shu Zen College of Medicine and Management, Taiwan

Integrating mobile learning into nursing education is crucial, as APP-based learning can potentially enhance the learning efficiency of nursing students. Medical and surgical nursing courses are known for their complexity and difficulty, often leaving learners feeling overwhelmed. To the best of our knowledge, no studies have specifically investigated the impact of mobile APPs on self-efficacy in medical and surgical nursing courses among nursing students. This study aims to explore how mobile APP applications contribute to self-efficacy and learning achievement in these courses for nursing students. A quasi-experimental single-group pre- and post-test design was employed, with 74 nursing students from a college in Taiwan. Data were analyzed using SPSS 25.0, including descriptive statistics, t-tests, and Pearson correlation analysis. The findings showed that 93% of nursing students were highly satisfied with the APP's system stability, and 88% indicated they would frequently use it in the future. The mean self-efficacy score was 24.11. Pearson correlation analysis revealed a positive correlation between self-efficacy and academic performance (r = 0.38, p < 0.05). Post-test scores for self-efficacy and learning achievement showed significant improvements compared to pre-test scores (p < 0.001). Mobile learning strategies significantly enhanced nursing students' self-efficacy and academic performance, providing valuable insights for developing innovative teaching models in nursing education.

92343 | *A Survey on the Supervision Experience of Full-Time Intern Counseling Psychologist in Taiwan*
Szu-Fan Chen, National University of Tainan, Taiwan
Cheng-Tseng Lin, National Open University, Taiwan
Ting-Chia Lien, National University of Tainan, Taiwan

This study focuses on understanding the supervision experience of full-time intern counseling psychologists in Taiwan. This study took 197 full-time intern counseling psychologists as the research subjects, of which 146 were female (74%) and 51 were male (26%). The majority of interns were in school settings (59%). The research results show that on average each person interviewed a total of 2.68 internship institutions, and the current internship institution is the 2.29th one interviewed. All (100%) full-time intern psychologists have signed personal internship contracts with the internship institutions. 90% of professional supervisors are from within the institution, most of which are conducted in the form of individual supervision (98%), and 60% are conducted through discussion of written/oral case reports. 47% of supervisees expressed satisfaction with supervision. The results of this study echo the current internship situation in Taiwan, where both full-time intern counseling psychologists and counseling psychologists mainly practice in schools. It is currently suggested that the results of this study can be used as a reference for future full-time intern psychologists when looking for internship institutions, so as to first understand the current situation of the actual field, realize that multiple interviews may be required, and understand that the current professional supervisor candidates are mostly provided by institutions. Supervision is mostly conducted in the form of individual supervision and indirect discussion of individual cases, eliminating the anxiety of supervision that requires full verbatim scripts or on-site supervision.

92159 | *The Role of Expectancy-Value Theory in Predicting Academic Success Among Psychology Students*
Mangkornnoi Liu, Srinakharinwirot University, Thailand
Sittipong Wattananonsakul, Srinakharinwirot University, Thailand

This study investigates the academic achievement of senior psychology students through the Expectancy-Value Theory framework. Self-efficacy and task value were examined as predictors, with mastery and performance goals as mediators, to understand their influence on students' academic actions and outcomes. A total of 120 senior psychology students participated in the study. Structural Equation Modeling (SEM) was employed to test the hypothesized relationships between predictors, mediators, and achievement outcomes. Results revealed that self-efficacy and task value significantly predicted both mastery and performance goals. Mastery goals demonstrated a stronger mediating effect on academic achievement, underscoring the critical role of intrinsic motivation in driving academic success. Conversely, performance goals showed a moderate mediating effect, suggesting their relevance in specific achievement contexts. These findings support the validity of the Expectancy-Value Theory in understanding student achievement and provide practical insights for educators to foster motivation and achievement among psychology students.

90552 | *The Application of Jungian Dream Work: A Case Study of Young Adult Women Entering the Workforce*
Kuei-Hui Su, National Changhua University of Education, Taiwan
Tsuang-Chain Huang, National Changhua University of Education, Taiwan

Jung believed that dreams are the key to the integration of the individual's unconscious, and that dreams are the expression of the unconscious (Jung, 1964/1999).Dreams are also an instrument for the diagnosis, research and treatment of mental disturbances in a clinical setting (Khodarahimi, 2009). This research employs a case study approach, with participants being young adult women who have recently entered the workforce and are feeling confused and anxious due to a series of recurring dreams. Therefore, four consecutive dreams were collected and analyzed by a Jungian-oriented dream interpretation method. This study contributes in three ways: First, the initial dream serves as an opportunity to begin the process of self-restructuring. Second, Jungian dream work, through a series of dreams, reveals the inner world, allowing the dreamer to access unconscious messages, which can be used as a tool for assessing the internal state. Third, by engaging in active imagination and amplifying the archetypes and symbols in the dream, a metaphorical interpretive process unfolds into self-dialogue, helping the dreamer assess the internal shadow that is difficult to accept. This creates an opportunity to integrate the inner feminine (Anima) and masculine (Animus) qualities, aiding the process of inner self-integration. By amplifying each image in a dream, one can expand the understanding of each image to gather richer and fuller information (Mattoon, 1978). The present study highlights that Jungian dream work helps the dreamer understand their inner state, serves as a tool for psychological assessment, and facilitates the integration of the inner self.

92305 | *A Systematic Review of Effective Interventions and Theoretical Perspectives on Enhancing Children's Social Behaviors*
Sittipong Wattananonsakul, Srinakharinwirot University, Thailand
Nilukeman Dueramae, Srinakharinwirot University, Thailand
Teetouch Plainoen, Srinakharinwirot University, Thailand
Atid Hongwitayakorn, Srinakharinwirot University, Thailand
Rapeekorn Koraveja, Srinakharinwirot University, Thailand
Nanapat Bunnag, Srinakharinwirot University, thailand

This systematic review examines 32 intervention programs designed to improve social behaviors in children, addressing growing concerns over socially behavioral challenges that impact development. The study consolidates evidence on program efficacy, strategies, and outcomes from a comprehensive search of academic databases for studies published in Thai between 2017 and 2024. Inclusion criteria required studies to demonstrate robust theoretical underpinnings, clearly defined participant characteristics, measurable outcomes, and rigorous methodologies that met quality standards for systematic review inclusion. The research synthesis employed meta-analytic techniques to evaluate the effect sizes of the programs, examining variations based on the theoretical frameworks underpinning each intervention. Results revealed significant differences in effect sizes, with programs rooted in behaviorism demonstrating higher efficacy compared to those based on social-cognitive theories. Variability in implementation fidelity and measurement tools continued to challenge generalizability, but interventions involving family participation showed consistent improvements. Discussion highlights the implications of these findings for educators, clinicians, and policymakers, emphasizing the importance of standardized protocols, rigorous follow-up studies, and the integration of evidence-based practices into child social behavior management strategies. This review underscores the need for further research to refine theoretical models and enhance intervention effectiveness.

91137 | *The Impact of Cognitive and Emotional Factors on Teachers' Intervention in School Bullying*
Liming Chen, National Sun Yat-Sen University, Taiwan

The purpose of this study was to examine the impact of various cognitive variables (knowledge of bullying, classroom management self-efficacy, and trauma-informed knowledge) and emotional variables (emotional responses to witnessing bullying) on teachers' willingness to intervene in bullying incidents. Participants included 638 teachers from 36 primary and secondary schools in Taiwan. A self-reported questionnaire was administered, and Rasch analysis was employed to assess the reliability and validity of the self-developed scales and estimate participants' latent traits on each variable. Hierarchical multiple regression analysis was then conducted to analyze the effects of different independent variables on teachers' willingness to intervene in bullying. The results showed that teachers' willingness to intervene in bullying incidents increased with their knowledge of bullying, trauma-informed knowledge, and classroom management self-efficacy. Among the knowledge about bullying, knowledge of the impact, management, and intervention of bullying was a significant predictor of intervention willingness, while knowledge of the current situation, definition, and identification of bullying did not enhance intervention willingness. Teachers' feelings of sadness when witnessing bullying were not significantly related to their willingness to intervene. However, teachers who reported feeling indifferent or angry when witnessing bullying were less likely to intervene. Cognitive variables explained a larger proportion of the variance in teachers' willingness to intervene compared to emotional variables. Finally, the study suggests that schools should strengthen teachers' knowledge of the impact, management, and intervention of bullying, as well as their trauma-informed knowledge, and enhance their classroom management self-efficacy to increase their willingness to intervene in bullying incidents.

87130 | *Association of Interparental and Parent-Child Relationships with Childhood Conflict Coping*
Shujun Tong, Ochanomizu University, Japan
Hiroyuki Ito, Ochanomizu University, Japan

This study investigated how children's perception of interparental conflict and their attachment to parents influence their methods of coping with conflicts with friends during childhood. Participants of this cross-sectional questionnaire survey included 203 fourth- and fifth-graders (aged 9–11 years) from a primary school in Shandong Province, China. The results revealed that perceived threat and self-blame within interparental conflict were more significant predictors of children's overall or specific coping methods than the characteristics of the interparental conflict itself (e.g., frequency, intensity, resolution). Additionally, a secure attachment to the mother significantly and negatively predicted the negative coping methods (e.g., conflict engagement, withdrawal) and positively predicted the frequency of "positive problem solving," which is a positive coping method. However, a secure attachment to the father significantly and positively predicted only the frequency of positive coping methods. Moreover, considering children's gender as a moderating variable, the impact of overall interparental conflict on "withdrawal" coping method among boys was significantly greater than that among girls. These results suggest that parents should be aware of the impact of interparental conflict on their children and pay attention to their children's subjective experience when conflicts occur. Furthermore, attachment to the mother has a stronger influence on most aspects of conflict coping compared to attachment to the father. Nevertheless, secure attachment relationships are beneficial for children's interactions with friends at school. Therefore, it is important for parents to create a warm family atmosphere and provide support when needed.

90735 | *Psychoeducational Interventions for Children and Adolescents with Potentially Traumatic Experiences: A Systematic Review*

Alison Crivelli, University of Basel, Switzerland
Katharina Beck, University Psychiatric Clinics Basel, Switzerland
Süheyla Seker, Stockholm University, Sweden
Alexander Grob, University of Basel, Switzerland
Marc Schmid, University Psychiatric Clinics Basel, Switzerland

Background: Children and adolescents with potentially traumatic experiences (e.g., violence, injuries, serious illnesses, displacement) are at higher risk for psychological distress. Psychoeducation is often the first step to reduce stress and promote coping strategies. We aimed to systematically summarize the existing evidence and investigate the effects of psychoeducation in this population. Methods: We included peer-reviewed experimental and observational studies that investigated psychoeducation on the effects of trauma as a stand-alone intervention for children and adolescents with potentially traumatic experiences or their caregivers. This study is registered with PROSPERO (CRD42024532660), and literature was searched in PubMed, Web of Science, Scopus, PsycINFO, ERIC, and PTSDpub. Our review followed PRISMA guidelines. We assessed the risk of bias (Cochrane RoB 2 for RCTs and ROBINS-I for non-RCTs) and applied the GRADE system for evidence quality. Results: Out of 12'032 screened studies, we included 7 articles from 8 international studies. Five RCTs and three non-RCTs with children and adolescents (ages 4–18) with various potentially traumatic experiences used psychoeducation formats like brochures, websites, seminars, and interactive presentations. Psychoeducation appeared to enhance knowledge and self-awareness and may have reduced some psychopathological symptoms and emotional/behavioural problems. Conclusion: While results are promising, further studies are needed to establish short- and long-term effects across different populations. Psychoeducative interventions were generally seen as helpful and well-received, suggesting that they could be a preventive, low-threshold and cost-effective intervention for children and adolescents facing potentially traumatic experiences in diverse sociocultural contexts.

91765 | *Constructivist-Oriented Sandtray Supervision Model: A Case Study of a Novice Counseling Supervisor*

Wei Shan Chang, National Changhua University of Education, Taiwan
Tsung-Chain Huang, National Changhua University of Education, Taiwan

The novice counseling supervisor is at an early stage in the development of their supervisory practice, experiencing anxiety, doubts, and conflicts related to their abilities, role identity, and supervisory relationships. Therefore, in addition to supervising counselors, they also require "supervision of supervision." This study employs a case study method to present the process of a novice counseling supervisor engaging in "constructivist-oriented sandtray supervision". The purpose is to observe and reflect on the supervisory process, synthesizing how this supervisory model facilitates learning for novice counseling supervisors. Constructivist-oriented sandtray supervision emphasizes the mutual subjectivity between the supervisor and the supervisee. Through discussion and reflection, it allows for the emergence of personal knowledge specific to the novice counselor supervisor, integrating the sandtray therapy method. This approach provides a free and safe exploratory environment to reduce supervisee anxiety, visualizes supervisory issues through sensory and tactile engagement, and uses metaphors to increase awareness of the supervisee's inner states, countertransference, and parallel processes. It also aids the supervisee in expressing emotions, reconstructing meaning, and taking action. The research findings indicate that the process of constructivist-oriented sandtray supervision can be divided into four stages: (1) the pre-supervision stage, involving non-verbal communication through object selection and placement; (2) clarifying the supervisee's confusion and case conceptualization; (3) developing a deeper conceptualization of the supervisee's issues; and (4) helping the novice supervisor recognize themselves in the supervisory relationship with the supervisee. Reflecting on this process offers the potential to expand the possibilities of novice counseling supervisor models.

Qualitative/Quantitative Research in any other area of Psychology

91657 | *Rejection Sensitivity as Mediator Between Perceived Stress and Social Networking Sites Addiction Among Undergraduate Students in Henan Province, China*

Huanhuan Shan, Guangdong University of Petrochemical Technology, China
Yan-Li Siaw, University of Malaya, Malaysia

Social networking, as a high-tech product, has been given an unparalleled chance for expansion in such a complicated and changing international scenario. In China, a rapidly rising trend in the incidence of SNS addiction among young adults is a worrisome problem that requires immediate attention and action. Despite the fact that much study has been done on the signs and symptoms of SNS addiction, as well as its impact on social functioning and interpersonal relationships, less has been done on the psychological aspects and attributes of individuals associated with SNS addiction. The present study focuses on the research question and attempts to answer: the mechanisms by which individuals' perceived stress, rejection sensitivity, and attachment style influence SNS addiction. Under the logical framework of diathesis-stress theory, reinforcement sensitivity theory, and attachment theory, a mediated moderation model was constructed with undergraduate students in Henan Province of China as the research subjects, with perceived stress as the independent variable, rejection sensitivity as the mediating variable, attachment style as the moderating variable, and SNS addiction as the dependent variable. The model was examined using a cross-sectional quantitative research approach, with data collected via an online electronic questionnaire. The survey included 841 undergraduate students from university campuses in Henan Province, China. The reliability and validity of the questionnaire were tested using SPSS 23.0 and AMOS 22.0, the quality of the gathered data was controlled using structural equation modeling, and a multi-group moderating effect analysis was performed to examine the relationship between the constructs.

90147 | *Impact of Big Five Personality Traits on Response Biases in the Assessment of Negative Emotions: A Cross-Sectional Study*
Shih-Wei Yang, National Chiayi University & Tainan University of Technology, Taiwan
Tsai-Wei Huang, National Chiayi University & Chung Jen Junior College of Nursing, Health Science and Management, Taiwan
Malcolm Koo, Tzu Chi University & University of Toronto, Taiwan

As the global prevalence of mental health issues continues to rise, the accurate assessment of negative emotions is crucial in both clinical and research settings. While previous studies have shown that societal expectations can lead to response biases in emotional self-reports, the role of personality traits, specifically the Big Five, in influencing such biases (i.e., concealment and exaggeration) remains underexplored. This study aims to examine how Big Five personality traits affect aberrant responding in the assessment of negative emotions. A sample of 564 university students completed the Big Five Inventory (BFI) and the Depression Anxiety Stress Scales-21 (DASS-21). The Poly-BW Indices, developed by Huang and Lu (2017), were used to measure concealment (W index), exaggeration (B index), and adjusted personality trait scores (C index). Multiple linear regression analyses were conducted to explore the relationship between the Big Five traits and aberrant responding in depression, anxiety, and stress assessments. Results showed that Neuroticism (β=0.32, p<0.001) and Agreeableness (β=−0.12, p=0.005) significantly predicted concealment in depression assessment (R^2=0.13). Neuroticism (β=0.27, p<0.001), Extraversion (β=−0.09, p=0.040), Agreeableness (β=−0.11, p=0.010), and Conscientiousness (β=−0.107, p=0.010) significantly predicted exaggeration in depression assessment (R^2=0.15). Similar patterns were observed for anxiety and stress assessments, with Neuroticism emerging as the most consistent predictor of both concealment and exaggeration across all domains. These findings suggest that individuals high in Neuroticism are more likely to both conceal and exaggerate negative emotions. Future assessments should account for these personality-driven response styles to enhance the accuracy and reliability of emotional evaluations.

92335 | *Experiences of Pregnancy Among Women and Their Partner*
Fei Wan Ngai, The Hong Kong Polytechnic University, Hong Kong

Pregnancy is the most significant event in a woman's life. The objective of this study was to explore pregnancy experiences from the perspective of women and their partner. This study used an explorative qualitative design. A purposive sample of 10 Chinese childbearing couples were recruited from the antenatal clinic of a public hospital. Data were collected using semi-structured interviews. Thematic analysis was used to analyse the interview data. Four themes emerged from the data, including profound changes in adjusting to pregnancy, coping strategies during pregnancy, support from family members, friends, colleagues and health care professionals, and childbirth expectations. Pregnancy is a challenging time for both partners. Understanding women and their partner's experiences of pregnancy is an important step in the development of perinatal service to assist childbearing couples in developing realistic expectations and birth plan, thereby promoting positive perinatal experiences and fetal health.

89166 | *Psychosocial Considerations in Chronic Musculoskeletal Pain Disorders: A Qualitative Study*
Su-Yin Yang, Woodlands Health, Singapore
Lisa Maria Wong, Woodlands Health, Singapore
Eugene Woon, Woodlands Health, Singapore
Bryan Tan, Woodlands Health, Singapore

Chronic musculoskeletal (MSK) pain conditions greatly impact one's physical function, psychological well-being and quality of life. The psychosocial impact of chronic MSK pain is well-explored in Western populations. Yet, there is a paucity of research on the psychosocial factors and related experiences faced by older Asian patients. 17 patients (mage=64.5 years) attending Orthopedic consult at a tertiary hospital in Singapore who: 1) were diagnosed with degenerative MSK conditions, 2) met the Orebro Musculoskeletal Pain Questionnaire (OMPQ-SF) cut-off criterion, and 3) experienced pain for minimally 6 months were interviewed. Patients were asked about their experiences with a) How chronic MSK pain and resulting disability affected them psychosocially, and b) Their perception on factors that exacerbated or mitigated their pain experiences. Thematic analysis of the transcribed responses highlighted these main themes: 1) Perception of pain affects activity participation and enjoyment of life, 2) Pain acceptance impacts mood and overall pain experience, 3) Treatment beliefs and attitudes influence motivation for treatment engagement. Subthemes highlighted patients' difficulty with navigating built environment features (e.g stairs), employability and financial concerns, and preference for self-reliance over social-familial support in managing both physical and psycho-emotional consequences of MSK pain. An appreciation of patients' perception of pain, pain acceptance, treatment beliefs and attitudes towards treatment can aid clinicians in interacting with patients, move patients towards higher treatment engagement, physical independence and self-reliance. A holistic understanding of psychosocial factors contributing to older Asian adults' pain behaviors and treatment attitudes is warranted to achieve better treatment outcomes.

Poster Session 2

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

92175 | *Classroom Literature Content Analysis to Investigate Core Values of Faith-Based Elementary School*
Petra Kristi Mulyani, Universitas Negeri Semarang, Indonesia
Moh Farizqo Irvan, Universitas Negeri Semarang, Indonesia
Nugraheti Sismulyasih SB, Universitas Negeri Semarang, Indonesia
Sukarir Nuryanto, Universitas Negeri Semarang, Indonesia
Robert W. Hefner, Boston University, United States

Implementation of the fundamental values of a religious organization is substantial in faith-based schools. As classroom literature becomes a significant component of students' activities, there is a question of whether it effectively promotes the organization's religious values, which is in line with the Indonesian Merdeka curriculum that requires schools to embed the Pancasila Student Profile by being religious as one of the core characteristics. Pancasila Education textbook was chosen as the document for the classroom literature. The objective of this study was to conduct a content analysis of the Pancasila Education textbook in Muhammadiyah Elementary Schools, an Islamic faith-based school. The verbatim analysis of the document employed content analysis to determine whether Muhammadiyah's core values were found. The findings showed that the textbook contained the beliefs and ideals of Muhammadiyah's life. The themes found in the coding included monotheism, trust, sincerity, hard work, independence and innovation, social concern and justice, moderation and tolerance, nobility, balance of knowledge and deeds, and devotion to the people and nation. While Muhammadiyah's beliefs and ideals were found in the textbook, the research was limited to document analysis, not their delivery to the students in the classroom, which could be a recommendation for future research.

Counselling, Guidance & Adjustment in Education

88627 | *Research on the Future Time Perspective, Career Self-Efficacy and Career Decision-Making*
Pei-Yun Liu, National Dong Hwa University, Taiwan

The purpose of this study is to explore the relative impacts among future time perspective, career self-efficacy and career decision-making, and verify the mediating effect of career self-efficacy in the future time perspective and career decision-making. Questionnaire survey has been conducted to 1,967 senior high school students in Taiwan. The survey tool included three self-report scales – The future time perspective scale, career self-efficacy scale, and career decision-making scale. Applying the descriptive statistics, Pearson product-moment correlation analysis, multiple regression analysis, and hierarchical regression analysis for data analysis. The main findings of the research are as follows: 1.Senior high school students' future time perspective, career self-efficacy and career decision-making are all above average. 2. There is a significant positive correlation between future time perspective and career self-efficacy; there is a significant negative correlation between career self-efficacy and career decision; there is a significant negative correlation between future time perspective and career decision-making. 3.Career self-efficacy has a mediating effect between future time perspective and career decision-making.

Curriculum Design & Development

92197 | *The Development Curriculum Training of Blended Learning of Mindfulness Based Learning to Enhance of Active Citizenship Competencies of Social Studies*
Kittichai Suthasinobon, Srinakharinwirot University, Thailand

The research on the development of a mindfulness-based blended learning training course to enhance strong citizenship competence for primary school social studies teachers has the following objectives: 1) to develop a mindfulness-based blended learning training course, 2) to study the effectiveness of a mindfulness-based blended learning training course, and 3) to study the satisfaction of primary school social studies teachers towards the training. The sample group who received the mindfulness-based blended learning training course to enhance strong citizenship competence were 45 primary school social studies teachers under the Office of the Nakhon Nayok Provincial Education Service Area, selected by purposive sampling, teaching grades 1-6. The research results found that: 1) The mindfulness-based blended learning training course to enhance strong citizenship competence for primary school social studies teachers consisted of training course documents and training materials, which included a course manual for trainers and a course manual for trainees. 2) The results of the comparison of the pre-training and post-training tests of the trainees were as follows: The post-training scores were significantly higher than those before pre-training at the .05 level. 3) The evaluation results of the trainees showed the highest level of satisfaction with the training course on classroom research to improve academic performance (Mean = 4.53, S.D. = 0.33).

Poster Session 2

Design, Implementation & Assessment of Innovative Technologies in Education

86061 | *Constructing an Immersive Virtual Learning System to Improve the Learning Effectiveness of Nursing Students' Cognition and Skills*
Pao-Ju Chen, Asia Eastern University of Science and Technology, Taiwan

Real-life teaching has always been the mainstream teaching strategy, but the preparation process requires a vast workforce, material, and financial resources. At the same time, with the outbreak of the epidemic crisis, physical teaching and clinical internships have also been restricted, causing changes in the teaching scene. To explore the difference in effectiveness after the introduction of virtual reality into courses, this study randomly assigned 29 nursing students into an experimental group (receiving the VR learning system) and a control group (playing nursing technology teaching videos in the classroom) by drawing lots. The teaching method combines the concepts of virtual reality and experiential learning to construct an "immersive virtual reality learning system." It applies to nursing and practical courses, allowing learners to enter the immersive virtual environment from different perspectives and integrate real clinical situations into Abstract concepts that are difficult to understand and are presented concretely, giving you an immersive experience. The assessment tools are structured scales and nursing skill tests. Teaching results show that applying innovative technology to assist changes in independent learning can stimulate learning interest and self-confidence and improve nursing skills. Virtual reality teaching materials help to suspend physical classes in response to emerging infectious diseases. They can still transcend time and space constraints and continue learning through the distance teaching system. Students can repeatedly observe and practice independently without being restricted by time, place, distance, etc., achieving learning goals.

85765 | *Smart ECO Medical Waste Classification System and Method in Medical Education*
Wei-Kai Liou, National Taiwan University of Science and Technology, Taiwan
Pao-Ju Chen, Asia Eastern University of Science and Technology, Taiwan
Yu-An Liou, I-Shou University, Taiwan

Medical waste is roughly divided into four categories. Different types of waste cannot be mixed; otherwise, it will cause serious problems such as environmental pollution or infection. In the past, the classification of medical waste often took a lot of human and material resources to process and often faced high risks of workers being exposed to infectious substances. As long as the wrong trash can is accidentally thrown away, the pollution or serious problems caused by it may be challenging to make up for. This study, "Smart eco medical waste classification system and method," is an innovative medical waste classification system and method that combines AR augmented reality and AI artificial intelligence identification technology, which can avoid medical waste. The severe problem of waste classification and treatment errors is to improve the risk of manual judgment errors faced by clinical staff when handling medical waste. This study is the first to be used to treat medical waste, and it requires highly accurate judgment. Medical staff only need to ask the system to recognize the environmental protection signs on medical waste, and the trash can correspond to and open the individual according to its ecological protection classification category. In trash cans (for example, biomedical waste, genotoxic waste, toxic industrial waste, dissolution toxic industrial waste), medical personnel do not need manual judgment and only need to put the medical waste into the currently opened trash can to reduce the serious problems that medical personnel often accidentally throw away the wrong trash can.

89274 | *Leveraging Technology for Deaf Education: Enhancing Signed and Spoken Language Word Learning with Interactive Apps*
Eric Lam, University of Alberta, Canada
Lynn McQuarrie, University of Alberta, Canada
Stephanie Yong, University of Alberta, Canada

Advancements in educational technology and the availability of numerous educational software products have significantly enhanced learning for students who are spoken language users; however, comparable resources accessible to Deaf learners who are signed language users remain limited. We embarked on a collaborative design process involving Deaf children (ages 6-13), educators of Deaf children, research scientists, and interactive media developers to develop a suite of interactive dual language (American Sign Language [ASL] - English) educational applications. Our goal was to create engaging learning tools aligned with current research evidence demonstrating the effectiveness of signed language phonological awareness instruction in supporting both signed (ASL) and written (English) vocabulary acquisition. Iterative testing and refinement based on feedback from our target users was implemented, ensuring the apps are user-friendly and pedagogically effective. Key educational design features include targeted practice of sign or print words categorized by ASL handshape, feedback for incorrect responses, and two gameplay modes: Picture-mode, strengthening sign phonology-semantic connections (i.e., sign-vocabulary learning), and Text-mode, bolstering sign phonology-orthography connections (i.e., print-vocabulary learning). Additional interactive features include various gameplay elements (e.g. memorization, timing, etc.), gameplay inputs (e.g. swiping, tapping, etc.), and a reward/progression system to increase engagement and fun while learning. This presentation highlights the design methodologies, implementation strategies, and accessibility features of the educational apps. Our initiative underscores the importance of inclusive and accessible educational technologies, aiming to bridge the gap in resources available for Deaf learners to enhance learning. Future plans include adaptation of the apps to other world signed languages.

Poster Session 2

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

89220 | *The Social Network of Education for Sustainable Development in Taiwan's Primary and Secondary Schools*
Jing-Ting Lin, National Taiwan University, Taiwan

To foster a more just and sustainable world, the United Nations advocates for the whole-school approach to Education for Sustainable Development (ESD). This necessitates collaboration among internal and external stakeholders, forming social networks. While the role of social networks in the diffusion and achievement of ESD has been studied, previous research has largely focused on regions with a long history of ESD implementation. Moreover, the social networks involved in ESD at the school level remain underexplored, particularly in terms of how schools develop and perceive their networks. This research addresses these gaps by focusing on Taiwan—a country with a longstanding tradition of environmental education (EE) that is transitioning to ESD. It investigates the practices, understandings, and social networks within Taiwanese primary and secondary schools. To overcome the limitations of previous quantitative studies, this research employs a mixed-method approach, including interviews and participant observations with school principals, faculty, scholars, and sector representatives. Through content and social network analysis, findings show that prior EE experiences still inspired actors' implementation of ESD, while higher education and non-governmental sectors play crucial roles in integrating ESD into schools. To actors in the social networks, human and intellectual resources are deemed crucial, financial resources are considered fundamental, and physical resources are less significant in Taiwan's educational context. This study provides valuable insights for enhancing ESD dissemination in developing regions and enriches the field of ESD research.

92136 | *The Study of Needs Assessment to Develop the Resilience of Pre-service Teachers*
Duangjai Seekheio, Srinakharinwirot University, Thailand

The purpose of this research was to assess and prioritize the needs to develop the resilience of pre-service teachers.1) For qualitative research, the needs assessment on resilience was conducted by using an in-depth interview and focus group. The key informants for the interview were expert teachers, university advisors totaling 7 persons. The key informants for the focus group were 9 pre-service teachers who studied in the 4th year of Bachelor of Education in Srinakharinwirot University, Bangkok, Thailand. 2) For quantitative research, the data were collected by using the questionnaire about needs assessment on resilience. The sample consisted of 256 4th year pre-service teachers. The qualitative data were analyzed by content analysis, while the quantitative data were analyzed by mean, standard deviation, and modified priority needs index (PNImodified). The results from qualitative study showed that the pre-service teacher at present needed the enhancement in resilience, especially in the Problem management. This was in accordance with the quantitative research that the level of Problem management of the pre-service teacher in the actual condition aspect was lower that he expected condition. When considering the priority of needs in each component, the component that mostly needs development was the Problem management, followed by the Emotional stability, and Encouragement, respectively.

91344 | *Memory, Space, and Peace-Building: Analyzing the Educational Role of the Abrahamic Family House in the UAE's Politics of Reconciliation*
Najwa Belkziz, New York University Abu Dhabi, United Arab Emirates

This paper examines the role of memorial sites as educational tools for peace in the UAE, framed within the context of the 2020 Abrahamic Accords, which normalized relations with Israel. The study investigates how the Abrahamic Family House in Abu Dhabi and the Museum of the Crossroads of Civilizations in Dubai transcend symbolic gestures to serve as pedagogical tools for peace education. Using Henri Lefebvre's theory of differential space, the research explores how these sites foster critical engagement with reconciliation, intercultural dialogue, and collective memory through workshops, lectures, and community events targeting students and educators. By comparing the Abrahamic Family House's focus on religious coexistence with the Museum's emphasis on historical narratives of cultural interaction, the study critiques their effectiveness in delivering meaningful peace education. It interrogates whether these spaces genuinely contribute to sustainable peace-building or risk being reduced to performative political gestures. Through the lens of critical pedagogy, the research proposes a hybrid model that leverages the strengths of both institutions to enhance their educational and reconciliation efforts. By aligning these initiatives with the vision of the Abrahamic Accords, this paper underscores the transformative potential of memory sites in fostering cultural understanding, social justice, and sustainable peace through education.

Educational Policy, Leadership, Management & Administration

91920 | *Disparities Across Borders: Analysing Education Inequities in the Context of Federal and State Governance*
Anna Wilkey, Australia National University, Australia
Siobhan King, University of Canberra, Australia

This paper examines the educational disparities between Canberra, located in the Australian Capital Territory (ACT), and Queanbeyan, situated in New South Wales (NSW), through the lens of federal and state governance. By analysing datasets including NAPLAN results, My School data, and Census information, the research identifies key discrepancies in funding, resource allocation, and educational opportunities. The analysis reveals that Canberra schools benefit from higher per-student funding, better infrastructure, and more extensive access to extracurricular and advanced learning opportunities compared to Queanbeyan schools. These disparities are closely tied to the contrasting governance structures, where Canberra's education system operates under a streamlined ACT administration, while Queanbeyan is subject to the broader and more complex NSW framework. Socio-economic data further highlights the disadvantage experienced by Queanbeyan, with higher levels of poverty correlating with lower educational outcomes. Key findings emphasise that the dual governance system exacerbates inequities, with limited coordination between federal and state governments contributing to resource imbalances. The socio-political dynamics, including funding formulas and policy priorities, further entrench these disparities, disproportionately affecting students in socio-economically disadvantaged regions. The findings underscore the urgent need for targeted policy reforms, including increased funding for border regions, cross-jurisdictional collaboration, and equity-focused initiatives. By addressing these systemic barriers, the research provides a pathway towards reducing educational inequities and fostering equitable opportunities for all students.

Poster Session 2

Educational Research, Development & Publishing

90688 | *Practical Insights into Constructing Questionnaires in a Second Language*
Sonthaya Rattanasak, Rajamangala University of Technology Suvarnabhumi, Thailand
Benjawan Plengkham, Nakhon Pathom Rajabhat University, Thailand
Patsawut Sukserm, Chulalongkorn University, Thailand

In social science research, the prevalent use of questionnaires to gather large amounts of readily processable data in survey studies is warranted, as this method can provide insights from a large sample of respondents. Various concerns, however, have been raised when it comes to constructing questionnaires in a second language. This paper aims to tackle issues concerning the use of questionnaires in a second language by providing practical insights into questionnaire development. In this critical review, we provide six essential steps for designing an effective English questionnaire in social science research, referred to as the 6Ps: 1) performing a comprehensive literature review, 2) prioritizing clarity and simplicity in question design, 3) providing for cultural sensitivity, 4) posing a balance between question types, 5) piloting tests to ensure validity and reliability, and 6) protecting participants through ethical considerations. Practical practices in questionnaire design, item development, and the significance of validity and reliability will be discussed.

92185 | *Desirable Characteristics of Kindergarten Teachers as Perceived by Graduate Students of Division of Early Childhood Education Faculty of Education Srinakharinwirot University*
Suchanin Bunthununthakul, Srinakharinwirot University, Thailand

The purpose of this research was to study the desirable characteristics of kindergarten teachers as perceived by graduate students of Division of Early Childhood Education Faculty of Education Srinakharinwirot University on teaching, personality and morality and ethics. The sample group of this study consisted of 49 graduate students that can suppurated to 36 master degree students and 13 doctoral degree students from Division of Early Childhood Education Faculty of Education Srinakharinwirot University. The research instruments were desirable characteristics of kindergarten teachers questionnaire. The data was analyzed by using frequency distribution, percentage, means and standard deviation. The research findings were as follows: 1. Concerning teaching: as perceived by graduate students indicated that teachers should understanding in early childhood fostering, organize teaching activities with 6 activities, produce instructional media, individual observation and compiling work of children. 2. Concerning personality: as perceived by graduate students indicated that teachers should humor, enjoy and cheerful, on time, speak politely and use correct Thai language and be punctual and dress under school regulation. 3. Concerning morality and ethics: as perceived by graduate students indicated that teachers should be kind and faith in nation, religion and king.

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

89019 | *Speaking Activities' Effects on Syntactic Priming in the Language Production of Japanese EFL Learners*
Mayu Hamada, Kobe University, Japan
Atsushi Masumi, Kobe University Secondary School, Japan

The occurrence of alignment at the syntactic level, the same structure tends to be repetitively used between interlocutors in the dialogue (syntactic priming), plays an important role in achieving communication goals (Pickering & Garrod, 2004). Previous L1 studies proposed that priming occurs from an error-based implicit learning mechanism and is a consequence of adaptation to minimize the expected prediction error (Chang et al., 2000). However, how EFL learners learn incomplete knowledge and whether error-based learning applies to second language acquisition have not been explored. In this study, speaking activities using the syntactic priming method were conducted to investigate how Japanese EFL learners' production skills of syntactic structures are learned by investigating the mechanism of syntactic priming and the effects of repeated exposure to the syntactic structures. The participants comprised 123 junior high school students who participated in 6 speaking activities to state their opinions on given topics, including Pre- and Post-task. Transcripts were analyzed in terms of structural frequency and accuracy of their use. The results show that learners' structural frequency and accuracy were higher in the Post-task, indicating that the learners were changing knowledge of the target structure from declarative to procedural by its repeated exposure. The cumulative syntactic priming effect was observed, showing that the degree of formulation of syntactic representations changed with increased syntactic experience as the difference between prior predicted output and actually received input caused prediction errors. Therefore, the results indicate that Japanese EFL learners learned syntactic knowledge in implicit learning mechanism as L1 speakers.

Higher Education

91726 | *Guidelines for Enhancing Leadership of Art and Culture for Students Leaders at Srinakharinwirot University*
Kusuma Yamgate, Srinakharinwirot University, Thailand
Nichapat Javisoot, Srinakharinwirot University, Thailand

This study aims to investigate the essential needs for enhancing leadership in arts and culture among student club members at Srinakharinwirot University. The study also seeks to utilize the findings to develop a training model for fostering leadership in arts and culture for the sample group involved in this research. The sample comprised 150 student club members selected through simple random sampling. The research instruments used included questionnaires and in-depth interviews. The questionnaires employed a 5-point Likert scale, and the in-depth interviews utilized content analysis methods. The research findings revealed that students have a high level of necessity for enhancing leadership in arts and culture. Based on the survey results, a training model for fostering leadership in arts and culture for students was developed as follows: 1. Knowledge about Leadership and the Roles and Responsibilities of Leaders 2. The Art of Communication and Motivation and 3. Knowledge in Arts and Culture Management

89687 | *His Majesty King Maha Vajiralongkorn of Thailand the Royal Policy on Thai Higher Education: Induction into Practice for Sustainable Local Development*
Chatupol Yongsorn, Srinakharinwirot University, Thailand

The research aims to study the achievements of higher education institutions under the implementation of His Majesty King Maha Vajiralongkorn's Royal Policy on Higher Education for Sustainable Local Development. The informants who were interviewed to study administrators, lecturers, students, representatives of government and private sectors, and representatives of local administrative organizations of higher education institutions that had successful results in implementing. In this research, 4 higher education institutions, 5 people each, totaling 20 people, were selected from the group of higher education institutions for developing local communities or other communities according to the classification of the Ministry of Higher Education, Science, Research and Innovation, which came from 4 Rajabhat Universities: Chiang Mai Rajabhat University Loei Rajabhat University, Nakhon Ratchasima Rajabhat University, and Surat Thani Rajabhat University, all four universities have the results of THE (Times Higher Education) Impact Rankings 2021 world-class university rankings in order to achieve the Sustainable Development Goals (SDGs) of the United Nations (UN). The study results found that the university has had an important goal of being a higher education institution for local development for a long time, according to the Rajabhat University Act of 2004. This has resulted in collaboration with various communities, such as organizing teaching and learning alongside community development, transferring knowledge and innovations necessary for community development and problem solving, conducting area-based research, integrating with teaching, research, and community services, as well as creating collaborative networks both inside and outside the university.

91705 | *Development of a Training Package to Enhancing Innovative Leadership of Society Expectations for Students of Higher Education Institutions in Thailand*
Chakrit Ponathong, Srinakharinwirot University, Thailand

This research was a research and development with the objectives of 1) studying the necessity of innovative leadership characteristics that society expects for Thai higher education students, 2) developing a training package to enhance innovative leadership that society expects for Thai higher education students, and 3) studying the effectiveness of a training package. The sample group used in this research consisted of 449 persons. The data collection tools were semi-structured interviews and a 5-level rating scale questionnaire with a reliability value of 0.89 for both the actual condition questionnaire and 0.92 for the expectation condition questionnaire. The statistics used for data analysis were percentage, mean, standard deviation, Priority Need Index (PNI), and One sample t-test. The results of the research found that: 1) The results of the evaluation of the current situation and expectations in enhancing innovative leadership characteristics found that the observation characteristic had the highest need value, followed by the questioning characteristic, and the connection characteristic, networking characteristic, and experimenting, respectively. 2) The training packages consists of 5 training units: Open-mindedness, Challenging Puzzles, Finding Solutions, Working Together, and Teachers Creating Teachers. All training units are appropriate. 3) The results of the study on the effectiveness of using the training kit to enhance innovative leadership characteristics had post-test scores that were significantly higher than before studying. The observation of the overall behavior of the trainees was at a high level, and their satisfaction with the organization of the activities was at a high level.

91845 | *Research on Higher Education Policies for Taiwan's Indigenous Peoples*
Hui Min Chou, National Academy for Educational Research, Taiwan

This research primarily aims to examine the current status and challenges of Taiwan's indigenous peoples' higher education policies and systems. Through diverse research methodologies, including literature analysis, policy evaluation, and field investigations, we seek to propose concrete and feasible policy recommendations to promote the comprehensive development of indigenous higher education, achieving the goals of equal educational opportunities and sustainable cultural development. In this context, the National Academy for Educational Research has long invested substantial research resources in studying and developing indigenous education policies, accumulating rich research findings. This project involves collaborative efforts from a cross-institutional research team, combining the wisdom and experience of experts and scholars from various fields, with the goal of thoroughly investigating the current situation and development trajectory of Taiwan's indigenous higher education policies through coordinated cooperation. The research methodology encompasses literature review, focus group discussions, policy analysis, and questionnaire surveys, striving to comprehensively understand and analyze the current status and challenges of Taiwan's indigenous higher education policies from multiple perspectives and dimensions. Research findings will be disseminated through academic papers and policy reports, aiming to provide valuable references for academia, policymakers, and educational practitioners. This study not only carries significant academic value but also aspires to offer concrete and feasible suggestions for substantive reform of Taiwan's indigenous education policies, further promoting equal educational opportunities. Through the implementation of this project, we hope to bring substantial momentum to the development of indigenous higher education, realizing the vision of educational equity and cultural co-prosperity.

91881 | *Direction of AI Technologies in Education: An Empirical Case Study of Student Teachers in Thailand*
Pawatwong Bamroongkhan, Srinakharinwirot University, Thailand

Artificial Intelligence (AI) is becoming increasingly popular in Thailand as a tool for teaching and learning in the field of education. This research explores the use of AI in learning by pre-service teachers for teaching and learning, assessment, ethics, essential skills and future applications of the teaching profession. The objectives of this study are: 1) Analyze the influence of AI use on learning and teaching; 2) Investigate the impact on the teaching and learning process and 3) Predict the influence on pre-service teachers' use of AI. Therefore, to achieve this goal, this study uses an empirical case study approach based on a survey of N=254 final-year pre-service teachers. The results of this study support the important role of AI in the future for pre-service teachers. The study reveals that pre-service teachers need to integrate AI more extensively, accounting for 97.4%, to prepare for future professional teaching. The results also indicate that AI has a positive impact on the learning experience by facilitating the acquisition of new knowledge and skills and should be more comprehensively integrated into teacher training curricula. Developing student teachers' ability to use AI effectively helps them better meet the future demands of the teaching profession.

Poster Session 2

88790 | *Building AI Literacy for Research: Technical Understanding as the Basis for Critical Evaluation*
Diler Oner, Bogazici University, Turkey

The study investigated the development of AI literacy among novice educational researchers through an AI literacy course. AI literacy is defined as a high level of competence involving the ability to understand AI, use it effectively for given tasks, evaluate and create AI, and exhibit ethical behavior in its use. The AI literacy course was designed based on four key dimensions: knowing and understanding AI, using and applying AI, evaluating and creating AI, and AI ethics. Data was collected quantitatively, using an AI literacy scale, and qualitatively, through semi-structured interviews and AI literacy journals kept by the course participants over the semester. Three students were selected using maximal variation sampling. They were referred to as profiles, with the first profile showing the lowest increase on the AI literacy scale and profiles 2 and 3 demonstrating the largest difference in their pre and post-test scores. The analysis of the AI literacy scale showed that the biggest improvement for each profile was in technical understanding, followed by critical appraisal and practical application. However, the analysis of the qualitative data also indicated that all three profiles significantly improved their critical perspectives on the use of AI in research, which was attributed to their increased technical understanding of AI. The key course design elements that contributed to this outcome included allocating sufficient time to cover what AI is and how it works and implementing an AI-based course assignment that required critical reflection on AI's performance.
*This research was funded by Research Grant Award No. 23D02P2 from BAP, Bogazici University Scientific Research Projects Fund.
Note: AI tools are used in the text to enhance language clarity.

92184 | *Using Technology and Online Tools to Support the Cooperative Learning Approach in the Mathematics Instructional Design Course for Undergraduate Students*
Sunisa Sumirattana, Srinakharinwirot University, Thailand
Panuwat Butriang, Srinakharinwirot University, Thailand

This study aims to 1) develop the learning activities in the Mathematics Instructional Design course based on the cooperative learning approach together with technology and online tools for undergraduate students and assess the suitability of the developed learning activities using expert feedback 2) study the mathematics instructional design ability of the undergraduate students. Purposive sampling was used to pick five experts in instructional design and mathematics teaching. The samples used in the experiment consisted of 30 undergraduate students majoring in Teaching Mathematics, the faculty of Education. They were selected by purposive sampling. The research instruments were assessment forms of mathematics instructional design ability and questionnaires with a five-level estimation scale and open-ended questions. The data were examined using t-test, descriptive statistics, and content analysis. The findings revealed that: 1) the developed learning activities in the Mathematics Instructional Design course consisted of eight activities integrated with seven technology and online tools that promote interaction among students and teachers, and the experts agreed that the developed learning activities were generally appropriate at a very high level, with an average of 4.39. 2) After the experiment, the mathematics instructional design ability of the undergraduate students was higher than the criteria of 75%. The students reflected that they could design mathematics instruction in a more interesting way. Also, they communicated more with their classmates and practiced collaborating with others conveniently using technology and online tools.

92105 | *AI-Enhanced Assessment: Revolutionizing Grading Practices in Higher Education*
Otis Lam, The Chinese University of Hong Kong, Hong Kong

In the rapidly evolving landscape of higher education, traditional assessment methods face significant challenges, including bias, inconsistency, and time consumption. This poster presents an innovative project at The Chinese University of Hong Kong (CUHK) aimed at integrating generative Artificial Intelligence (AI) into the assessment process. The primary objective is to develop an adaptive AI-assisted assessment platform that empowers educators to enhance grading with improved accuracy, consistency, objectivity, and reduced time. While AI is a powerful tool, many educators encounter technical barriers that hinder its full potential. Our user-friendly system supports both point-to-point marking and grading, which utilizes descriptive criteria in assessments, enabling educators with limited technical skills to effectively use AI in both single assessments and large-scale evaluations. Commencing in late 2024, the development follows a two-phase approach. The initial phase involves backend system development and frontend interface design, focusing on seamless AI integration into the assessment workflow. The second phase will involve comprehensive testing across diverse academic settings. By the time of the poster presentation in March 2025, we anticipate completing the core system and conducting initial testing with interested faculty members. While full implementation is still underway, the potential impact is significant. By streamlining the use of existing AI in grading, the system aims to reduce educator workload, enhance feedback timeliness, and improve assessment quality. Importantly, AI serves as an assistant and cannot replace human educators; quality assessment still requires teachers to review and verify results.

Innovation & Technology

91766 | *The Use of Technology in Parent Education*
Wing Hei Yip, Hong Kong Metropolitan University, Hong Kong
Ming Sin Wong, Hong Kong Metropolitan University, Hong Kong

Integrating technology into parent education is an emerging focus in early childhood education. This study investigated the attitudes of 93 in-service early childhood teachers in Hong Kong regarding the use of technology for parent education. It examined their current usage, perceived digital literacy, and the challenges they face in adopting digital technologies into parent education in the future. This study surveyed the educators using a self-reported questionnaire featuring Likert-scale and multiple-choice items to evaluate technology usage, perceived digital literacy, and perceived challenges. Additionally, open-ended questions provided qualitative insights into their perspectives. Results indicate that approximately 85% of the in-service teachers utilise technology for parent education, primarily through video conferencing systems and their schools' online teaching platforms. However, the average perceived digital literacy and ease of use for these technologies in parent education were relatively low, with scores of 5.26 and 5.27 out of 10, respectively. The most significant barriers identified included a lack of time for technology training and insufficient access to relevant electronic resources and equipment, with nearly 45% of participants reporting these challenges. Educators expressed a strong need for improved support in terms of training and resources from their institutions. This study highlights the importance of enhanced training and resource provision to facilitate effective technology integration in parent education. The findings provide valuable insights for the development of policies and teaching strategies aimed at optimising the role of technology for parent education in early childhood education.

90550 | *Foreign Loanwords in the Thai Language: A Case Study on the Use of Board Games to Enhance Undergraduate Learning Achievement*
Chi-sanupong Intharakasem, Srinakharinwirot University, Thailand

This study aims to develop the board game "Foreign Loanwords in the Thai Language" designed to enhance undergraduate learning achievement of foreign loanwords in the Thai language. The board game emphasizes interactive and engaging learning, integrating knowledge about the origins, meanings, concepts, and usage of loanwords from various languages such as English, Chinese, Khmer, and Pali-Sanskrit into a creative and challenging format. The researcher meticulously compiled the content of foreign loanwords in the Thai language to design various game activities. Results from using the "Foreign Loanwords in the Thai Language" board game with a sample group of Thai undergraduate students indicated that it effectively increased their learning achievements. The board game also contributed to enjoyable learning and interaction. Participants provided positive feedback on the board game's design and content, further guiding improvements to enhance learning achievement. This board game is one of the modern teaching tools, that promotes active learning and effectively facilitates knowledge related to foreign loanwords in the Thai language.

Learning Experiences, Student Learning & Learner Diversity

92129 | *Designing Higher Education Classes to Address Unconscious Gender Biases*
Mikako Nobuhara, Nagaoka University of Technology, Japan

This study aims to design a class for higher education in Japan that integrates educational practices and academic writing activities related to unconscious gender biases. The class intends to help students recognize their implicit beliefs about traditional gender roles, such as the perceptions of the ideal behaviors of men and women. Toward this end, the study explores activities that promote students' understanding, including videos, reflection sheets, and online questionnaires. Using AI-powered keyword analysis, this study examines the most frequently occurring terms in the 2022 Survey on Unconscious Bias Based on Gender administered by the Gender Equality Bureau. Based on the results, the study proposes a 90-minute introductory lesson plan to address unconscious traditional gender-related biases. The proposed class is anticipated to serve as foundational learning for university students who are expected to assume leadership roles in the future. This research aligns with the Sustainable Development Goals, which establish 17 global goals and 169 targets to address issues such as poverty, inequality, and environmental degradation. Rooted in the principle to "leave no one behind," the SDGs intend to address global challenges by 2030. By fostering understanding and encouraging individual actions toward achieving these goals, this study contributes to the education for sustainable development and offers valuable insights into gender equity education for university students.

Poster Session 2

Mind, Brain & Psychology

90370 | *The Improvement of Executive Function in Older Adults Through Meditative Movement Exercise*
Chieh-Yi Chen, National Taiwan Normal University, Taiwan
Jhih-Yun Lu, National Taiwan Normal University, Taiwan
Pei-Zhen Chen, National Taiwan Normal University, Taiwan
Hsueh-Chih Chen, National Taiwan Normal University, Taiwan

According to WHO, over 55 million people suffer from dementia, which seriously affects the frontal lobe decay on dementia patients. The decay leads to impairments of executive function, especially in updating ability. Previous studies showed that regular physical exercise could decrease the risk of dementia, but little do they discuss about the influence of meditative exercise. Thus, this study aims to discover if meditative exercise education intervention could improve the executive function (specifically updating ability) in elders. We gathered 150 Taiwanese participants aged 62 to 84 years old (M= 69.98, SD=5.13; 135 women), and divided participants into three groups randomly: aerobic exercise group, meditative movement group, and control group. The exercise intervention groups had been assigned to a 12-week exercise education training for 120 minutes each session, where participants gain specific type of exercise knowledge and practice, either aerobic exercise or meditative movement training. Each group will complete the updating ability task before and after the intervention. Result indicates that both exercise intervention groups showed improvements of updating ability after the 12-week intervention, while the ability of control group declined. The updating improvement of participant in the meditative movement group has greater significant difference than control group, whereas aerobic exercise group doesn't. In present study, we discovered that participants in meditative movement group improved their updating ability more than those in other groups. Thus, elders should be encouraged to do regular meditative movement exercise, in order to prevent the updating ability from decay and stay healthy at the same time.

92118 | *Psychological Adaptation of Israeli Jews and Arabs Educators at Crisis: Emotional Intelligence and Change in Values, After October 7th*
Bat Katzman, Kinneret Academic College, Israel
Iman Tarabia, Kinneret Academic College, Israel

On October 2023, Israel experienced a brutal terrorist attack. The ensuing high threat levels have been found in previous studies to influence values. Values are behavioral motivations that affect how people perceive social situations and their subsequent reactions to them. Human values tend toward stability (Schuster et al., 2019). However, they were found to adapt following trauma events (Bardi, 2014). Values may be shaped by internal factors, such as emotional intelligence (EI). Yet only a few studies have examined the impact of EI on value adjustment (Sagiv & Schwartz, 2022). This study aims to examine whether educators value changes during crisis and whether EI is associated with value changes. Values are crucial for education as they shape individual behavior and societal norms.
Methods: The present retrospective self-report study examined value changes (Schwartz's Value Survey) over 3 time periods: a week before October 7th, one week after, and 3-4 months later. The links between value changes, EI (Petrides's Trait-Emotional-Intelligence-Questionnaire), were tested among 250 Israelis, Arabs and Jews educators. Results and Contribution: Results indicated that most values changed after trauma events but showed partial recovery after time. Jewish participants experienced significant decreases in self-enhancement and openness to change during the conflict, while Arabs saw notable increases in self-transcendence. Higher EI was associated with reduced variation in values, indicating that educators with these traits maintained greater stability in their values during threat event. These results underscore the cultural differences in responses to crisis and highlight the importance of EI in navigating value changes.

Primary & Secondary Education

90845 | *STEM Education Development in Hong Kong and Its Impact to High School Students*
Ho Ting Fung, Academy for Bright Future Young Engineers & The Hong Kong University of Science and Technology, Hong Kong
Ben Yui Bun Chan, Academy for Bright Future Young Engineers & The Hong Kong University of Science and Technology, Hong Kong
Fai Yeung, Academy for Bright Future Young Engineers & The Hong Kong University of Science and Technology, Hong Kong
Kam Tim Woo, Academy for Bright Future Young Engineers & The Hong Kong University of Science and Technology, Hong Kong
Chi Ying Tsui, Academy for Bright Future Young Engineers & The Hong Kong University of Science and Technology, Hong Kong

Driven by the demand of talents from STEM related fields for Hong Kong to remain internationally competitive, the Hong Kong Government has invested heavily in promoting STEM education since the last decade. This paper aims to assess its impacts on local high school students, by looking at whether there were any associations between the students' interest in STEM, the number of applications for STEM related degree programmes and the required admission scores for such programmes. This study was conducted by collecting data from 428 local high school students using a questionnaire. To see whether students will be likely to pursue in a STEM-related career, we have also examined the attractiveness of having a STEM related career in Hong Kong, by reviewing STEM career salary trends and career destinations of university graduates. Our findings indicate students tend to have positive attitudes related to STEM careers, with more than 65 % of the total respondents expressing a desire to pursue in STEM subjects and 61 % would consider a career in STEM related fields, especially in engineering. We have shown that more university graduates have chosen STEM related careers, and entry level salaries from STEM-related fields are revealed to be more attractive over time, when compared to traditional business paths. This study concludes by discussing the implications of these findings for policymakers and educators, emphasizing the need to continue nurturing young talents who have strong interest in STEM subjects and careers.

Poster Session 2

86776 | *Fostering Global Citizens: A Qualitative Study on Embedding the United Nations Sustainable Development Goals (UN SDGs) into Primary Education*
Maria Tiffany Thee, Tunas Muda School Meruya, Indonesia

The United Nations Sustainable Development Goals (UN SDGs) offer a framework for educating future generations to address global challenges such as climate change. However, limited research explores their effectiveness in primary education. A balanced primary curriculum fosters a well-rounded foundation in academics and holistic development. However, enriching the curriculum with focus on real-world issues will help to develop international mindedness through the exploration of topics such as environmental issues, human rights and global interdependence. The UN SDGs, is a set of 17 goals that provides a framework to equip people with the knowledge of a more sustainable and equitable world. Integrating a programme to complement the core curriculum will provide learners with the skills to develop characteristics of an internationally minded learner - action oriented, empathetic and engaged. This qualitative study investigates how utilising the UN SDGs, particularly through a 5 to 6 month project will provide learners with the skills to become responsible and engaged in relevant, real world issues. The evidence will be a descriptive qualitative case study collected through the perspectives of teachers, students and parents on their experiences of the integration of the UN SDGs into their education. With the limited research existing on the effectiveness of embedding the UN SDGs, this paper aims to contribute insights by exploring those directly involved in the process through data collected from interviews and reflections. The findings of this paper suggest the development of the student's ability to better understand the challenges we are facing in the world.

90836 | *Navigating AI Tool Adoption in K-12 Education: A Study of Teacher Preparedness in Hong Kong*
Ka Man Lau, The Chinese University of Hong Kong, Hong Kong
Paul Lam, The Chinese University of Hong Kong, Hong Kong

This study assesses the readiness of Hong Kong teachers to integrate AI-based tools in K-12 education, exploring their usage in enhancing teaching and learning. The survey, adapted from Celik (2023), evaluated teachers' Technological Knowledge (Intelligent-TK), Technological Pedagogical Knowledge (Intelligent-TPK), Technological Content Knowledge (Intelligent-TCK), and Intelligent-Technological Pedagogical Content Knowledge (Intelligent-TPACK). It also investigated how frequently teachers use AI tools in activities such as lesson planning and assessments. The survey, conducted after a series of online professional development events from January to March 2024, received 45 valid responses from 91 participants. Findings show moderate familiarity with AI tools (Intelligent-TK) and confidence in their pedagogical potential (Intelligent-TPK). However, lower scores in Intelligent-TCK and Intelligent-TPACK suggest difficulties in merging pedagogical, technological, and content knowledge. AI tools are mainly used for lesson planning and creative teaching but less so for tasks like generating visual diagrams and assessments, due to concerns about the accuracy and fairness of AI evaluations. Key barriers to AI adoption highlighted by the study include a lack of formal training (73%), concerns about student misuse (56%), and the overwhelming variety of tools available (56%). These findings emphasize the need for structured training programs and clear guidelines for effective AI use in education. The urgency to enhance Intelligent-TPACK training is clear. The study advocates for interdisciplinary workshops and real-world application exercises that address modern classroom complexities, along with the establishment of comprehensive, tailored training programs to meet these identified needs.

Professional Training, Development & Concerns in Education

89187 | *How to Enhance Medical Education on Doctor-Patient Relationships Through Phenomenological Field Observation in Outpatient Clinics*
Ling-Lang Huang, Mackay Medical College, Taiwan

With the rapid advancement of medical technology, healthcare decision-making has become increasingly complex. Patients and physicians often face conflicts and challenges balancing life extension with quality of life, marking the shift toward holistic care. As medical specialization deepens, physicians undergo distinct training and acquire specialized knowledge tailored to their specific fields. However, whether the needs of patients in different specialties diverge in the physician-patient relationship remains underexplored. If such differences exist, should they be incorporated into medical education to help physicians better understand and address patient needs? This question forms the core of our research. Employing Husserl's phenomenological method, this study conducts field observations in internal medicine and surgical outpatient clinics. By applying Husserl's concepts of "epoché" and "eidetic reduction," we aim to "back to the things themselves" of the physician-patient relationship and examine whether differences exist across specialties. Through this approach, we seek to gain deeper insight into patient needs and offer specific recommendations for medical education.

Teaching Experiences, Pedagogy, Practice & Praxis

91663 | *Preliminary Exploration of Mobile Learning Devices in Pre-service Teacher Education: A Collaborative Pedagogical Approach*
Hui-Ju Pai, Providence University, Taiwan

In the era of digital transformation in education, Taiwan's Ministry of Education has been promoting the "Tablet for Every Student" initiative since 2022, comprehensively improving digital learning environments in primary and secondary schools. This policy has made the cultivation of teachers' digital teaching capabilities a critical issue in teacher training. This study explores an action learning approach using mobile devices (iPad) integrated with collaborative learning in a teacher preparation course at a comprehensive private university in Taiwan, examining the transformative potential of technology-enhanced teaching practices. Using classroom observations, surveys, and qualitative feedback, the study investigates the effects of integrating iPads into collaborative learning. It identifies patterns of technological integration, teaching method adaptation, and student interactions. Key insights include:1. Redefined Teaching Roles: Educators transition from traditional teaching models to dynamic facilitators, requiring enhanced technological proficiency and adaptable classroom management skills. 2. Student Learning Agency: Mobile devices fostered student autonomy, learning motivation, and peer learning scaffolding, particularly evident in collaborative knowledge construction processes. 3. Transformed Interaction Patterns: The introduction of mobile learning devices enhanced teacher-student and peer interactions, manifesting in more proactive questioning, active participation, and collaborative problem-solving. Challenges include technological adaptation, with teachers needing time to guide students in device use. Although limited to a single course context, the study offers insights into technology integration strategies in teacher training and highlights the potential of collaborative approaches in developing digital teaching competencies. Further exploration of comprehensive pre-service teacher digital training is recommended to meet digital education reform demands.

91702 | *Enhancing Student Learning in Surface Chemistry Through Cooperative Learning Strategies*
Chien-Chang Huang, Providence University, Taiwan

Surface Chemistry is a foundational course for students majoring in Chemical Engineering, Chemistry, and Cosmetic Science. However, the interdisciplinary nature of the subject, which integrates concepts from Chemistry, Physics, and Thermodynamics, often presents challenges for students lacking a solid grasp of prerequisite knowledge. This study aims to enhance the learning experience and academic performance of students enrolled in Surface Chemistry by implementing cooperative learning strategies. In this research, students were organized into heterogeneous groups based on their pre-examination scores, which assessed their understanding of essential concepts from prerequisite courses. This grouping facilitated targeted peer interactions and collaborative problem-solving. We also employed a Problem-Based Learning (PBL) approach, encouraging each group to apply knowledge acquired from lectures and supplementary resources to tackle specific challenges related to Surface Chemistry. The findings indicate that peer teaching and peer-assisted learning significantly enhance knowledge retention and internalization among group members compared to solitary study. Additionally, improvements in students' attitudes towards learning and their skill sets contributed to more effective engagement with the course material. To foster reflective practice, students participated in peer and self-assessment activities, allowing them to evaluate their contributions and those of their peers critically. Quantitative and qualitative analyses suggest that employing multiple evaluators yields more comprehensive insights into student performance than assessments conducted by individuals alone. This study underscores the efficacy of cooperative learning strategies in promoting deeper understanding and sustained interest in complex scientific subjects like Surface Chemistry.

Notes

Poster Session 3

Wednesday 15:40-16:40 | Orion Hall (5F)
Poster Session 3

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

Community Development

90609 | *Exploring the Lived Experiences of Selected Filipino Emerging Adult Survivors of Online Sexual Exploitation of Children (OSEC) by Relatives as Perpetrators*
Leah Anne Martin-Rodavia, University of Santo Tomas, Philippines
Clarissa Delariarte, University of Santo Tomas, Philippines

As Online Sexual Exploitation of Children (OSEC) becomes more rampant in the Philippines, the demand for a deeper understanding of its nature becomes more pressing. This qualitative method research was undertaken to discover through Interpretive Phenomenological Analysis the lived experiences of OSEC survivors perpetuated by their relative/s. Using a semi-structured interview questionnaire, three female survivors ages 16-22 were interviewed to document their lived experiences and analyze their perception of it and how it affected them regarding trauma signs and symptoms and the status of attachment to their offending relative/s. Results showed that OSEC caused multiple adverse biopsychosocial effects and indirectly affected the survivors through rescue operations and shelter placement. It was also discovered that there is an unconditional emotional connection between the respondents and their perpetrators. And finally, results show that all respondents were able to draw out possible meanings from their experiences. They see the start of OSEC until the interview as dark clouds with a silver lining. Despite it being painful, it eventually caused something good because it saved them all from living the lives they did not wish to have. It happened to them and their family to teach them life lessons, have better self-concepts, and make them all the better versions of themselves. This new perspective points out that OSEC survivors can have different perceptions about their experiences, compared to others. This proves that meaning-making is personal; hence, giving voice to the typically unheard and overshadowed-by-other-exploitations population of OSEC is crucial.

General Psychology

89553 | *A Lifespan Perspective on Positive Affect Fluctuations on Purpose in Life: Findings from a Nine-Year Longitudinal Study*
Jonathan Chia, Singapore Management University, Singapore
Verity Lua, Stanford University, United States
Andree Hartanto, Singapore Management University, Singapore

Extant literature has explored the impact of static or average levels of positive affect (PA) on purpose in life (PIL). However, several theoretical accounts seem to suggest that fluctuations and stability in PA may be implicated in the formation and maintenance of PIL. Specifically, fluctuations in PA may negatively impact PIL over time. From the lifespan perspective, this negative association may be expected to intensify with age. To this end, the present study examined the longitudinal association of PA fluctuations on PIL and the moderating role of age among 1,298 midlife and older adults in the United States, over a nine-year period. Results revealed a conditional effect of PA fluctuations on PIL—particularly among older individuals, greater PA fluctuations were associated with a poorer sense of purpose over time. This effect persisted even after accounting for health factors, individual differences in positivity, and other affective dynamics such as average PA and negative affect (NA). Findings from the current study deepen our understanding of the intricate relationship between PA fluctuations and PIL across the lifespan, with particular emphasis on the vulnerabilities that emerge in older adulthood. Results also suggest the need for tailored interventions to help individuals manage the emotional and existential challenges of aging.

92265 | *Meta-Analysis of the House-Money Effect and Windfall Income: A Systematic Review*
Kasumi Dan, Keio University, Japan

This study systematically analyzes the house-money effect, a phenomenon in which people become more financially risk-taking and wasteful after receiving unexpected income. This study aims to identify the general tendencies and factors that influence this effect. A total of 57 continuous and 18 dichotomous outcome studies were included in this meta-analysis. A random-effects model was used to pool the effect sizes, and a low-to-moderate house-money effect (g = 0.37, rr = 1.33) was confirmed. However, high heterogeneity was observed, and the strength of the house-money effect varied widely, depending on the situation. The subgroup and meta-regression analyses revealed several moderators. While a strong effect was observed in the controlled experimental environment, the effect was weakened when it was closer to a real-world environment. For continuous outcomes, the effect was particularly pronounced in students and Asian regions, and the effect size decreased as the publication year increased, suggesting that the universality of the house-money effect is limited. In the publication-bias analysis, a slight bias was detected using multiple methods. This suggests that the true effect size may be smaller, supporting the theory that the house-money effect is reproducible only under certain conditions.

92346 | *Daddy's Money or Theirs: Do People Choose Immediate or Future Resources in Potential Mates?*
Nicole F. Ko, Singapore Management University, Singapore
Norman P. Li, Singapore Management University, Singapore
Kenneth Tan, Singapore Management University, Singapore
Kimin Eom, Australian National University, Australia

Many women today, alike those in the past, choose mates before their potential partners have acquired resources on their own, creating an evolved preference for ambition that may signify future resource acquisition potential (Buss, 1989; Townsend & Wasserman, 1998). In modern societies, however, wealth can be inherited, allowing some to own resources that are not personally accrued. We conducted three studies with full factorial design to explore whether ambition or inherited wealth holds greater influence in determining potential mates' desirability and how these effects vary depending on relationship contexts. Study 1 employed a ranked and forced-choice design, revealing that women generally prioritise ambition over inherited wealth in both relationship contexts. Study 2 corroborated these findings using Likert-scale measures. Study 3 employed perception of humour as an implicit measure of attraction, and found support for ambition as a stronger predictor of both desirability and perception of humour. Our results highlight the complex interplay between ambition, inherited wealth, and relationship contexts, with implications for understanding contemporary mate preferences.

90586 | *Happiness as an End Goal: The Valuation of Happiness Among Top University Students*
Cian Lin, Norwegian School of Economics, Norway

This study examines how students at top universities value well-being and how university identity shapes this tendency. Using a survey with two existing tasks — one asking students to trade off happiness against other objectives, and the other examining the alignment of individual choice, predicted happiness outcomes, and perceived norms — we compare the results from top university students with those from nationally representative samples (from US and UK), and explore the role of identity and accuracy of perceived norms. Our findings reveal that top university students value happiness less than the general public, and that stronger university identification is linked to a reduced emphasis on happiness. Additionally, students believe fewer of their peers value happiness, despite many doing so privately, suggesting pluralistic ignorance. This study contributes to understanding how social norms and group identity influence happiness valuation and underscores the impact of social contexts on well-being attitudes and behaviors.

92336 | *The Effects of Navigation Aids on Wayfinding Performance and Attention*
Shamsul Azrin Jamaluddin, Singapore-ETH Centre, Singapore
Panagiotis Mavros, Telecom Paris; Institut Polytechnique de Paris, France
Christoph Hoelscher, ETH Zurich, Switzerland

With the ubiquity of smartphones, using GPS for navigational needs has become the norm. Although using GPS may require less effort in terms of route planning, previous studies have shown that performance is impaired for navigation and spatial learning compared to using a paper map or directly experiencing the space. In the present study, we examined whether the typology of the space affects navigational performance. Participants (N = 65) navigated to four consecutive destinations in Singapore either at the central city area where there is a mix of skyscrapers and shophouses, or a residential area which predominantly consists of mid-rise buildings. They were allowed to use one of three types of navigation aids: a satellite navigation app on a smartphone, a paper map of the entire area, or a partial map of the area. We measured navigational performance such as the distance walked and the task duration, visual attention using mobile eye-tracking glasses, as well as self-reported measures of emotion. We found that while initial navigational performance using physical maps is lower, participants display similar performance across groups in later tasks, suggesting a quick adaptation. In line with other studies, however, we found that participants using GPS on a smartphone allocate a substantial amount of visual attention to map monitoring, rather than looking at their surroundings. The implications of navigating with different navigation aids in different typologies of spaces are discussed.

92303 | *The Effect of Celebrity Worship on Psychological Well-Being Among Early Adulthood Fandom: The Mediating Role of Social Identity, Escape of Stressors, and Purpose in Life*
Apichai Fakaon, Srinakharinwirot University, Thailand
Sittipong Wattananonsakul, Srinakharinwirot University, Thailand

Research on well-being among early adult fandoms has grown significantly, highlighting the impact of popular culture on psychological development. This study investigates the effects of celebrity worship on the psychological well-being of 200 young adults who identify as members of celebrity fandoms in Bangkok, selected through convenience sampling. It examines the mediating roles of social identity, escape from stressors, and sense of purpose. Using validated psychometric scales, correlation analysis was conducted to evaluate relationships among variables, followed by structural equation modeling (SEM), which revealed significant positive effects of celebrity worship on psychological well-being. Social identity and sense of purpose emerged as key mediators, amplifying positive outcomes, while escape from stressors provided moderate support. These findings suggest that celebrity worship enhances well-being by fostering identity formation, purposeful engagement, and stress relief. This research contributes to social and cognitive psychology by offering practical insights into leveraging popular culture to promote mental health. The results provide a foundation for future research and interventions aimed at improving psychological well-being within this population.

92297 | *Exploring Causal Pathways Using a LiNGAM Approach: The Influence of Past Exercise and Basic Psychological Needs on Exercise Behavior*
Daisuke Horii, Osaka Electro-Communication University, Japan
Hiratoshi Kaneda, Osaka Electro-Communication University, Japan
Yuya Muraki, Osaka Electro-Communication University, Japan

This study investigated how basic psychological needs—competence, autonomy, and relatedness—contribute to exercise behavior formation, considering gender, age, and contextual factors. Previous research has shown that satisfying these needs fosters autonomous motivation and enduring exercise habits (Deci & Ryan, 2000; Ryan & Deci, 2017; Vallerand & Losier, 1999). However, how past school-based athletic club and extracurricular sports experiences, as well as interactions with significant others (e.g., parents, siblings, friends, coaches), shape these needs and current exercise engagement remains underexplored. In this study, 551 adults (273 men, 278 women), aged from their teens to over 60, completed online questionnaires. They rated their basic psychological needs in exercise, past school-based and extracurricular sports involvement, current exercise activities, and the frequency of exercise experiences shared with significant others. To identify causal pathways rather than mere correlations, a LiNGAM (Linear Non-Gaussian Acyclic Model) approach was employed. Results indicated gender- and age-related differences in how needs were fulfilled. Men's competence, often enhanced through paternal and coaching influences, predicted stronger current exercise behavior. Women's exercise was more closely tied to relatedness and autonomy nurtured by supportive relationships with mothers, siblings, and friends. Younger adults, particularly those under 30, relied on interpersonal resources to fulfill their needs and establish exercise habits. In contrast, adults over 40 benefited from fnternalized competence and autonomy derived from past sports experiences. School-based clubs promoted competence and relatedness, whereas extracurricular clubs fostered autonomy and relatedness. These findings support tailored exercise interventions considering gender, age, and personal histories, thereby advancing health promotion strategies.

92313 | *Revisiting Loftus and Palmer (1974): A Pre-Registered Replication and Re-Evaluation of a Classic Study on Memory Reconstruction*
Mark Aveyard, American University of Sharjah, United Arab Emirates

A famous study by Loftus and Palmer (1974) demonstrated that the phrasing of questions about car accidents influenced participants' memories, with words like "smashed" producing higher speed estimates than words like "hit". Despite its iconic status, this finding has undergone surprisingly few direct replications, with prior attempts deviating significantly from the original design. In this pre-registered study, we conducted a close replication adhering to nearly all the original design parameters (Experiment 1) and a conceptual replication using a modified speed estimation task (Experiment 2). The results of Experiment 1 provide partial support for the original findings: the "contacted" condition elicited significantly lower speed estimates. However, no significant differences emerged between other conditions. Experiment 2, which used a 7-point scale with verbal labels (from "extremely fast" to "extremely slow"), found no differences between even the most extreme conditions ("contacted" and "smashed"). Why has this paradigm been so difficult to replicate, both in this attempt and in prior studies? A re-analysis of the original paper sheds light on its underwhelming replication record over five decades and highlights key limitations of the original study commonly overlooked by textbook authors. Despite providing a relatable account of memory reconstruction effects, the prominence of Loftus & Palmer (1974) in the educational literature deserves critical re-evaluation in favor of paradigms supported by more robust evidence.

92318 | *Results of a Study on the Relationship Between Gender and Psychological Well-Being*
Batchuluun Purev, Etugen University, Mongolia
Pagmadulam Sarentuya, Etugen University, Mongolia
Bilguun Ganzorig, Etugen University, Mongolia
Naranzul Bat-Erdene, Etugen University, Mongolia
Tuul Myatav, Etugen University, Mongolia

In the study of the six factors that determine psychological well-being, 47 participants (40.8%) reported poor psychological well-being. However, 30 people (26%) reported average psychological well-being, and the remaining 38 people (33%) reported good psychological well-being. Environmental management reported poor psychological well-being, 40 people (34.7%), average psychological well-being, and 32 people (27.8%) reported good psychological well-being. Personal development reported poor psychological well-being, 41 people (35.6%), average psychological well-being, and the remaining 32 people (27.8%). Positive relationships with others reported poor psychological well-being, 52 people (45.2%), average psychological well-being, and the remaining 41 people (35.6%) reported good psychological well-being. Life purpose 56 people (48.7%) are poor, 19 people (16.5%) are average, and the remaining 40 people (34.7%) are good. Self-acceptance 55 people (47.8%) are poor, 20 people (17.4%) are average, and 40 people (34.8) are good. When determining the relationship between psychological well-being factors by gender, autonomy in men is strongly positively related to life purpose, and autonomy and environmental control in women are strongly positively related to self-acceptance. Environmental control is positively related to life purpose in men. Personal development is positively related to environmental control. Positive communication means a positive relationship with life purpose. Life purpose is positively related to personal development.

92295 | *The Impact of Self-Compassion on Mental Health: Focusing on Attachment as a Background Factor*
Yushi Chen, Nihon University, Japan
Tatsuya Miyashita, Nihon University, Japan
Takashi Oka, Nihon University, Japan

Self-compassion is associated with various positive mental health outcomes (Zessin, Dickhäuser, & Garbade, 2015; MacBeth & Gumley, 2012; Neff, 2009), but its origins remain unclear. Some researchers propose that self-compassion may derive from attachment styles (Gilbert, 2009; Gilbert & Procter, 2006; Neff, 2011; Neff & McGeehee, 2010). Studies on attachment and self-compassion indicate that avoidant and anxious attachment may have distinct effects on self-compassion (Wei, Liao, Ku, & Shaffer, 2011; Raque-Bogdan et al., 2011). In this study we have 2 hypothesis. Hypothesis 1: Avoidant and anxious attachment are negatively associated with self-compassion. Hypothesis 2: self-compassion mediate the association between avoidant/anxious attachment and mental health. The study was conducted with 258 Japanese university students. Measures included the ECR-RS (attachment), the Self-Compassion Scale, and the DASS-21 (measuring depression, anxiety, and stress as indicators of mental health). Correlation analyses revealed positive correlations between both avoidant and anxious attachment and depression, anxiety, and stress. Negative correlations were found between self-compassion and avoidant attachment, anxious attachment, depression, and stress. However, no significant correlation was found between self-compassion and anxiety. SEM analysis indicated that self-compassion mediates the relationship between both avoidant and anxious attachment and mental health. Furthermore, the indirect effect of anxious attachment through self-compassion was significantly stronger than that of avoidant attachment. Individuals with avoidant or anxious attachment would have lower self-compassion and experience more depression and stress. While both attachment styles affect mental health through self-compassion, the impact of anxious attachment is stronger.

92306 | *Insomnia Awareness and Management in the Oncological Setting*
Jing Yun Leong, Changi General Hospital, Singapore
Brendan Seng Hup Chia, Raffles Hospital, Singapore

Insomnia affects quality of life and psychological health significantly, increasing the risk of conditions such as depression and exacerbating other conditions like anxiety or bipolar disorder, leading to worse mental health outcomes. Oncological patients, an at-risk population for mental illness, often have problems with sleep but this is not frequently picked up or adequately managed by their doctors. The gold standard treatment is psychotherapy, engaging Cognitive Behavioural Therapy for Insomnia (CBT-I). This study investigates the knowledge of and approach to insomnia amongst oncologists, to determine educational and training gaps. A cross-sectional study was performed amongst Singaporean oncologists. A questionnaire based on established insomnia guidelines and consisting of 12 closed and open ended questions was sent to doctors individually online and kept anonymous to ensure unbiased responses. Most (21) of the 25 doctors surveyed rarely screened for insomnia, with many citing that patients' issues were addressed only if initiated by the patient. Major barriers included time limitations (58.3%) and insufficient knowledge (33.3%). While 96% acknowledged non-physical contributors to insomnia, most did not routinely explore these factors. Pharmacological treatments, notably melatonin and antihistamines, were often favoured whilst non-pharmacological approaches like CBT-I were underutilised. The need for further education on insomnia management was noted among oncologists. The findings underscore the necessity for enhanced training and awareness of comprehensive insomnia management within oncology settings, to improve patient outcomes and clinician efficacy. Future research should focus on identifying specific barriers to medical education in this area and refining referral pathways to sleep specialists.

90835 | *Decolonial Approaches Needed in Psychological Praxis in Japan: A Perspective from Critical Theoretical Psychology*
Yasuhiro Igarashi, Yamano College of Aesthetics, Japan

Looking back into the history of Japanese psychology from the standpoint of critical psychology and theoretical psychology, the impact of the occupation by the US-led Allied Powers after WW II was decisive. Although US occupation brought about some democratization of Japan, it resulted in the Americanization of psychology, by Behaviorism. With time, the adverse effects of this became apparent such as excessive scientism and individualism. As for the relationship between psychology and society, urgent social problems, including poverty, inequality and discrimination, tend to be avoided and psychology's complicity in these problems is not reflected upon. This requires decolonial approaches to the mainstream. But this alone is not enough. Since the end of the 20th century, qualitative psychology, work on the history of psychology, gender and feminist psychology and German Critical Psychology, among others, have opposed the mainstream. Although these critical approaches have achieved certain success, they have often lacked reflexivity and have not been able to collaborate and cooperate. The critical psychology movement that attracted the attention of the international psychology community in this century has not yet been fully established in Japan. If the goal of decolonial approaches is to study the psychological experiences of people not only in the mainstream but also those in a minority in Japan and to contribute to their welfare, approaches that seek to overcome the undue influence of Western psychology must also reflect on their private interests and to work together for the common goal. Psychologists who criticize the colonialist influence of Western psychology also need to examine themselves critically.

92258 | *Examining Standardized Test Performance and Hypnotic Responsiveness Among College Students*
Joseph Green, The Ohio State University, United States
Victoria Bradford, The Ohio State University, United States

Previous studies have produced mixed results on whether hypnotic responsiveness is associated with measures of general intelligence or academic ability. We administered a standardized assessment of hypnotizability to undergraduate students (N=221) by means of the Harvard Group Scale of Hypnotic Susceptibility, Form A (HGSHS:A; Shor & Orne, 1962), along with additional measures that commonly correlate with hypnotizability (e.g., absorption; expectancy of being a good hypnotic subject). Students granted permission for us to obtain their scores on the American College Testing (ACT) exam, a standardized measure of college preparedness, along with other markers of academic success and choice of major. Our main finding was that ACT scores negatively correlated with behavioral responses during hypnosis. Subjective reports of involuntariness during hypnosis similarly correlated with ACT scores. Results from a regression analysis showed that scores on the ACT predicted hypnotizability above and beyond students' expectation of responsiveness. This report updates and expands our previous work associating standardized test scores and hypnotizability.

Industrial Organization and Organization Theory

91909 | *Breaking the Regression Mold: Machine Learning's Role in Uncovering Nonlinear Psychological Insights*
Jordan Epistola, University of Maryland College Park, United States
Paul Hanges, University of Maryland College Park, United States

Machine learning (ML) methods have shown substantial promise in advancing psychological research by capturing complex, nonlinear relationships that traditional regression models often overlook. However, the comparative advantages of ML models in theory-building contexts remain underexplored, particularly in comprehensive evaluations across multiple methods and relationship patterns. This study addresses this gap by utilizing rigorous Monte Carlo simulations to evaluate the performance of Random Forests, Boosting, Regularization, Neural Networks, and regression methods. The computational model simulated predictor-criterion relationships across six distinct patterns: no effect, linear, exponential, logarithmic, quadratic, and cubic. By embedding true underlying latent relationships within the simulations, this study uniquely enables direct comparisons of model outputs against known patterns. Results revealed that ML methods consistently outperformed regression in capturing nonlinear dynamics, particularly in exponential, quadratic, and cubic conditions. Traditional regression models failed to accurately characterize key nonlinear relationships and often produced simplified or inaccurate representations of variable patterns. These findings highlight ML's superior capacity to uncover nuanced behavioral relationships, offering significant implications for advancing psychological theories by identifying mechanisms and configurations that remain obscured under linear constraints. This presentation will delve into the computational modeling process, present comparative analyses of model performances, and discuss the interpretability of ML insights, leveraging model-agnostic interpretability methods. This research underscores ML's transformative potential in refining traditional methodological frameworks, expanding theory-building capabilities, and fostering hypothesis generation beyond the regression paradigm. These insights establish a foundation for applying ML in both theoretical advancements and hypothesis testing within psychological science.

91932 | *How to Unpack the Black Box? The Effect of Algorithmic Transparency of Digital Labor Platforms on Overtime Work*
Yufei Jiang, Hangzhou City University, China
Zhen Huang, Hangzhou City University, China

Recent development of algorithmic management on digital labor platforms has raised concerns about gig workers' longer working hours but lower pay. Therefore, an increasing number of researchers and public sectors are advocating for algorithmic transparency to give gig workers more control over their work and free time. Yet, few studies have empirically examined it. In the present research, we examine the effect of algorithmic transparency on overtime work through a cross-sectional study (Study 1) and two experiments (Studies 2 and 3, N = 912). The results show that algorithmic transparency increases perceived informational fairness and this increased perceived informational fairness after algorithmic transparency suppresses the negative effect of algorithmic transparency on overtime work (Studies 1 to 2). Additionally, the effect of algorithmic transparency on overtime work depends on how the algorithmic information is presented (e.g., different salience and gain-loss framing). Specifically, salient (vs. not salient) algorithmic information reduces people's overtime work intentions (Study 2), and loss (vs. gain) framing algorithmic information increases people's overtime work intentions (Study 3). The present findings reveal the suppression effect of perceived informational fairness on the negative relationship between algorithmic transparency and overtime work. Furthermore, these studies highlight the crucial role of properly disclosing algorithmic information in influencing gig workers' overtime work intentions and hint the potential that algorithmic transparency might become a new means to manipulate gig workers.

88969 | *Exploring the Relationship Between Perceived Overqualification Social Comparison and Workplace Deviant Behaviors*
Shin-Guang Liang, Yuan Ze University, Taiwan

The topic of perceived overqualification has predominantly focused on comparing an individual's qualifications (i.e., education, skill, and work experience) and the job requirements. However, far less research has paid attention to the social context of perceived overqualification. Based on this, this study aims to extend the nomological network of perceived overqualification by focusing on the social context of perceived overqualification. Integrating theories of social comparison and moral licensing, we explore the relationship between perceived overqualification social comparison and workplace deviant behaviors (i.e., voluntary behavior that violates significant organizational norms and, in so doing, threatens the well-being of the organization or its members, or both) (Bennett & Robinson, 2000). We also investigate the mediating role of psychological entitlement (i.e., a pervasive sense that one deserves more and is entitled to more than others) (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004) and the moderating role of perceived overqualification. Survey data was recruited from a sample of 238 group members and 63 of their leaders, and the hypotheses were examined using path analysis and Monte Carlo analysis. We find that psychological entitlement mediated the relationship between perceived overqualification social comparison and workplace deviant behaviors. Further, perceived overqualification moderated the above-mediated relationship. Accordingly, further theoretical and practical implications and future research are discussed based on our findings.

Linguistics/Language & Psychology/Behavioral Science

89348 | *Keep Bright in the Dark: The Positivity Superiority Effect of Multi-Modal Emotions on Donation-Based Crowdfunding Performance and Its Mechanisms*
Rui Guo, Beijing Normal University, China
Guolong Wang, University of International Business and Economics, China
Ding Wu, University of International Business and Economics, China
Zhen Wu, Tsinghua University, China

How to raise donations effectively, especially in the E-era, has puzzled fundraisers and scientists across various disciplines. Our research focuses on donation-based crowdfunding projects and investigates how the emotional valence expressed verbally (in text descriptions) and visually (in face images) in project descriptions affects project performance. Study 1 used field data (N = 3817), grabbed project information and descriptions from a top donation-based crowdfunding platform, computed visual and verbal emotional valence using a deep-learning-based affective computing method, and analyzed how multi-modal emotional valence influences donation outcomes. Study 2 conducted an experiment with GPT (Study 2a, N = 400) and humans (Study 2b, N = 240), manipulated project's visual and verbal emotional valence through AI-generated stimulus, then assessed donation decisions (both AI and human) and corresponding state empathy (human). The results indicate a "multi-modal positivity superiority effect": Both visual and verbal emotional valence promote the initial whether-to-donate decisions, while only verbal emotional valence increases further how-much-to-donate decisions. Notably, such multi-modal emotional effects could be explained through different mediating paths of empathic concern and empathic hopefulness. The current study theoretically facilitates our understanding of the emotional motivations underlying human prosociality, and practically provides insights into crafting impactful advertisements for online donations.

88594 | *Does the Colour of a Word Affect the Speed with Which People Identify It as 'Positive' or 'Negative'?*
An Nguyen, University of Birmingham, United Kingdom

Colour is a powerful communication tool that influences emotions and reactions. While previous studies suggest that colour impacts language processing, few have focused on Vietnamese-English bilinguals. Moreover, the unique tonal structure of Vietnamese, its culturally specific colour associations, and the cognitive differences in bilingual processing hinder generalising findings from other languages to Vietnamese-English bilinguals. This study contributes to the literature on embodied cognition and bilingual language processing by investigating whether the colour (black or white) of a word affects the speed with which Vietnamese-English speakers identify it as positive or negative and if the effect is stronger in their first language (L1) compared to their second language (L2). The theory of embodied cognition was used to support the hypothesised relationship between word meaning and colour. In the study, 16 participants saw words in a congruent colour (e.g., 'angel' in white) or an incongruent colour (e.g., 'angel' in black), against a grey – an unemotional colour background, presented along with the category labels 'negative' and 'positive'. They were asked to quickly and accurately determine whether the word had a negative or positive meaning. The results indicated a statistically significant, though small, effect of word colour on response speed, with 14 out of 16 participants responding faster to words in a congruent colour. Additionally, participants were quicker to recognise words in L1 compared to L2, suggesting a stronger effect of colour in L1. These findings contribute to theories of embodied cognition and bilingual language processing, offering practical insights for marketing and cross-linguistic.

88686 | *Task-Dependent or Task-General? The Impact of Valence Ambiguity on Word Processing in Lexical Decision and Valence Judgment*
Yuen-Lai Chan, Lingnan University, Hong Kong
Chi-Shing Tse, The Chinese University of Hong Kong, Hong Kong

Word valence, or emotionality associated with words, is a key factor influencing word processing. It is typically assessed using self-rated scales. Recent studies have highlighted the role of valence ambiguity—variability in self-reported valence across raters—as a distinct variable impacting word processing, which is quantified by standard deviation of valence ratings. This study aimed to examine the effects of valence ambiguity and its task-specific nature through lexical decision and valence judgment tasks by orthogonally manipulating word valence (positive or negative) and valence ambiguity (low or high) across 256 two-character Chinese words, selected from the Chinese Lexicon Project (Tse et al., 2017, 2023, see also Chan & Tse, 2024). Separate linear mixed-effect models were applied to analyze the data from lexical decision and valence judgment tasks, with controls for word arousal, familiarity, and concreteness. The findings revealed that the main effect of valence ambiguity was non-significant in lexical decision, suggesting similar reaction times for ambiguous and unambiguous words in word/nonword decisions. However, in valence judgment, the effect was significant, indicating faster categorization of unambiguous words as either negative or positive. Moreover, a significant valence × valence ambiguity interaction in the lexical decision task showed faster reaction times for positive words compared to negative words only when valence ambiguity was low. These novel findings underscore that the influence of valence ambiguity on word processing is task-dependent, being more pronounced in the valence judgment task. Future research should incorporate valence ambiguity as a variable when exploring the processing of emotional words.

92161 | *Understanding the Motivations of Donors: Intrinsic and Extrinsic Factors in Reward-Based and Hybrid Crowdfunding in Japan*
Masahiro Honda, Keio University, Japan
Takahiro Hoshino, Keio University, Japan

This study examines the impact of reward expectations on the motivations of donors across different types of crowdfunding (CF). In reward-based CF, donors receive non-monetary rewards in exchange for their contributions, whereas donors contribute without anticipating rewards in the donation-based CF. Although some research has attempted to compare the motivations of donors across different types of CF, challenges arise in distinguishing whether the observed differences are due to the CF model itself or to variations in users'demographics on the platforms, as most service platforms specialize in only one category of funding. To address this gap, we analyze a prominent Japanese CF platform that offers both a reward-based CF model and a hybrid CF model. The hybrid CF model combines aspects of reward-based and donation-based CF by offering rewards in only half of its campaigns. Guided by Self-Determination Theory, we develop a motivation scale that categorizes motivations along intrinsic/extrinsic and personal/social dimensions. Using structural equation modeling, our analysis highlights three key factors that influence participation in reward-based CF: intrinsic personal motivation, trust, and recognition of the impact of donations. In hybrid CF, empathy and trust emerge as the primary motivating factors. Furthermore, the analysis of the posterior distribution of coefficient differences suggests that hybrid CF, which is employed in more charitable campaigns and expects lower rewards, exhibits diminished extrinsic motivation and enhanced intrinsic motivation outcomes.

85738 | *Multitasking Abilities of Different Game Genre Players and Non-Gamers: Combined Tasks of Visual Search, Memory, and Decision-Making*
Chun-Wen Yao, National Yunlin University of Science and Technology, Taiwan
Po-Chun Nien, National Yunlin University of Science and Technology, Taiwan
Min-Sheng Chen, National Yunlin University of Science and Technology, Taiwan

Background and Motivation: Previous studies have indicated that video games can enhance players' perceptual thresholds and visual processing speeds, with different game genres affecting cognitive abilities in varying ways. Objective: This study aims to compare the effects of different types of video games on multitasking abilities and to explore the differences in multitasking performance between gamers and non-gamers through integrated visual cognitive tasks. Methodology: Participants were tasked with determining whether there were more odd or even numbers appearing on the screen. The study involved a 3 (FPS players, MOBA players, non-gamers) x 3 (target quantities of 5, 7, 9) x 3 (target spacing: close, medium, far) design, with each condition repeated six times. Results: In terms of accuracy, there were no significant differences between the groups. However, in terms of reaction time, the gaming groups performed significantly better than the non-gaming control group. The number of targets presented significantly affected task performance, with higher quantities resulting in poorer performance. The spacing of targets also significantly influenced task performance, with larger spacing leading to better performance. Additionally, there was a significant interaction between the number of targets and gaming habits. Conclusion: Experience with video games can indeed improve perceptual thresholds and visual processing speeds, resulting in better performance in multitasking tasks.

89089 | *Charitable Giving, Income, and Subjective Well-being: A Case Study in Bangkok, Thailand*
Nopasom Sinphurmsukskul, Kasetsart University, Thailand

Charitable giving is a vital source of private provision for public goods, particularly in developing countries where government provision may be inadequate, such as in Thailand. The main objective of this study is to investigate the relationship between general charitable giving, income, and subjective well-being in Thailand, focusing on the income elasticity of donations and the psychological benefits derived from giving. Relying on face-to-face interviews with 400 working-age respondents randomly selected in northern Bangkok, this research utilizes Engel curve analysis to estimate the income elasticity of donations among the respondents. It employs three model specifications (i.e., linear, log-log, and Working-Leser model) to assess how changes in income affect general charitable contributions. The study also explores subjective well-being generated by donations, employing the so-called subjective well-being valuation method. Findings from the Engel curve analysis indicate that charitable donations are perceived by Thai respondents as a necessity rather than a luxury, with older, less educated, and married individuals tending to donate more. Results from the subjective well-being valuation using instrumental variable regression reveal that each baht donated can yield a well-being equivalent to significantly higher income gains. This research contributes to the understanding of the motivations behind charitable giving in Thailand and offers insights for policymakers to enhance philanthropic engagement and support public goods provision. Since this study did not specify the types of charitable donation, future studies could investigate the income elasticity of different types of donations and the resulting subjective well-being generated.

92075 | *Review of the Trend of Gamified Interventions in Preventing Physical Inactivity Among Children*
Chun Yin Andy Chong, School of Nursing, Tung Wah College, Hong Kong

Purpose: Physical inactivity among children is a growing concern with significant implications for their health and well-being. Since physical activity (PA) is a modifiable behavioural factor that helps prevent various noncommunicable diseases, researchers and clinicians are dedicated to improving this behaviour amount through it. Recently, gamification, developed in the educational field, has now become an emerging intervention methodology to facilitate intervention progression, participant engagement, and overall effectiveness. Although there is growing research evidence in this field, the gamification approach is quite diverse and lacks consistent frameworks. This review aimed to fill this gap by outlining the trend of gamified interventions that enhanced PA levels among people worldwide.
Methods: This study was a literature review design adapted from the PRISMA guidelines. PubMed, Web of Science, and CINHAL Google Scholar databases were searched for relevant experimental studies on gamification for enhancing PA among children and adolescents. Results:10 studies were selected after screening 81 searches. Most interventions (44.4%) used the gamified activity as the main intervention component, while some interventions (33.3%) gamified part of the interventions or added a separate game activity. Studies commonly neglect the interventions' effectiveness in sustaining long-term PA habits and the evaluation of participants' motivation, engagement, and enjoyment. Conclusion: This review study provides valuable insight for future research to investigate the potential of gamification when applied to existing and conventional behavioural modification intervention approaches. Our findings also highlight the caution in incorporating gamification strategies with traditional theories and models in health promotion interventions.

Mental Health

88416 | *Blossoming Through Burden: How Dementia Caregivers Flourish*
Geraldine Tan-Ho, Nanyang Technological University, Singapore
Andy Hau Yan Ho, Nanyang Technological University, Singapore

The global surge in the numbers of persons with dementia is mirrored in Singapore, where familial caregiving is predominant. Despite the difficulties of dementia caregiving, studies indicate that caregivers can thrive within their roles. Exploring this phenomenon would yield valuable insights to guide the development of wellbeing-centric interventions for dementia caregivers, thus alleviating looming economic, fiscal, and healthcare burdens in this super-aged society. An interpretative phenomenological analysis was employed to examine the presence, experience, and pursuit of flourishing in Singaporean dementia caregivers. Semi-structured interviews were conducted with 10 participants aged 34 to 70 years old, who had been caring for a family member with dementia for at least 12 months. Findings revealed 1) the multifaceted dimensions of psychological well-being experienced by Singaporean dementia caregivers (Self-Acceptance, Positive Relations with Others, Autonomy, Environmental Mastery, Purpose in Life, Personal Growth, Spiritual Alignment), 2) the active strategies they adopted for their well-being (Finding Refuge in Faith, Fulfilling Filial Compassion, Reappraising Predicaments, Embodying Knowledge of Dementia, Pursuing Dignifying Care, Practicing Mindful Compassion, Approaching Challenges Creatively, Treasuring Poignant Moments, Cherishing Impermanence), and 3) the distinctive conditions they perceived as integral to flourishing (Domestic Helper Support, Compassionate Community). This study provides critical evidence on the specific dimensions of well-being in which dementia caregivers flourish, and the requisite strategies and conditions needed to promote these dimensions. Healthcare providers can apply this knowledge to inform educational resources, develop targeted interventions, and refine patient and caregiver approaches, thereby optimizing support for the well-being of dementia caregivers.

92054 | *Case Study of Filial Therapy for a School-Aged Child with Autism*
Shuyu Liu, National Changhua University of Education, Taiwan
LanXiang You, Fuzhou Kaizhi school, China

Objective: Current interventions for children with autism primarily include applied behavior analysis, structured teaching, naturalistic teaching, and social stories, with limited integration of parents into the intervention framework. This study investigates the use of Filial Therapy to empower a parent as a therapeutic partner, enhancing her understanding of autism, fostering emotional expression, reducing maladaptive behaviors, and strengthening the parent-child relationship.
Method: Drawing upon Landreth's 10-session Filial Therapy model, this study tailored the intervention to the needs of a 7-year-old boy with autism and his mother. The program comprised 10 center-based training sessions (approximately 60 minutes each) and 8 home-based play sessions (approximately 30 minutes each). Data from video recordings and a semi-structured interview were analyzed to assess changes in behavioral adaptation, emotional regulation, and parent-child interaction.
Results: 1.The parent and child showed increased relaxation and spontaneous interaction, particularly in later sessions. 2.The parent developed improved acceptance of autism-specific behaviors, shifting from initial anxiety to active listening and empathetic responses, fostering more effective communication. 3.The play sessions created a non-judgmental, child-led environment, encouraging the child's autonomous exploration and emotional expression while deepening the parent-child bond.
Conclusion: Filial Therapy offers a family-centered approach to address challenges in autism. By equipping a parent with therapeutic skills, it bridges clinical interventions and daily life, providing a sustainable model for diverse contexts.

89335 | *The Double-Edged Sword: ADHD in the Lived Experiences of Filipino Women Diagnosed in Adulthood*
Daisirie Lare Narciza, Calayan Educational Foundation Inc, Philippines
Juliet San Luis, Calayan Educational Foundation Inc, Philippines

Attention-deficit/hyperactivity disorder (ADHD) in women often goes undiagnosed until adulthood, particularly due to the different ways it can manifest compared to men. This qualitative phenomenological study explores the lived experiences of Filipino women with ADHD diagnosed in adulthood. Ethical standards of trustworthiness and rigor were followed. The data was gathered through unstructured one-on-one interviews with seven (7) participants, purposively chosen using purposive and snowball sampling. Narratives were transcribed and analyzed using Braun and Clarke's (2022) reflexive thematic analysis. The study constructed four (4) major themes: (1) Accepting the Answers: Finding Clarity in an Adult ADHD Diagnosis; (2) Diverse Impacts: Navigating Through Life with ADHD; (3) Holistic Perspective: Intersectionality of being a Woman and Culture in Adult ADHD in the Philippines; and (4) Defying Limitations: Strategies for Thriving with adult ADHD. Participants described challenges related to societal expectations, internalized stigma, and access to care while demonstrating resilience and developing unique coping mechanisms. This research highlights the need for culturally sensitive support systems, improved access to diagnosis and treatment, and increased awareness of ADHD in the Filipino context. By amplifying the voices of these women, this study aims to inform the development of culturally relevant interventions and contribute to a more inclusive society that values neurodiversity.

92064 | *Bridging Sensory Sensitivity and Inhibitory Control: the Serial Mediation of Emotional Regulation and Borderline Personality Features*
Xinyi Li, Peking University, China
Jie Zhong, Peking University, China

The biosocial model of Borderline Personality Disorder (BPD) highlights the role of biological vulnerability in the core mechanism of emotional regulation in BPD. This study aims to examine the serial mediation effects of emotional regulation and borderline personality traits in the relationship between sensory processing sensitivity and inhibitory control. A cross-sectional design was used with a sample of 259 high school students. Sensory processing sensitivity was assessed using the Highly Sensitive Person Scale (HSPS), emotional regulation difficulties were measured using the Difficulties in Emotion Regulation Scale (DERS), borderline personality traits were evaluated with the Borderline Personality Features Scale (BPFS), and inhibitory control was measured using the Behavioral Inhibition System Scale (BIS/BAS). The serial mediation analysis revealed a significant total effect ($\beta = 0.042$, $p < 0.001$). Specifically, sensory processing sensitivity significantly predicted emotional regulation difficulties (standardized $\beta = 0.357$, $p < 0.001$), and emotional regulation difficulties significantly predicted borderline personality traits (standardized $\beta = 0.718$, $p < 0.001$). However, the direct effect of sensory processing sensitivity on inhibitory control was not significant (standardized $\beta = 0.011$, $p = 0.862$). The mediation effects of emotional regulation and borderline personality traits were significant, emphasizing their critical roles in the relationship between sensory processing sensitivity and inhibitory control. Conclusion: The findings suggest that biological vulnerability indirectly affects inhibitory control by influencing emotional regulation and personality traits. These results provide important theoretical insights into the pathogenesis of BPD and underscore the mediating roles of emotional regulation and personality traits in this process.

88479 | *Loneliness as a Huge Factor for Depression and Pessimism*
Mei Asakawa, Adelphi University, United States
Michael Moore, Adelphi University, United States

Depression is a complex mental health condition that impacts various aspects of an individual's life. This study aimed to explore the relationships between mood reactivity, cognitive reactivity, loneliness, and symptoms of depression. Participants (n = 521) completed self-reported questionnaires assessing attributional style, depression symptoms, and loneliness. They were then exposed to a mood induction procedure that involved a transient and mild increase in symptoms of depression. Mood reactivity was operationalized via change in symptoms of depression resulting from the mood induction. Cognitive reactivity was assessed via change in attributional style resulting from the same mood induction. The study found that depressed mood and pessimistic thoughts increased significantly after mood induction. Loneliness, depression symptoms, and pessimism were positively correlated, cross-sectionally, with loneliness showing a strong association with depression. Counter to hypotheses, mood reactivity was not significantly associated with cognitive reactivity. Despite limitations, these findings provide valuable insights for clinicians. Understanding the separate roles of mood and cognitive reactivity can enhance depression assessment and intervention strategies.

92328 | *The Effect of Mindfulness on Psychological Well-Being and Its Moderators: Findings from a Crossover Randomized Controlled Trial*
Savannah Siew, Nanyang Technological University, Singapore
Junhong Yu, Nanyang Technological University, Singapore

Informal mindfulness practice benefits psychological and physical well-being. There is a need to study individual differences in relation to these outcomes to better understand the diverse mindfulness-related experiences. This study assessed the effect of mindfulness on various psychological outcomes and examined factors moderating these effects. 56 university students participated in a crossover randomized controlled trial, partaking in relaxation (as an active control) followed by mindfulness training or in reverse order. Each condition consisted of six sessions spread across two weeks. The mindfulness training included components such as awareness of breath, mindful perception, and loving-kindness practices. The intervention outcomes of emotion regulation and stress were analyzed across three time-points using one-way within-subject ANOVA. The order-related effects on changes in these outcomes were assessed using mixed ANOVA. Additionally, the influence of personality traits, attachment styles, conflict styles, and grit on mindfulness-related gains were examined via multiple linear regressions. False discovery rate correction was applied to the results. No significant order-related effects on the outcomes were observed. Levels of expressive suppression, an emotion regulation strategy, were significantly lower after mindfulness training. Higher levels of compromising conflict style led to greater reduction in stress outcomes following mindfulness intervention. Mindfulness intervention led to reduced expressive suppression, a maladaptive form of emotion regulation. Those who tend to compromise during interpersonal conflicts benefit more from mindfulness in terms of stress reduction. Most dispositional traits did not significantly moderate mindfulness gains, suggesting that mindfulness is appropriate for diverse individuals, regardless of these traits.

92325 | *A Novel Knowledge, Attitude, and Practice Instrument for Caregivers of Children with Autism Spectrum Disorder in Thailand*
Duangkamol Tangviriyapaiboon, Rajanagarindra Institute of Child Development, Thailand
Patrinee Traisathit, Chiang Mai University, Thailand
Suchitporn Lersilp, Chiang Mai University, Thailand
Kewalin Panyo, Chiang Mai University, Thailand
Pimwarat Srikummoon, Chiang Mai University, Thailand
Salinee Thumronglaohapun, Chiang Mai University, Thailand

Caregivers play a vital role in supporting children with autism spectrum disorder (ASD), with their effectiveness influenced by their knowledge, attitude, and practice (KAP). The aim of the present study is to develop and validate a KAP instrument and evaluate its applicability to caregivers. The study involved two phases: instrument development and validation and field application. After developing the KAP instrument, five experts assessed its content validity using scale-level content validity indices (S-CVI) while its internal consistency and reliability were evaluated using Cronbach's alpha and Kuder–Richardson 20 (KR-20) based on the results from 21 caregivers. In the second phase, after screening 160 caregivers, the validated KAP instrument was administered and descriptive statistics were used to analyze the results. The KAP instrument achieved S-CVI/UA and S-CVI/Ave scores of 0.80 and 0.90, respectively. The knowledge questionnaire yielded moderate KR-20 reliability (0.51), while acceptable Cronbach's alpha values of 0.71 for attitude and 0.67 for practice were attained. In the field test, most of the caregivers were female (92%) and had an education level below a bachelor's degree (67%). Among them, 72% (inter-quartile range 67–78%) demonstrated a good knowledge of ASD, 66% had a moderate attitude toward it, and 25% had a low support practice. Although the content validity of the developed KAP instrument was found to be sufficient, its reliability, while acceptable, indicates an area for improvement. The KAP instrument results highlight the need for enhanced training and resources to better support children with ASD.

86635 | *Efficacy of Blue-enriched Light Therapy for Elderly with Dementia: A Randomized Controlled Trial*
Kuei-Ru Chou, Taipei Medical University, Taiwan

Background: People with dementia often experience behavioral and psychological symptoms of dementia (BPSD), which are a major cause of caregiver burden and institutionalization. Therefore, we aimed to examine the efficacy of blue-enriched light therapy in institutionalized elderly with dementia. Methods: A double-blind, two-arm, parallel-group randomized controlled trial was conducted in long-term care institutions of Northern Taiwan. Sixty elderly participants with dementia were randomly allocated to blue-enriched light therapy (N = 30) or the conventional light group (N = 30) for 10 weeks, with five sessions per week. The outcome indicators were sleep quality measured by actigraphy and overall BPSD severity measured by Cohen-Mansfield Agitation Inventory (CMAI) and Neuropsychiatric Inventory (NPI). Measurements were obtained at baseline, midtest, immediate posttest, and 1-month, 3-month, 6-month follow-up. Results: The GEE model showed significant differences in the objective sleep parameters (sleep efficiency: β = 5.81, p < 0.001; sleep latency: β = -19.82, p < 0.001), and overall BPSD severity (CMAI: β = -0.90, p < 0.001; -0.44; NPI: β = -1.67, p < 0.05) compared to conventional phototherapy immediate posttest, 1-month, 3-month, and 6-month follow-ups. Furthermore, the effects for sleep efficiency and sleep latency lasted for up to six months. Significant differences in behavioral symptoms were observed in physical/non-aggressive (CI: -1.01; -0.26) and verbal/non-aggressive (CI: -0.97; -0.29) subscales. Conclusions: Blue-enriched light therapy improved sleep onset latency and efficiency in older adults with dementia, with effect lasting at least six months. We recommend incorporating this therapy into comprehensive treatment plans to enhance sleep quality.

91073 | *Rapid Need Assessment of the Karnataka Flood Survivors for Mental Health and Psychosocial Support Services – An Indian Experience*
Sanjeev Kumar Manikappa, National Institute of Mental Health and Neurosciences, India

Background: Disasters create a wide range of problems experienced at the individual, family, community and societal levels. The first step in any emergency response is to assess the extent and impact of the damage caused by the disaster and the capacity of the affected population to meet its immediate survival needs. Therefore, the study aimed to understand the mental health and psychosocial problems, services available, and needs of the population in the flood-affected districts of Karnataka state, India.
Methods and Materials: A rapid assessment was conducted through focus group discussions and key informant interviews with 675 respondents from various government departments, the local community leaders and the flood survivors.
Results: The study's findings revealed that in addition to the significant physical effects of the event, the survivors experienced psychological problems such as worries, anxiety, sadness, confusion, helplessness, hopelessness, anger, lack of interest, repeated thoughts of the events, crying, feelings of guilt, irritability, hypervigilance, a sense of frustration and despair, and increased use of tobacco and alcohol. The social impacts included poor social support, displacement of friends and relatives, loss of familiar atmosphere and social networks, isolated families, unaffordable rental houses, young female children and adolescents being sent to their relatives' homes for safety, community cohesiveness, and severely affected poor families. The economic impacts included loss of livelihood, important documents, crops, money and gold, and unemployment.
Conclusion: The findings suggest a need to build capacity for those personnel involved in disaster management on psychological first aid.

91883 | *The Impact of Lifetime Occupation Complexity on Depressive Symptoms in Older Adults*
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Jin-Young Min, Veterans Medical Research Institute, South Korea

Background: Depression is the leading cause of disability globally, placing a significant burden on the workplace. Previous studies have reported that workers in occupations associated with a lack of decision latitude, job strain, and bullying experience are at an elevated risk of depression. However, the link between occupation and depression has generally been explored without accounting for occupational complexity. It is unclear from these studies what specific occupational characteristics are associated with a higher or lower prevalence of depression. Methods: This study examined the association between the risk of depression and occupation by using measures of work complexity with data, people, and things. We recruited 150 community-dwelling older adults in Seoul, Republic of Korea. The complexity of lifetime occupation was measured using the fourth edition of the Dictionary of Occupational Titles (DOT), which includes the complexity of work with data, people, and things. Depression was assessed using the Geriatric Depression Scale (GDS).
Results: We observed significant negative correlations between all three aspects (data, people, and things) of work complexity and GDS scores. A higher complexity of work with people in the main lifetime occupation was associated with reduced odds of depression, independent of age, gender, educational attainment, income, health behaviors, and medical conditions. Greater complexity of work with people and data was protective for workers with low socioeconomic status.
Conclusion: Our findings suggest that occupation may influence the risk of depression, particularly complex work with people, which may have a protective effect against depression in later life.

91890 | *The Association Between Fear of Falling and Brain Hemodynamic Responses in Older Adults*
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Fear of falling (FoF) is widespread among older adults, with an estimated global prevalence of 49.60%, ranging from 6.96% to 90.34%. FoF is often considered a result of psychological stress following a fall but can also occur in older individuals without any previous falls. Previous studies have suggested the involvement of various brain regions and fear-related brain circuits in FoF. However, evidence linking brain hemodynamic responses to FoF remains limited. In this study, we examined the association between FoF and hemodynamic changes induced by brain activation, as measured by functional near-infrared spectroscopy (fNIRS). The study population was 308 older adults recruited from Korea's Seoul Veterans Health Service Medical Center. fNIRS data were collected using NIRSIT Lite (OBELAB Inc., Seoul, Republic of Korea), and hemodynamic changes in the prefrontal cortex were measured through fluctuations in oxygenated hemoglobin (HbO2) and deoxygenated hemoglobin concentrations. FoF was assessed using the Activities-Specific Balance Confidence (ABC) scale. In linear regression analysis, an increase in HbO2 levels was significantly associated with lower ABC scores (indicating higher FoF), with consistent results across brain regions. The association remained significantly robust after adjusting for sociodemographic factors, health behaviors, and medical conditions. When stratified by fall experience and major demographic characteristics, the association was more significant in individuals who had experienced falls, were over 75 years old, were female, and had a high school education or less, compared to their counterparts. This study provides novel evidence that FoF is significantly associated with reduced brain hemodynamic responses.

92312 | *Causal Beliefs of Depression: A Multi-group Factor Analysis Comparing Asian and White Undergraduates in Hawaii*
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Cross-cultural studies indicate both universal (e.g., stress) and culture-specific (e.g., supernatural phenomena) causal beliefs about the etiology of depression. Across studies, the underlying factor structure of causal beliefs has been found to vary across cultural groups. Causal beliefs about depression have been linked to logically related treatment preferences (e.g., a belief in biological causes is associated with a preference for medication), so they may represent an important predictor of help-seeking attitudes and behaviors, and treatment engagement. The present study aims to examine the factor structure of causal beliefs of depression across an ethnically diverse sample of undergraduates in Hawaii. As part of a larger study on mental health beliefs, undergraduate students at the University of Hawaii at Manoa (n=994; data collection ongoing) completed the Causes & Cures of Depression measure (Furnham et al., 2016). The preliminary sample included 292 White participants, 228 East Asian participants, and 190 Southeast Asian participants. An initial EFA was conducted in R using principal axis factoring and varimax rotation across the full sample. A series of EFAs suggested the best fit with a 6-factor model, which appears to include environmental & social stressors, spiritual or supernatural factors, biological/neurological factors, lifestyle/behavior factors, cognitive factors, and miscellaneous factors. This model contributes to prior research by supporting a six-factor structure. Subsequent analyses will explore differences and similarities between ethnic groups.

91139 | *Preserving Mental Well-being Process: The Perspective of Older Adults Living in Community*
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Older adults are facing with challenges in daily living. However, the mental health of older adults showed that their overall mental health was better across all components compared to the general population. Nonetheless, there remains a significant gap in understanding how older adults preserved their mental well-being. Purpose of the study was to explore the process of preserving mental well-being among older adults. Grounded theory method was used in this study. Data were collected through in-depth interviews of 19 community-dwelling older adults and researcher-completed field notes. These data were then analyzed using constant and comparative methods. The older adults preserved their mental well-being by themselves was found in this study through three dynamic phases: 1) being open-minded to changes: accepting physical illness and cognitive decline as life changes, recognizing physical illness and cognitive decline as a related factor of mental health, and exercising to strengthen physical health.; 2) engaging in relaxation techniques to manage anxiety and stress: doing relaxing activities during stay at home, engaging in diversional tasks, letting go of everything from one's mind, positive thinking with all situations, and practicing Buddhist activities, and 3) enhancing self-worth: Being a healthcare volunteer for helping others people and participating in social activities. The process outlined in this study for self- preserving mental well-being process can serve as a valuable guide for the promotion of mental health and the effective management of mental health conditions among older adults.

89058 | *Machine Learning Approach to Develop a Risk Prediction Model Based on Minor Physical Anomalies for Psychological Resilience in Schizophrenia*
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Jin-Jia Lin, Chi Mei Medical Center, Taiwan
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Psychological resilience is the ability to adapt emotionally and socially to stress, adversity, or trauma. Minor physical anomalies (MPA) are subtle abnormal features of the head, eyes, ears, mouth, hands, and feet. Studies have shown that more MPA is linked to more severe schizophrenia symptoms, and lower resilience is associated with worse outcomes in schizophrenia. This study aimed to use machine learning algorithms to identify MPA variables distinguishing between low and high resilience in schizophrenia patients. We enrolled 163 schizophrenia patients admitted to hospitals and used the Connor-Davidson Resilience Scale to categorize them into low and high resilience groups. We utilized variable selection using random forests (varSelRF) to identify the important MPA variables. Logistic regression and three machine learning algorithms (random forest, support vector machine, and eXtreme gradient boosting) were used to develop the risk prediction model. The 14 important MPA variables were selected by varSelRF. The results showed that using these important MPAs variables, along with sex and BMI, to develop the risk prediction model for discriminating low and high resilience schizophrenia resulted in an Area Under the Curve (AUC) of 0.70-0.81. We then used a stacked ensemble model to combine the predictions of four models, achieving an AUC value of 0.83 (sensitivity = 0.86, specificity = 0.65). The MPAs can serve as neurodevelopment markers to predict resilience in schizophrenia. The risk prediction models provide a clinical decision support system for detecting low or high resilience in schizophrenia patients, enabling early intervention in clinical practice.

89078 | *Depression vs. Anxiety: What Does the Chinese PHQ-9 Really Measure in Nonclinical Adults?*
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Anita Hubley, The University of British Columbia, Canada

The Chinese version of the Patient Health Questionnaire-9 (C-PHQ-9) has grown increasingly popular in China, but psychometric evidence for its use with the general adult population remains limited. Therefore, the present study aimed to evaluate the psychometric properties of the C-PHQ-9 in this population, including internal (factor) structure, internal consistency reliability, convergent and discriminant evidence for validity, and gender-related differential item functioning (DIF). A cross-sectional online survey was conducted with 400 Chinese adults aged 18-90 years. Participants completed the C-PHQ-9 and the Chinese versions of the Hubley Depression Scale for Older Adults (HDS-OA), General Anxiety Disorder-7 (GAD-7), Beck Hopelessness Scale (BHS), and 12-Item Short Form Health Survey (SF-12). The C-PHQ-9 demonstrated an essentially unidimensional factor structure. Satisfactory internal consistency reliability was obtained (Cronbach's α = .90; ordinal ω = .92). No gender DIF was found for any C-PHQ-9 items. For convergent and discriminant validity evidence, the correlation was highest with the GAD-7, followed by the HDS-OA, mental health scores of the SF-12, BHS, and physical health scores of the SF-12. While many of the obtained validity coefficients were consistent with expectations, the C-PHQ-9 scores correlated slightly more highly with anxiety than depression, raising concerns about the construct being measured and the validity of inferences being made using this measure with the general Chinese adult population. The findings indicate that the C-PHQ-9 scores may not reflect the intended construct, suggesting the need to re-evaluate its use as a screening tool of depression in clinical practice and research.

89090 | *How Can Individuals with Olfactory Reference Disorder Symptoms Be Supported?*
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Saran Yoshida, Tohoku University, Japan

Olfactory reference disorder (ORD) is a mental illness characterized by a preoccupation with emitting offensive odors and subsequent excessive and avoidant behaviors. ORD was once considered a culture-bound syndrome, specifically seen in Japan as "Jikoshu-Kyofu". Today, ORD is prevalent worldwide, and individuals with ORD symptoms experience psychosocial impediments and high suicidal ideation. However, ORD research is scant, and no evidence-based approach has been established, making ORD a long-neglected mental health issue. To identify the limitations of the current support system and develop future intervention strategies, this online survey examined differences in treatment utilization experiences between Japanese individuals with past and present self-reported ORD symptoms. Data from 71 and 139 participants with past and present ORD symptoms, respectively, were analyzed. The utilization of mental healthcare was low in both groups (past: 7.04%, present: 15.83%). No differences were observed in the duration of untreated illness. However, 75.00% of individuals in the past ORD group who sought mental health clinics were diagnosed with Jikoshu-Kyofu. In the present ORD group, the diagnosis rate of Jikoshu-Kyofu was only 33.33%. Individuals with past ORD symptoms had more positive experiences with medical specialists (e.g., dentists and dermatologists); however, 64.79% in the past ORD group sought no specialist. These results suggest that increasing ORD awareness among physical and mental healthcare specialists is crucial. Some individuals may recover from their odor concerns through physical treatment or no treatment, suggesting that mental healthcare may not always be needed. Instead, a tailored support system for such individuals needs to be established.

91807 | *The Impact of Invalidate Family Environment on Academic Burnout and Its Intervention: The Chain Mediation of Subjective Poverty and Depression*
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Objective: This study investigates the impact of invalidating family environments on academic burnout among college students, explores the underlying mechanisms, and evaluates the effectiveness of an intervention.
Methods: A total of 330 students (Mean age= 20.45 years, SD = 1.87) from Beijing universities were surveyed using the Chinese Invalidate Family Inventory (CIFS), Academic Burnout Scale, Subjective Poverty Scale, and the Depression, Anxiety, Stress Scale (DASS-21). A CBT-based structural group intervention was conducted with 36 students, who were divided into three groups based on their levels of subjective poverty. Results: (1) Invalidate family emotional environments positively predicted higher levels of academic burnout. (2) Subjective poverty and depression both mediated the relationship between invalidating family environments and academic burnout, with subjective poverty exerting a direct effect and depression serving as a chain mediator. (3) The CBT-based intervention significantly reduced academic burnout, improved coping strategies, and enhanced mental health outcomes, with more pronounced effects observed in students with higher levels of subjective poverty.
Conclusion: Negative emotional responses from parents contribute to the development of subjective poverty and depression in children, which, in turn, exacerbate academic burnout. The CBT-based intervention was effective in alleviating academic burnout, enhancing coping skills, and improving overall mental health, particularly for students experiencing higher levels of subjective poverty.

89162 | *Randomized Clinical Trial of Imagery Stabilization and Rescripting Psychotherapy for Psychiatric Outpatients with Posttraumatic Stress Disorder*
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Ji Young Min, Independent Scholar, South Korea
Hyunji Lee, Korean Air, South Korea

Treatment for posttraumatic stress disorder (PTSD) demands further improvement for its effectiveness and safe delivery. This study describes findings from a randomized clinical trial of a novel psychotherapy based on imagery techniques for adults with PTSD. Eight sessions of 60-mimute imagery stabilization and rescripting psychotherapy (ISRP) were conducted for treatment conidtion (n = 59) and identical dose of non-trauma focused cognitive behavioral psychotherapy (CBT) for a control group (n = 27). The clinician-administered PTSD scale for DSM-5, the Hamilton Depression and Anxiety Rating Scales, and self-questionnaires were given at the pre-treatment, post-treatment and 6-month follow-up. Forty two paricipants in ISRP and 20 in CBT group completed more than six sessions; thus, dropout rates were not signicantly different between groups (17/59, 28.8% vs. 7/27, 25.9%). Among completors, loss of PTSD diagnosis, response, and remission were not significantly different between groups both after treatment and after six months. There were significant decrease in PTSD, depression, anxiety, and impaired quality of life scores after treatment, and these gains were maintained after six months in both groups. These findings suggest that ISRP is safe and efficient treatment option for PTSD.

86934 | *Can a DBT STEPS-A Course Help Improve Mental Health in Asian College Students?*
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College students in the U.S. face unprecedented levels of distress that affect their mental health, with rising rates of depression, anxiety, and suicidality. Asian students face greater risks but report lower rates of formal diagnoses and utilization of mental health services. Factors contributing to this include stigma, lack of culturally sensitive services, and differing conceptions of mental health disorders. The stigma surrounding mental health can result in lower rates of help-seeking behaviors and disclosure of symptoms, leading to fewer diagnoses. Consequently, this can obscure undetected symptoms and struggles among Asian students, emphasizing the need for early interventions before more serious conditions develop. Developing culturally responsive psychotherapy is challenging for diverse ethnic groups, especially for Asian college students who may come from various national and cultural backgrounds. Dialectical Behavior Therapy (DBT), rooted in Asian philosophical traditions of mindfulness and acceptance, seems promising for this population. DBT Skills Training for Emotional Problem Solving Adolescents (DBT STEPS-A; Mazza et al., 2016) extends DBT skills and appears effective in preventing the development of mental health symptoms. This study aims to examine whether a college course teaching DBT STEPS-A skills affects mental health symptoms among Asian college students. Results from a 10-week Wellness and Resilience in College and Beyond Course showed that anxiety significantly decreased among students, while depression and somatization did not significantly change. Future analyses will explore confounding factors such as gender and student classification.

90743 | *Social Support as a Mediator Between Childhood Psychopathology and Quality of Life in Young Adulthood in a High–Risk Sample*
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Background: Young people in youth residential care often exhibit increased psychopathological symptoms, negatively impacting psychosocial functioning and quality of life (QoL) well into adulthood. Social support can improve mental health and reduce psychopathological symptoms in this population. However, longitudinal studies examining how psychopathological symptoms in childhood and adolescence are associated to the QoL of formerly out-of-home placed young adults are lacking. This study investigates the relationship between childhood and adolescence psychopathology and QoL in young adulthood, and the mediating role of social support in adulthood. Methods: 231 formerly out-of-home placed young adults (Mage=26.5 years, 32.9% female) had been surveyed regarding psychopathology during their placement using the "Achenbach System of Empirically Based Assessment" (ASEBA), and during follow-up with the "Multidimensional Scale of Perceived Social Support" (MSPSS) and the "World Health Organization Quality-of-Life Questionnaire" (WHOQoL-BREF). Results: Symptom severity during childhood and adolescence was significantly negatively associated with QoL across all domains (psychological, physical, social, environmental). In the mediation model, the total direct effect of psychopathology on QoL was significant (β=-0.316, p=<.001, 95%CI[-0.479,-0.153]). Social support significantly partially mediated the relationship between childhood and adolescence psychopathology and QoL in adulthood (β=-0.113, p=.032, 95%CI[-0.217,-0.009]), explaining 35.8% of the total effect. Conclusion: Higher levels of psychopathology in childhood and adolescence are associated with reduced QoL in adulthood, emphasizing the importance of early therapeutic interventions. Social support has a protective effect on this relationship, underlining the importance of strengthening social networks, particularly during the transition to adulthood, to improve QoL of formerly out-of-home placed children and adolescents.

90745 | *Building Resilient Leaders: Integrating Student Enrichment Programme into Psychosocial Care and Disaster Risk Reduction*
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The COVID-19 pandemic has significantly affected society, disrupted routines and created stress that has impacted the well-being of children and adolescents. Student Enrichment Programme (SEP) is an after-school or regular school activity that allows children to try new things, explore and develop interests outside of the classroom. Enrichment activities foster holistic growth, strengthening children beyond academics to better prepare them for future challenges. A total of 227 children from vulnerable communities were trained using a SEP module through sessions on psychosocial skills to address daily challenges and manage before, during and after disaster situations. A total of 13 sessions focusing on healthy living, study-related issues, sleep hygiene, effective learning and memory were covered during the sessions. The training was conducted for two days in different localities of Bengaluru. Background information sheet, knowledge level 10 points Likert scale with pre-and post-assessments and a semi-structured questionnaire were used to assess the effectiveness of SEP before and after the training programme. Frequencies and distributive statistics were used for data analysis.
The study's findings revealed that there was a significant difference in the knowledge level of the participants about SEP after the training. The comparison of knowledge on pre- and post-assessment in SEP shows higher mean scores on post-assessment (9.39) than on the pre-assessment (1.05), which is a statistically significant difference.

91939 | *Recognizing the Wounds of Teachers: An Exploration of the Teacher Trauma-Informed Support Integration Model*
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When faced with students who may experience adversity, teachers are often the first individuals, aside from family members, to recognize and feel the impact of students' trauma. While teachers are expected to be trauma-informed helpers, there is limited research on how trauma-informed care affects teachers' physical and mental health, with little attention given to the trauma experiences that teachers themselves may face. This study explores the trauma and its effects encountered by teachers, integrating trauma-informed principles to construct a "Teacher Trauma-Informed Support Integration Model" as a practical reference framework for addressing teacher trauma issues, supported by case examples. The findings are as follows: 1.Realizing Teacher Trauma: Teachers must become aware of their own trauma experiences, and schools and communities should have a basic understanding of teacher trauma. 2.Recognizing Teacher Trauma: Teachers should recognize symptoms related to trauma. Schools can provide resources for teacher trauma assessment, and communities should be cautious about secondary harm caused by commentary or reporting on teachers. 3.Responding to Teacher Trauma: Teachers should be supported in developing self-care capabilities. Schools should create a safe and accepting atmosphere, establish two-way communication channels, and implement strategies to support teachers. Communities should work on building institutional support systems for teachers. 4.Resisting Further Trauma for Teachers: Preventing further trauma for teachers requires a fundamental reduction of systemic oppression, addressing teachers' work well-being, and advocating for fairness and justice in teachers' working conditions. This approach offers a more proactive response to teacher trauma.

92259 | *Computerised Adaptive Testing for Personalised Internet-Based Cognitive Behavioural Therapy*
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Mood disorders are highly heterogeneous conditions that are a leading cause of disability around the world. This is particularly important in perinatal mental health, where there is an increased incidence during the perinatal period and significant impact on child outcomes. Psychological interventions such as internet-based Cognitive Behavioural Therapy (iCBT) have the potential to treat depression and anxiety and address underlying vulnerabilities, however it is limited in its ability to address individual vulnerabilities. We describe a framework where computerized adaptive testing (CAT), that has conventionally been applied in education, can be used to efficiently profile individual vulnerabilities. We adapted an our existing iCBT programme for perinatal mental health for early intervention during pregnancy. We aim to develop a Computerised Adaptive Test (CAT) and Personalisation module to support module selection in a digital internet-based Cognitive Behavioural Therapy programme in perinatal mental health. We utilised extensive questionnaire data from approximately 500 mothers from the Growing Up in Singapore towards Healthy Outcomes Study and 180 patients from psychotherapy to develop the CAT. We create mappings from CAT constructs to specific interventions in each module and organised the modules to target specific clusters within the data. We provided a justification within an interactive module for how each vulnerability can be addressed by work in relevant modules. Pilot data and feedback from clinicians were broadly positive, however further validation will be required to determine cost-savings and effectiveness of the personalised and abbreviated interventions.

87218 | *The Comorbidity Mechanism of Internet Gaming Disorder and Depression Among Adolescents: A Two-year Cross-Lagged Panel Network Analysis*
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Xinli Chi, Shenzhen University, China
Shimin Zhu, The Hong Kong Polytechnic University, Hong Kong

Internet Gaming Disorder (IGD) presents significant challenges among adolescents, characterized by compulsive gaming that impairs personal and social functioning. This study investigates the longitudinal relationships between symptoms of IGD and depression in adolescents using cross-lagged panel network analysis (CLPN). We aim to explore how specific symptoms of IGD correlate with depression symptoms over time and understand the mechanisms of comorbidity between these conditions. The sample comprised 538 adolescents (Mean age = 12.51 years, SD = 1.45), assessed annually at two time points. The CLPN model was adjusted for age and gender to control for confounding variables. Our analysis revealed significant directional relationships between IGD and depression symptoms. Notably, symptoms like motor agitation or retardation (MTOR) and suicidal ideation (SUIC) influenced IGD symptoms such as withdrawal (WDRL) and salience (SLEN), suggesting a progression from depressive states to increased gaming behaviors. Conversely, anhedonia (ANHE) showed a protective effect, negatively correlating with IGD symptoms including missing planned activities (IGOR) and gaming preoccupation (SLEN). SUIC and MTOR emerged as central symptoms affecting both disorders, indicating important targets for intervention. These findings highlight the need to focus on specific symptoms like restlessness and self-harm thoughts in interventions to address both depression and problematic gaming in adolescents.

88083 | *Pandemic Through Time: Probabilistic Modeling of Coping Profile Dynamics During COVID-19*
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Coping strategies are crucial for managing stress. To identify the coping profiles during the COVID-19 pandemic, a k-means clustering model was applied to survey data from four mild lockdown periods in Japan's major prefectures: February 2021 (N1=20,610); June 2021 (N2=11,453); August 2021 (N3=6,080); and May 2022 (N4=16,641). Temporal analysis of the identified coping profiles was then performed to determine how each profile and related factors changed throughout different time points of the pandemic. Coping profile transitions were modeled using a Markov chain. Furthermore, a hidden Markov model was trained to learn the optimal state transition probabilities based on the observed data. The resulting Markov models exhibited highly similar transition probabilities and stationary distributions. Most of the predicted population distribution fell within neutral and positive coping profiles: Resilient (30%), Ambivalent (25%), and Optimistic (22%). Statistical tests indicate that most transitions reflect the public's adaptation to the pandemic: a decrease in perceived shortages of COVID-related supplies and anxiety from pandemic news, and an increase in vaccination willingness and offline interactions. Loneliness did not significantly change in most profiles, even as the pandemic progressed. Financial struggles were related to transitions to the Highly Stressed profile. In contrast, transitions to the Optimistic profile were related to an increase in income and healthy coping behaviors like exercise, social interaction, and positive thinking. These findings provide valuable insights for developing strategies to improve mental health during pandemics or similar crises.

Neuroscience

89353 | *Attention and Touch in Search Tasks: The "Intertrial Priming of Pop-Out"*
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Most research on selective attention has considered the visual modality. Given the importance of touch in our interactions with the environment, in the last years there has been an increasing interest in investigating selective attention also in this domain by adapting the paradigms commonly used to investigate the visual modality. One widely used paradigm is the visual search task. When participants are asked to detect the presence of a singleton target within an array of homogeneous distractors results showed that responses are faster when target and distractor features repeat across successive trials as compared to when they change (Priming of Pop-out, PoP). Event-related potentials (ERPs) studies reported that the N2pc component, an ERP marker of target selection in vision, is elicited earlier and has larger amplitudes for target feature repetitions compared to changes, thus supporting the view that PoP modulates the attentional selection of the target. To investigate the PoP effect in a tactile search task, we asked participants to locate a target stimulus presented between three homogeneous distractors (high frequency target stimulus between low frequency distractors or vice versa). In half of the trials the frequency of the target stimulus was repeated (repetition condition), while in the other half it was alternating (change condition). In addition to error rates and response time, we focused on the N140cc ERP component, which is considered as the electrophysiological correlate of selective tactile attention. Our results confirmed that also in touch the PoP affects the attentional selection of the target.

92160 | *Attentional Set-shifting in Parkinson's Disease: Cognitive Deficits Beyond Dopamine Dependency*
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In Parkinson's disease (PD), cognitive impairment is linked to dopaminergic deficits that underlie attentional set-shifting difficulties, including perseveration (PE) and learned irrelevance (LI). While PE is established as dopamine-dependent, LI remains less understood. This study investigated whether reaction time (RT) in attentional set-shifting tasks depends on dopamine exposure and disease activity in early PD, while accounting for other cognitive factors. Fifty-one early PD patients (mean age 65.2 ± 9.1, 47.3% female, MoCA 26.0 ± 2.24) completed a validated attentional set-shifting task during dopamine treatment (ON) and after a >12-hour withdrawal (OFF). Cognitive assessments included the MoCA, Color Trail Test (CTT), and verbal fluency tasks. PD activity was measured using the Unified Parkinson's Disease Rating Scale (UPDRS). Linear mixed models examined RT associations with task conditions, adjusting for demographic, clinical, and cognitive factors. Dopamine exposure showed a significant interaction with task conditions and UPDRS scores. In OFF state, only LI (β = 0.055, 95% CI [0.054, 0.055], p< .001), PE (β = 0.004, 95% CI [0.003, 0.004], p< .001) and CTT (β = 0.002, 95% CI [0.0016, 0.002], p< .001) were significant, independent terms in the full covariate model for RT (marginal / conditional $R2$ = 0.386/0.986). In ON (marginal / conditional $R2$ = 0.451/0.984) state, complimentary observations were observed, with neither UPDRS (P=0.141), MoCA (P=0.961), nor fluency measures exerting direct effects (semantic fluency p=0.355; phonemic fluency p=0.319, respectively). Longer RTs in LI condition suggest greater cognitive difficulty and dopamine independence, possibly linked to unexplored neurochemical mechanisms and individual variability.

Psychology and Education

90881 | *Differences in the Psychosocial Status and Childcare Needs of Parents Using Kindergartens, Nursery Schools, and Children's Centers in Japan*
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The purpose of this study was to conduct a questionnaire survey of parents raising preschool children in Japanese City A and to examine the differences in psychosocial conditions and childcare needs in the parent groups of kindergartens, nursery schools, and children's centers. In City A, a regional core city, 134 parents of preschool children responded. We quantitatively examined the relationship between parents' attitudes and feelings about childcare, awareness of childcare, childcare needs, and the desired place of early childhood care and education. As a result, it was found that the short childcare hours desired by parents predict that their children will be enrolled in kindergarten and that parents of kindergarten children want childcare without a study schedule and with free time to play, free bringing not school meals but their own lunch box (Bento). Then housewife mothers have experience using temporary childcare. The "location" of these was the most important factor in deciding where to enroll the children, suggesting that the convenience of childcare was emphasized. The survey was conducted at a time when the debate on the establishment of the Children and Families Agency was heightened (2022). Still, there was a lack of knowledge and understanding among parents about the child-related bill and the three types of preschool facilities, suggesting that decisions on where to enroll children in kindergarten may be made without sufficient awareness and consideration.

Learning Experiences, Student Learning & Learner Diversity

91810 | *Myths, Pushes, and Pulls of Self-directed Learning in a Learning Ecology*
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Yu-Hsiang Chiu, National Yang Ming Chiao Tung University, Taiwan

When self-directed learning (SDL), typically associated with adult education, became a mandatory course in Taiwanese high schools in 2019, the influence of systemic factors from schools on students' SDL projects became evident. Additionally, the scope and content of students' SDL projects appeared to be shaped by their perceptions of SDL's nature and purpose. Five years later, it is essential to assess whether and how this SDL course has fostered self-directed learning among students and explore the underlying beliefs and environmental factors that may hinder or facilitate SDL's potential benefits. To investigate this, we identified ten factors from the literature—scope, purpose, impact, planning, execution, sourcing, improvement, (meta)evaluation, outcome, and aftermath—that illuminate the characteristics and nature of SDL projects. Accordingly, we developed a rubric to portray each SDL project. Utilizing this rubric, we conducted qualitative studies in three high schools to understand how students conceptualize their SDL projects and how teachers expect them to do so. The data collected for this study included: Interviews with 17 students and 10 teachers; discussions from three focus groups; 152 SDL plans; 91 SDL outcome reports; and observations from three SDL classes over three semesters. Through this research, we aim to identify prevalent misconceptions, as well as the pushing and pulling factors affecting students' engagement in SDL. We analyzed these data using a learning ecology framework. The findings are intended to assist educators in effectively guiding students through their SDL projects in the classroom.

Frailty

92208 | *The Relationship Between Physical Activity and Fear of Falls and Functional Mobility in Community-Dwelling Older Adults*
Huiya Chen, National Taiwan Sport University, Taiwan
Tesu-Yi Lin, National Taiwan Sport University, Taiwan

There have been various versions of recommendations for physical activity in older adults, all aiming to improve or maintain health. This is not surprising as the commonest version is to accumulate at least 30 minutes of aerobic moderate-intensity physical activity at least 5 days per week (i.e., around 600 Kcal). To examine the relationship between physical activity and other functional outcomes, naming fear of falls and functional mobility, this cross-sectional study recruited 142 older adults with a mean age of 76.0±7.3 years living in the community. The physical activity measured by the Taiwan International Physical Activity Questionnaire-Short Form, which included walking and different degrees of aerobic activities, had an average of 2702 Kcal (95% CI 2278 - 3126). There was significantly less fear of falls, measured by the short version of Falls Efficacy Scale International, in those who exercised more than 600 Kcal per week ($T140=3.879$, $P<0.001$). The linear regression model after controlling for age and gender revealed only one contributing factor remained statistically significant: physical activity ($\beta=-0.237$, $P=0.011$). Besides, the fast gait speed was significantly higher in those who exercised more than 600 Kcal per week ($T139=-2.200$, $P=0.029$). The linear regression model revealed three significant contributing factors: age ($\beta=-0.538$, $P<0.011$), gender ($\beta=0.254$, $P=0.001$), and physical activity ($\beta=0.165$, $P =0.029$). This study provides novel insights into the relationship between aerobic physical activity and functional outcomes others than health outcomes.

Thursday, March 27

Parallel Sessions

All times are Japan Standard Time (UTC+9)

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

09:15-10:55 | Room 603 (6F)
Thursday Onsite Parallel Session 1
Skills Development in Higher Education
Session Chair: Jonathan Ho

09:15-09:40
92130 | *Perceptions of Online and Peer Tutoring for Law Students*
Izel Marie Guatno, De La Salle University, Philippines

Various studies have explored the impact of peer tutoring on academic performance. Although research on the effects of peer tutoring in higher education isn't short of supply, peer tutoring can still be explored from various perspectives. In this study, we investigated students' perceptions of two learning delivery methods for peer tutoring: online learning and face-to-face training. We conducted this study among first-year students at a law school that is part of a network of higher education institutions offering Juris Doctor programs. Specifically, we wanted to explore (a) which learning delivery method students perceive as more effective, (b) whether peer tutors were more effective in online or face-to-face tutoring, and (c) whether they feel confident in passing their exams after participating in either face-to-face or online tutoring. Using a mixed-methods approach, we collected data through a researcher-generated survey. The survey also had open-ended questions on the students' perceived benefits and challenges of online and face-to-face tutoring, which we further explored through a focus group discussion. We analyzed their responses in the group discussion through thematic analysis. The results showed differences in perceptions of each learning delivery method's benefits, challenges, and effectiveness. The students' perception of confidence, however, is different from expectations. We provide insights into how the delivery of peer tutoring initiated by higher education institutions can be improved moving forward and what can be considered in planning academic success interventions.

09:40-10:05
91469 | *Experiential Learning Design for Personal and Professional Development as Curriculum: Supporting Future-Ready Graduates*
Sonja Johnston, Southern Alberta Institute of Technology, Canada

The skills gap between graduates and employer expectations is growing (World Economic Forum 2020, 2023). In response to pressures on higher education institutions to prioritize student development and advance preparations for career readiness, faculty must refocus curriculum objectives to embrace holistic development. In a fourth-year Bachelor of Business Administration degree in western Canada, students engage work-integrated learning projects with industry partners (Ferns et al., 2024) for two-thirds of the course. The remaining one-third of the course is focused on individual learners and holistic competencies through a personal and professional development plan. Students learn through the experiential design of completing a skills assessment, journey map, comprehensive goal setting, and articulation of where they have been and experiences they have had thus far (and how this is captured in their skills and competencies). Students are then responsible for identifying, creating, and executing a personal and professional development plan with weekly reflections and actions. Through a mentorship approach model, faculty help students, through formative feedback and guidance sessions, to grow leadership through process and experiences. This research will share the evolution of course design, framing, and implementation with insights that are meaningful from the perspectives of the student, institution, and industry. As graduates are being expected to be future-ready for careers, and the ecosystem is changing so quickly, students must have opportunities to develop stronger leadership (of self, and with others; Knight, 2024) in meaningful ways during the development of their education. This will strengthen students' and graduates' ability to be future-ready!

10:05-10:30
92100 | *Empowering Graduate STEM Educators Through Reflective and Innovative Pedagogies*
Sami Mejri, Khalifa University, United Arab Emirates
Stavroula Kalogeras, Heriot Watt University, United Arab Emirates

Graduate education in STEM fields must go beyond technical expertise, equipping students with pedagogical and interdisciplinary skills to prepare them for diverse careers. This presentation highlights three innovative approaches to teaching and learning for graduate education: (1) teaching through storytelling to contextualize knowledge and foster engagement, (2) reflective and metacognitive strategies to deepen learning, and (3) interdisciplinary and transdisciplinary lenses to address grand challenges. At Khalifa University's Center for Teaching and Learning (CTL), a TA training program integrates these approaches through eight instructional and microteaching modules delivered by experienced faculty. These modules enhance pedagogical, digital, and interpersonal skills, inspiring TAs to become future educators and global problem-solvers. A study of 106 TAs who completed the training over three years assessed its impact using a 24-item survey questionnaire. Analysis revealed that creating a positive learning environment—a core component of the program—was a strong predictor of TAs' motivation to teach ($F(1, 60) = 80.4$, $p < .001$). Furthermore, SPSS results indicated a robust positive correlation between program completion and motivation to teach ($R^2 = .832$, $p < .001$) and a moderate correlation with considering a teaching career ($R^2 = .647$, $p < .001$). This session discusses how integrating storytelling, reflective teaching, and interdisciplinary approaches in STEM education can enhance graduate learning, inspire future educators, and address global challenges. The findings also highlight implications for academic development centers and the evolving role of TA training programs.

10:30-10:55
89182 | *Technological Venture Education: A Phased Process and Required Competence*
Jonathan Ho, Yuan Ze University, Taiwan
Demei Lee, Chang Gung University, Taiwan

In general, engineering students are educated with technological knowledge, research skills, and engineering design, but rarely with managerial skills related to new product marketing and industrial competition. However, technological entrepreneurship that brings innovative engineering research to the market requires training in various disciplines. Technology has a life cycle that describes the development phases of a technology that are associated with expenses and market gains at each stage. The four phases are research and development, ascent, maturity, and decline. However, not every technology successfully passes the R&D phase, to the ascent phase where expenses are recovered by market gains created by the technology. To increase the success of technology development, this research proposes a framework that couples technology development with new product development cycles. A systematic review of the literature on technology and new product development, as well as industrial evolution, is conducted to identify the essential competencies and skills for successful management of this technological innovation cycle. The content of core papers selected from the literature is systematically coded to identify key themes related to the skills and competencies required by technological entrepreneurs. Research results should be able to facilitate the design and development of program curricula for university students with technological entrepreneurship.

Thursday Onsite Parallel Session 1

Sustainable Development Issues in Higher Education

Session Chair: Fred Ku

09:15-09:40
90305 | *Exploring Challenges, Key Factors of Success, and Suggestions for Change to Implement Sustainable Education in Schools of an Emerging Economy*
Sandra Knuteson, American University of Sharjah, United Arab Emirates
Sana Sayed, American University of Sharjah, United Arab Emirates
Marie-France Waxin, American University of Sharjah, United Arab Emirates

Sustainability and education have been priorities in the UAE and globally for the last decade as its economy has been emerging. Many programs and policies have been developed to help make the UAE school system more sustainable in its curriculum, management, and operations. However, not all schools have successfully implemented sustainable education. The objectives of this study were to identify 1) the main challenges, 2) the key factors of success (KFS), and 3) provide suggestions for better implementation of sustainable education in UAE primary and secondary schools. Self-administrated online surveys with open-ended questions were used, on a sample of 56 schoolteachers and staff from 39 primary and secondary schools in the UAE. Content analysis was used to analyze the qualitative data. Results revealed that the key challenges to implementing sustainable education were limited staff knowledge on sustainability topics and community, teacher, and student attitudes towards sustainability. The main KFS were student and parental awareness, support, and involvement and schoolwide awareness campaigns that included families. Third, the respondents provided 2 main suggestions for improved implementation of sustainability within schools in the UAE : the need for design/ implementation of government mandated policy for sustainability as a core subject in the curriculum with examples and guidelines to provide the time needed, and increased opportunities to make operations sustainable as an example to the community, especially more Emirate-level sustainability infrastructure for waste management like recycling, food segregation, and composting. The results of our research have managerial and policy recommendations, discussed in the paper.

09:40-10:05
89152 | *Hearing Voices of the Youth in Cooperatives in the VUCA World*
Angelita Villaruel, Polytechnic University of the Philippines, Philippines

The Polytechnic University of the Philippines, College of Social Sciences and Development, Department of Cooperatives and Social Development in partnership with the PUP Extension Management Office and the Union of Metro Manila Cooperatives as our stakeholders of the project has developed a program for succession planning. This papers serves as community need assessment through participatory action research of the youth in Metro Manila and the researcher able to formulate training development program for the youth in Cooperatives. In a volatile, uncertain, complex, and ambiguous (VUCA) world, youth participation in cooperatives plays a key role in shaping resilient, adaptive, and sustainable groups. Cooperatives, with their democratic and inclusive structures, provide a platform for young people to voice their concerns, ideas, and innovations. However, in this VUCA environment, the integration of youth voices into cooperatives faces both challenges and opportunities. Hearing voices of the youth in cooperatives is essential to thrive in a VUCA world. By tapping into the energy, creativity, and innovation of young members, cooperatives can become more resilient and adaptable. For this to happen, cooperatives need to create inclusive environments that foster intergenerational collaboration, opportunities for leadership, and offer the resources for youth to succeed. The researcher able to discover four Cooperative Career Directions; 1. Cooperative Leaders , 2. Cooperative Management team as professional career, 3. Coop Entrepreneurs 4. Government employees/ Servants. The Youth provided a three-year training development program to prepare them in cooperative future direction as Succession Development Plan.

10:05-10:30
89271 | *Youth Perspectives: Freedom of Expression Among Portuguese Children and Adolescents*
Sara Pereira, University of Minho, Communication and Society Research Centre, Portugal
Daniel Brandão, University of Minho, Communication and Society Research Centre, Portugal
Joana Fillol, University of Minho, Communication and Society Research Centre, Portugal
Marisa Mourão, University of Minho, Communication and Society Research Centre, Portugal

Freedom of expression (FoE) is a fundamental right recognized by various international conventions, including the Convention on the Rights of the Child, which emphasizes the importance of ensuring that children and young people can freely express their opinions on matters that affect them. This right is essential not only for personal development but also for citizenship and active participation in society. The ability to express oneself freely is crucial for young people to build an understanding of themselves and the world they live in. Digital media can play a critical role in promoting participation and FoE among young people; however, exercising this right on these platforms faces several challenges. Data collected through 59 focus groups involving 390 children and young people in Portugal (11-18 yo) indicate that despite recognizing the importance of FoE for themselves and society, many of these young people report that their opinions are often disregarded by adults and institutions. The results reveal a disparity between the theoretical recognition of FoE and its practice in the daily lives of the younger generation. This paper aims to analyze and discuss the results from these focus groups, highlighting the need for a commitment to media education and the promotion of environments where the voices of children and young people can be heard, considered, and respected.

10:30-10:55
88159 | *Enhancing Sustainability Competence Through International Collaboration: A Case Study of the Responsible Business Workshop*
Fred Ku, The Chinese University of Hong Kong, Hong Kong
Chi-leung Chu, National Chiayi University, Taiwan

The "Responsible Business Workshop" (RBW) is an international collaborative initiative involving three universities in Hong Kong, Taiwan, and Japan. Conducted twice (February-May 2023 and February-May 2024), each iteration of the workshop comprised six interactive online sessions led by experts from Hong Kong, Taiwan, Japan, Poland, and the UK. These sessions engaged students from the three universities in a case method approach, where they analyzed real-world scenarios from diverse economies. Students then worked on group projects and presented their findings during an overseas study tour. The primary objective of the workshop was to enhance students' understanding of global sustainability issues and develop their ability to integrate societal well-being with business success. To assess the impact of RBW on students' sustainability competence, a quasi-experimental design was employed, measuring changes in students' practices and understanding. The study applied the European Sustainability Competence Framework, which consists of four key areas: embodying sustainability values, embracing complexity in sustainability, envisioning sustainable futures, and acting for sustainability. The findings indicate that participation in the RBW was associated with significant improvements in students' sustainability competence across all four areas. However, limitations such as potential confounding variables and the reliance on self-reported data were acknowledged. Future research could address these limitations by incorporating additional data collection methods to strengthen the validity of the findings.

09:15-10:55 | Room 605 (6F)
Thursday Onsite Parallel Session 1
Teaching Experiences, Pedagogy, Practice and Praxis
Session Chair: Sam Saguy

09:15-09:40
89877 | *An Analysis of Science Teachers' Dialogic Practices in Senior High School STEM Science Classrooms*

Aubrey Macaspac, De La Salle University, Philippines
Maricar Prudente, De La Salle University Manila, Philippines

The implementation of different discourse strategies is necessary in science education, as it encourages learning activities and practices where students are provided an avenue to behave like members of a scientific community who engage with scientific data and converse in the technical language of science. This study presents an analysis of science teachers' dialogic practices in senior high school STEM (Science, Technology, Engineering, Mathematics) science classrooms. Survey data were collected from 310 senior high school STEM students and 8 science teachers in a private basic education institution located in Cavite City, Philippines. The survey questionnaire used in the study was a ten-item scale that investigated the frequency by which productive dialogic practices are being implemented. Analysis of the results revealed that senior high school STEM students believe that all of the ten dialogic practices are being implemented with great frequency in their classrooms. In general, implementation of dialogic practices was perceived more positively by students than teachers. There was a significant difference between teachers' and students' perceptions of the following dialogic moves: (1) 'Invite Others to Build on Ideas'; (2) 'Build on Ideas'; (3) 'Make Reasoning Explicit'; and (4) 'Challenge'. The years of teaching experience exhibited a positive monotonic relationship with the frequency by which the dialogic practices are perceived to be implemented in the classroom, while exposure to professional development programs reported little significance. There is a need to provide an exposition in relation to how dialogue is positioned within the four corners of Filipino science classrooms.

09:40-10:05
90037 | *Exploring Science Teachers' Perceptions of Instructional Strategies for Promoting Systems Thinking Using the Inventory of Applied Systems Thinking Strategies (IASTS)*

Joycee Osacdin, De La Salle University-Manila, Philippines
Maricar Prudente, De La Salle University-Manila, Philippines

Systems thinking is essential for understanding the interplay and synergy among various components of a system. While various strategies and tools have been identified to positively affect students' learning and help develop their systems thinking, the perspectives of implementers regarding the promotion of systems thinking play an important role in the effective integration of these instructional strategies in classroom discussions. This study employed a descriptive research survey to explore science teachers' perceptions of instructional strategies aimed at promoting systems thinking. Specifically, it aimed to establish the validity and reliability of the developed self-assessment scale, identify factors that predict teachers' perceptions of applied systems thinking strategies, and compare perceptions between teachers from urban and rural areas. The findings revealed that the Inventory of Applied Systems Thinking Strategies (IASTS) is a valid and reliable tool for assessing teachers' self-perceptions of systems thinking strategies. Additionally, teachers' educational attainment and familiarity with systems thinking were correlated with their self-perceptions. Teachers also reported consistently applying systems thinking strategies in classroom discussions, regardless of their work location. Overall, the developed instrument serves as a self-guide for teachers to assess their incorporation of instructional strategies that promote systems thinking skills in students. The results can inform a more targeted educational approach to enhance systems thinking. However, given that the instrument is still in its initial validation phase, it is recommended that future research involve a larger sample size and a broader range of participants.

10:05-10:30
92191 | *Perspective of Senior High School Chemistry Teachers on STEM and Design Thinking: Basis for Training Program Development*

Alnahar Kunting, Western Mindanao State University, Philippines
Edna Nabua, MSU-Iligan Institute of Technology, Philippines
Monera Salic-Hairulla, MSU-Iligan Institute of Technology, Philippines
Jun Karren Caparoso, MSU-Iligan Institute of Technology, Philippines
Douglas Salazar, MSU-Iligan Institute of Technology, Philippines
Chona Gelani, MSU-Iligan Institute of Technology, Philippines

As Science, Technology, Engineering, and Mathematics (STEM) continue to gain momentum in K-12 education, the call for training programs for teachers that seamlessly integrate design thinking has become increasingly urgent. Design thinking (DT) encourages iterative processes and deeper engagement with problem-solving, which are vital components of STEM education methodologies. This study aims to assess the training needs of senior high school chemistry teachers while exploring their perspectives on STEM education and Design Thinking (DT) teaching approaches. Furthermore, this study aims to propose a training design that can be used in future training programs to meet the specific needs of senior high school chemistry teachers. The study used a convergent mixed-methods research design, collecting quantitative data through structured survey questionnaires and qualitative insights through open-ended responses and interviews with chemistry teachers from selected DepEd senior high schools in Iligan City. Analytical methods included descriptive statistics, content analysis, and thematic analysis, allowing for a thorough exploration of recurring themes related to the research questions. Findings indicate that senior high school chemistry teachers face significant challenges in existing training programs, including a lack of hands-on activities or limited follow-up support for implementing learned concepts. Despite these hurdles, educators expressed a positive attitude toward integrating STEM and Design Thinking into their classrooms, recognizing its potential to enhance students' problem-solving skills and real-world applications relevant to the Philippine educational context. Hence, a training program is developed.

Thursday Onsite Parallel Session 1

Teaching Experiences, Pedagogy, Practice and Praxis
Session Chair: Sam Saguy

(continued from previous page)

10:30-10:55
90625 | *Transforming Food Science, Technology, and Engineering Education with Curriculum Innovation*
Eli Cohen, Ben-Gurion University of the Negev, Israel
Sam Saguy, The Hebrew University of Jerusalem, Israel

In today's era of rapid technological progress and "digital-native" generations, food science, technology, and engineering education must undergo transformative shifts to address modern complexities and challenges. The integration of artificial intelligence and digital technology is driving the reimagining of curricula, fostering innovative mindsets, and preparing future food scientists, technologists, and engineers to handle increasingly complex responsibilities. Essential competencies in this evolving field include open innovation, cross-sector partnerships, creativity, sustainability, social responsibility, multidisciplinary collaboration and others. To identify curriculum gaps, specific challenges, and opportunities for advancement, a global survey was conducted among students, academics, and industry professionals. From 1,022 initial respondents, 688 completed the survey, resulting in a 67.3% valid response rate. Principal Component Analysis (PCA), with Varimax rotation, was applied to assess the unique needs and potential changes in curricula across educational regions. The analysis revealed two main components defined as: 'Professional Development' and 'Future Innovative Education', explaining 48.6% of the total variance. 'Innovation', 'Sustainability', 'Waste Management', 'Nutrition Sciences', 'New Product Development', 'Consumer Perceptions and Trust' were identified as top priorities for future food science, technology, and engineering curricula. Additionally, the study highlighted the need for region-specific adaptations, as educational priorities vary significantly across geographic education zones. The research underscores the necessity for new educational approaches that incorporate hybrid teaching models, project-based learning, emerging disciplines, and proactive partnerships. Internships and geographically tailored curricula are crucial for equipping future professionals with the skills and knowledge required to meet diverse, region-specific needs and challenges effectively.

09:15-10:55 | Room 607 (6F)
Thursday Onsite Parallel Session 1
Curriculum Design and Development (Workshops)
Session Chair: Mary Lynn De Silva

09:15-10:05
92500 | *Enhancing Emotional Connectedness for Increased Impact in University Learning and Teaching*
Mary Lynn De Silva, The University of Western Australia, Australia

In 2022, a novel framework for enhancing emotional connectedness, authenticity and courage was launched in both F2F and digital HE classrooms through a pilot conducted program at The University of Western Australia (UWA) through an accredited, Advance HE pathway, which targets PhD students who are early career educators, and who often have no formal training in higher education. The framework was developed from Garrison, Anderson and Archer's (1999) Community of Inquiry model, which identifies three interdependent dimensions of presence: cognitive presence, social presence, and teaching presence. Emotion is considered an important factor in developing a sense of belonging and inclusion, and is a predictor of students' satisfaction with learning. The novel framework conceptualises the fourth dimension: emotional presence, in order to boost feelings of belonging, cohort and inclusivity. Utilisation of the framework provided a highly inclusive and experiential learning experience for these early career educators, who intrinsically developed a strong sense of cohort and belonging through the program, and who have actively learnt how to cultivate an emotional presence in their classrooms through explicit strategies that amplify positive emotions, support and inclusivity in the classroom. This workshop explores the use of targeted engagement strategies to create authentic and brave learning experiences for students in online/digital learning and teaching environments. The strategies for enhancing emotional and cognitive connections for meaning-making within digital learning and teaching environments draw on principles of inclusivity, active learning and psychological safety.

10:05-10:55
91363 | *Transforming Feedback Practices Through Virtual Reality: An Interactive VR Demonstration*
Zinka Bejtic, American University of Sharjah, United Arab Emirates
Ali Matay, American University of Sharjah, United Arab Emirates
Mohammed Mamdouh, American University of Sharjah, United Arab Emirates

Design educators have limited exposure to feedback-giving practices. This issue stems from the predominantly private nature of feedback delivery, which limits educators' exposure to strategies to enhance their feedback techniques. The central research question addressed in this study is how Virtual Reality (VR) can provide an effective method for design educators to overcome these limitations by immersing them in dynamic classroom observation experiences. Despite its potential, VR in design education has received limited attention in existing literature. This study seeks to fill this gap by examining the transformative potential of VR as a tool to enhance educators' feedback practices. A case study was conducted at the American University of Sharjah's Department of Art and Design, involving eight faculty members from diverse design disciplines. Participants underwent a VR training module where they observed and evaluated scripted feedback interactions between a student and an instructor. The training highlighted key challenges, including vague or biased feedback, and provided practical strategies to improve feedback quality. Data was collected over a four-week period through pre- and post-training surveys and focus group discussions, with findings indicating a 40% improvement in participants' ability to deliver constructive and motivational feedback. Respondents emphasized the immersive nature of VR as a transformative tool, citing increased awareness of verbal and non-verbal communication cues and their impact on student engagement. This research demonstrates the measurable effectiveness of VR in addressing the limitations of traditional feedback practices and offers valuable insights for integrating innovative technologies into design education.

Thursday Onsite Parallel Session 1

Technology, Pedagogy and Classroom Management

Session Chair: Ka Man Chim

09:15-09:40
92186 | *Enhancing Public Health Education Through Smart Learning Environments: Integrating Technology and Pedagogy*
Sean Patrick, University of Pretoria, South Africa
Noel Nicholas, University of Pretoria, South Africa
Melissa Maritz, University of Pretoria, South Africa
Jacqueline Wolvaardt, University of Pretoria, South Africa

The landscape of public health education is transforming, and online learning technologies are rapidly being adopted. Grounded in the Community of Inquiry framework, Gardner's theory of multiple intelligences, and the theory of self-regulated learning, the review explores how these pedagogical approaches address the specific competencies required by public health professionals in South Africa, such as epidemiology, health policy, and biostatistics. The review provides a detailed discussion of traditional methods for teaching these competencies, emphasizing their strengths and limitations. The review transitions to examining unique challenges of online learning, using the first fully online Postgraduate Diploma in Public Health at the University of Pretoria in Africa, as a case study with 2000 graduates since 2022, including the need for greater learner autonomy, self-regulation, and motivation. To address these challenges, the review highlights the potential of smart learning environments that integrate adaptive learning technologies and personalized pathways. These environments provide real-time feedback, customizable learning materials, opportunities for collaborative and community learning, fostering a more engaging and supportive educational experience. Through a South African lens, this review emphasizes the importance of contextualizing public health education within local needs and realities while leveraging global advancements in educational technology. It proposes a conceptual Community of Inquiry framework tailored to smart learning environments, advocating for a balanced integration of traditional and online methods. By addressing these considerations, the review contributes to the modernization of public health education and offers actionable insights for improving the preparedness of future public health professionals in a rapidly evolving digital world.

09:40-10:05
88482 | *Harnessing Digital Platforms for New Pedagogical Horizons for Global and Ethical Classrooms*
Katia Moles, Santa Clara University, United States

While the use of film has become increasingly common as a pedagogical method in higher education, it has been cost prohibitive for educators and institutions that do not enjoy plentiful funding. By contrast, educators can now use digital platforms such as Netflix to take advantage of new opportunities to incorporate global media as pedagogical materials. This presentation analyzes qualitative and quantitative data from different disciplinary classroom settings: humanities, social sciences, and professional schools from 500 students. Results align with theory and research that supports media as an effective teaching tool in the classroom by presenting case studies from each. Through critical analyses of the films and materials, students gain a better understanding of how culture and medium intersect with ethical and socio-political issues, including race, class, gender, and/or sexuality and other ethical implications of the film. As my research shows, thanks to the multi-lingual, multi-national platform offerings, digital platforms like Netflix offer a window into global media artifacts and production for educators in new and unparalleled ways. My study indicates that thanks to global offerings already being subtitled, they are classroom ready for students in many common languages. Further, educators teaching high-immigrant populations can readily draw on materials from students' home countries to give them voice and authority in the classroom community. In this way, my analysis also indicates that the use of digital film and media allows educators to expand their evidentiary base to create more inclusive learning environments and to teach for global diversity.

10:05-10:30
90666 | *Beyond the Screen: Successes and Hurdles in Online Student Engagement*
Betsy Orr, University of Arkansas, United States

This study investigated students' reported successes and challenges in an exclusively online class. The study aimed to determine what factors lead to student success and what factors students perceive as challenges in an online class. Participants were enrolled in an introduction to technology class in the southeastern United States with a student population of 27,558. The 35-item survey to assess successes and challenges was administered to 157 college undergraduate students with the same instructor in the online classes. The data were analyzed using the Qualtrics software program. The research questions were: 1) What factors influence students' success in an online/virtual learning class, and 2) What challenges do students face online? Survey questions focused on the following: (a) online/virtual learning format, (b) technology tools, (c) communication methods, and (d) successful online/virtual learning strategies.

10:30-10:55
91980 | *Immersive Learning: Using Virtual Reality (VR) to Enhance Classroom Organization Skill for Preschool Student Teachers in Hong Kong*
Ka Man Chim, Saint Francis University, Hong Kong
Mei-Yung Lam, Saint Francis University, Hong Kong
Yew-lee Ong, Saint Francis University, Hong Kong
Ka-Yiu Li, Saint Francis University, Hong Kong

This qualitative descriptive study explores the potential of virtual reality (VR) as a tool for enhancing the practical skills of preschool student teachers (PSTs) in Hong Kong, focusing on classroom organization and design. With limited research on VR's application in preschool teacher training in the region, this research addresses a gap in the current literature. The study involved six PSTs participating in pre- and post-intervention face-to-face semi-structured interviews. Through inductive analysis, three key themes emerged: the convenience and cost-effectiveness of VR, its ability to create engaging learning environments, and its practicality as an alternative when physical classrooms are inaccessible. The research findings highlight VR's promise in improving classroom organization skills among PSTs, offering them a dynamic and immersive platform for acquiring practical competencies. As early childhood education increasingly emphasizes play-based learning, the effective management and organization of classrooms by PSTs are deemed essential. This study sheds light on the potential of VR to revolutionize preschool teacher training by providing a novel and effective approach to skill development.

Thursday Onsite Parallel Session 1

Language Education

Session Chair: Sara Hanson-Lynn

09:15-09:40
89241 | *How Kun'yomi and On'yomi Impact on Kana-Kanji Conversion in Generative Artificial Intelligence*
Chia-Hsiang Ma, National Chengchi University, Taiwan
Lee-Xieng Yang, National Chengchi University, Taiwan
Han Wei Cheng, Academia Sinica, Taiwan

It's known that Kanji have one or more readings in Japanese. To understand words written in Kana more accurately, people convert Kana words into appropriate Kanji characters. Thus, Kana-Kanji conversion is important to understand words written in Kana. Therefore, this study aims to explore how accurately the generative AI could convert words written in Kana into Kanji words which have both Kun'yomi and On'yomi readings. It has been found that for words that can be read in both Kun'yomi and On'yomi, when participants are asked to read words mainly read in Kun'yomi by On'yomi, their response times are longer. However, when asked to read words mainly read in On'yomi, there is no difference between Kun'yomi and On'yomi readings. The results of previous studies suggest that the connection between Kun'yomi and Kanji is stronger than that between On'yomi and Kanji. By manipulating the reading frequency of each reading of two-character Kanji words, we examined whether ChatGPT could convert the Kun'yomi and On'yomi Kana words into their corresponding Kanji words accurately. If the connection between Kun'yomi and Kanji of ChatGPT is as strong as that of human, we can observe similar results from ChatGPT. The results revealed that for words mainly read in Kun'yomi, the accuracy of converting Kun'yomi readings from Kana into Kanji is higher than that of On'yomi reading, but not vice versa. This suggests that the connection between Kun'yomi and Kanji is stronger than that between On'yomi and Kanji for ChatGPT, consisting with the results derived from human data.

09:40-10:05
89670 | *Impact of Bilingual Education: Affective Variables, L2WTC, Perceived Content Learning, English Progress and Their Interrelationships*
Chaochang Wang, Ming Chuan University, Taiwan

Taiwan established its bilingual education policy in 2018 and implemented it across all school levels with the goal of improving students' English proficiency. However, implementing the policy has proved to be challenging. Much research on aspects of bilingual education has been conducted; however there is a research gap concerning the affective variables of learners in bilingual educational environments. Accordingly, the purpose of this research study is to explore the extent to which students report anxiety and enjoyment in relation to learning English, their willingness to communicate in it as a second language (L2 WTC) and their perceptions of their learning effect—i.e., perceived content learning effect and perceived English progress—and the interplay among these factors. Additionally, the impact of bilingual education is assessed based on a comparison of these variables in relation to students engaged in formal bilingual education (BE) and those not engaged in such contexts (non-BE). The sample comprised 400 senior high school BE students and 530 non-BE students from across Taiwan. Drawing on descriptive and inferential statistical methods and structural equation modeling (SEM) for data analysis, the study yielded meaningful findings focused on how students feel about bilingual education and their perceptions of its effects. The study also revealed that both BE students' classroom enjoyment and English language classroom anxiety contributed to their L2WTC, perceived English progress, and perceived content learning effect. Not only were the findings relevant to educators' administrative and pedagogical approach and progress, they also had implications for government policy.

10:05-10:30
89267 | *The Impact of Bilingual Education on Hong Kong Young Learners' Second Language Proficiency Development*
Yu Joy Wong, Hong Kong Metropolitan University, Hong Kong
Yuk Wo Edward Chu, Hong Kong Metropolitan University, Hong Kong

This quasi-experimental study aims at investigating to what extent is the difference of English proficiency between Hong Kong primary school students who are in a bilingual programme and those who are not. Bilingual programmes refer to the school curriculum where students' first (L1) and second (L2) language are used as the medium of instruction in different content subjects. The aim is to develop proficiency in both languages more efficiently. Two local aided primary schools with similar socio-economic status and academic performance in the New Territories, Hong Kong will join the study. School 1 is the target school running both the bilingual and monolingual programmes while School 2 is the control school running the monolingual programme only. Students from two schools (n=800) will sit for the pre-test and post-test comprising of three papers, namely Listening (paper 1, 20minutes), Reading and Writing (Paper2, 20minutes) and Speaking and Vocabulary (Paper 3, 10minutes), at the beginning and the end of the school year so that their performance can be compared. For data analysis, Wilcoxon signed-rank test and/or ANOVA with SPSS version 26 will be used to test if there is any significant difference. Effect size will also be calculated if differences exist. In case if we find out that the data sets are not normally distributed, we could conduct Mann-Whitney U tests to compare any differences among groups. Holm-Bonferroni correction adjustment may also be applied in the analysis in which case.

10:30-10:55
92097 | *Impacts of Teacher Language Policy on Oral Participation in EFL Students*
Sara Hanson-Lynn, Sugiyama Jogakuen University, Japan

Teachers have an influential role in the establishment of classroom norms, especially with first-year EFL university students. When setting up an English class, one important decision teachers must make is about what language policy they will support, whether by actively asserting it or passively allowing it.
When teaching at universities that advertise "All-English programs" with "native English teachers", as found in Japan, teachers can feel pressure to enforce classroom language policies that exclude Japanese in an attempt to maximize the use of English. However, implementing an English-only policy can be a misguided attempt to increase English usage. While research shows that students must spend time speaking English in order to gain fluency, students are often resistant to participating orally when they do not feel prepared, are at risk of losing face, or have not been expected to do so in previous educational settings. Therefore, teachers need to help students build skills that will allow them to orally participate, and using students' native languages can facilitate this.
In this presentation, I will suggest how teachers in EFL classrooms can create a classroom language policy based on translanguaging that can transition students into communicative classes where they are expected to actively participate in English. I will refer to current research on language policy, translanguaging, and the cultural context of education, as well as my own experience teaching English in Japan, to suggest how teachers can more effectively motivate students to speak English in their classes.

Thursday Onsite Parallel Session 1
Health Literacy

Session Chair: Prapaporn Muangkaew

09:15-09:40
86383 | *WellFeet: A Digital Psychotherapeutic for Empowering Footcare Literacy and Behavior Among People Living with Diabetic Foot Ulcers and Their Caregivers*

Andy Hau Yan Ho, Nanyang Technological University, Singapore
Anita Pienkowska, Nanyang Technological University, Singapore

Background: Diabetic foot ulcers (DFU) are prevalent among 19%-34% of individuals with Diabetes Mellitus, posing elevated risks of limb loss and mortality. Patient-caregiver education supported by mHealth technologies has vast potential for augmenting DFU prevention and management. This study examines the preliminary efficacy, feasibility and usability of "WellFeet", a digital psychotherapeutic for empowering DFU literacy and self-care behaviours. WellFeet comprises an extensive curriculum of multimedia-rich diabetic footcare education, personalized learning pathways, evidence-based chatbot, and health-monitoring features available in Mandarin, Malay and Tamil. Methods: A single-arm, mixed methods design was conducted with 23 diabetic patients and 17 family caregivers (N=40). Outcome measures including the Footcare Knowledge Questionnaire and the Nottingham Assessment of Functional Footcare-Revised were assessed at baseline (T1) and 1-month WellFeet usage (T2). The mHealth App Usability Questionnaire and Chatbot Usability Questionnaire with a series of feasibility focus groups were conducted at T2. Results: Paired-sample t-tests revealed significantly improvements on footcare knowledge among all participants [M=10.80|SD=1.88(T1) vs M=12.0|SD=1.56(T2), t=-2.87, p<0.01], and footcare behaviours among patients [M=41.96|SD=7.80(T1) vs M=47.6|SD=6.17(T2), t=-3.99, p<0.0], after one month WellFeet usage. Positive acceptability of WellFeet were also found with ease of use, learnability, content organization, navigation and feedback, leading to improved access to healthcare. Finally, thematic analysis of focus groups identified four themes, informing app usability, challenges to sustained use, enhanced diabetes literacy, and healthier lifestyles. Discussion: WellFeet shows promising efficacy in enhancing footcare literacy and behaviors, crucial for DFU prevention and self-management in Singapore's diverse population with multicultural-multilingual adaptation. Scalability is discussed.

09:40-10:05
92315 | *Promoting Health Literacy Through Appreciative Inquiry Learning Management Among Spouses of Community Health Leaders in the Non-Communicable Disease Risk Group*

Kitima Songprakob, Srinakharinwirot University, Thailand
Ungsinun Intarakamhang, Srinakharinwirot University, Thailand

Deaths of Thai people from chronic non-communicable diseases have increased every year. If the community health leaders are encouraged to be more health literate, it may help to reduce the mortality rate from NCDs. This study aims to promote health literacy through appreciative inquiry learning of spouses to bring the community's health at risk of NCDs. To adjust the familiar behavior in problem-solving from the beginning, analyze the cause of the problem, and then determine the solution In terms of value, to get the spiritual thing in a whole. To use social constructivist theory in combination with the 5-D appreciative inquiry cycle. The sample consisted of 3 Thai spouses at risk of NCDS and one primary informant, selected through purposive sampling. A four-week experimental intervention was conducted. Data were collected using the Thai Health Literacy Survey, the sample evaluation was based on the Kirkpatrick Model and in-depth interviews. The results were analyzed using descriptive statistics and paired t-tests. The findings revealed a statistically significant improvement in health literacy scores and health outcomes among participants (p < .05). Participants also demonstrated strong cooperation in activities. These results suggest developing a health-savvy community model with an appreciative inquiry learning process on the health and family well-being of Thai spouses at risk of chronic non-communicable diseases.

10:05-10:30
91525 | *Health Literacy and Health Behavior of the Elderly in Semi-Urban Areas: A Case Study of a Community with Super Aged Society in Northern Thailand*

Prapaporn Muangkaew, Phetchabun Rajabhat University, Thailand
Saran Pongnimitporn, Uttaradit Rajabhat University, Thailand
Choompoo Boonthai, Uttaradit Rajabhat University, Thailand
Duangkamon Phunual, 115th Willpower Institute, Uttaradit, Thailand
Sasidhron Chidnayee, Independent Researcher, Thailand
Norenia T-Dao Ayen, Saint Luis University, Baguio, Philippines

Super aged society impacts individuals, families, and communities on multiple levels. Health literacy among older adults plays a crucial role in promoting healthy behaviors. This descriptive research aimed to study the health literacy and health behavior of the elderly in a semi-urban subdistrict community in northern Thailand. Data were collected in January 2024 using a stratified and simple random sampling method, with 325 elderly participants completing semi-structured interview questionnaires. The data were analyzed using frequencies and percentages. The findings revealed that the majority of elderly participants were aged 65–75 years. Of these, 65% reported insufficient income and debt, and 24.3% had chronic diseases, with 73.5% of these cases involving high blood pressure, diabetes, or hyperlipidemia. Additionally, 29.1% were classified as obese, 20.3% as overweight, and 7.9% as severely obese, with 50.2% having waist circumferences above the standard. Regarding health literacy, 69.9% of the elderly had overall health literacy levels ranging from insufficient to sufficient. When examining specific aspects, health literacy was found to be at insufficient and fair levels in the following areas: (1) health care referrals (65.4%), (2) changing personal health behaviors (63.1%), and (3) accessing health information and services (50.6%). For health behavior, 67.1% of participants demonstrated behavior levels that required improvement or were rated as fair. Furthermore, the elderly showed limited digital literacy; 43.4% accessed health information via the internet only occasionally.
The study recommends the development of health literacy in three key areas for the elderly: improving access to health information, planning and implementing appropriate personal health behavior changes, and effectively communicating health information to others

Thursday Onsite Parallel Session 1

Health Literacy

Session Chair: Prapaporn Muangkaew

(continued from previous page)

10:30-10:55
88118 | *Developing an Instrument to Measure Health Promotion in a Youth Environment: A Pilot Study from a Norwegian Context*
May Olaug Horverak, NORCE - Norwegian Research Centre, Norway
Øyvind Hellang, NORCE - Norwegian Research Centre, Norway
Nadja Sophia Kühn, NORCE - Norwegian Research Centre, Norway
Migle Helmersen, Univeristy of Agder, Norway
Gerd Martina Langeland, Lillesand Upper Secondary School, Norway
Tommy Haugen, University of Agder, Norway

Due to increased challenges among children and youth, many health-promoting measures have been implemented in Norway. However, finding appropriate measuring instruments has been problematic, as most scales measure indicators of mental and physical health, rather than the degree to which an environment promotes health. Existing scales, such as the Sense of Coherence Scale, the Basic Psychological Needs Scale and the General Self-Efficacy Scale, were applied in a lower secondary school context as part of a health-promoting project. However, many students found these scales somewhat confusing or reacted negatively to their wording. These scales, along with a new scale developed to measure health promotion in the environment, were presented to a group of 10 youths during a workshop organized by a voluntary organization. This workshop was part of a health-promoting project aimed at supporting vulnerable youths through group reflections and paid working activities. Based on the feedback from the workshop, the three validated scales were dismissed, and the new scale was further developed and adjusted into two different versions for the contexts of 1) work or other leisure activities for youth and 2) secondary school. The revised scales were piloted in the voluntary organization's project (n = 107) and in an upper secondary school (n = 267) where a related health-promoting project was implemented. Factor analyses indicate that the scales have good potential, though further adjustments are needed.

09:15-10:55 | Room 704 (7F)
Thursday Onsite Parallel Session 1
Mental Health and University Students

Session Chair: Glenn Medallon Calaguas

09:15-09:40
90378 | *Evolving Counselor Experiences: Navigating Pre-and Post-Pandemic Mental Health Challenges of University Students in Manila*
Rochelle Fernandez, De La Salle University, Philippines
Patricia Mae Taba, De La Salle University, Philippines
Maria Joana Kristiana Riñoza, De La Salle University, Philippines

The COVID-19 pandemic has significantly altered mental health counseling, transforming both the delivery of services and the nature of clients' presenting issues at a university level. This research explored the counselor experience pre-and post-pandemic, focusing on the shifts in counseling modalities, the emerging mental health challenges, and the adaptation of counselors to a rapidly changing environment. Utilizing a convergent parallel mixed-method design, the researchers administered Counselor Initial Development Plan-Counselor Competency Survey and focus group discussions to 12 university counselors from a university in Manila, Philippines. The research highlights the ways counselors adapted to these challenges, including technological adoption and evolving techniques and interventions. Post-pandemic, a hybrid model of counseling has emerged, with counselors balancing both in-person and virtual sessions while addressing an ongoing increase in mental health concerns exacerbated by the long-term effects of the pandemic. This study provides a comprehensive overview of the evolving role of counselors, the challenges faced, and the innovations that emerged in response to the global health crisis.

09:40-10:05
89230 | *Exploring Mental Health Challenges and Counseling Needs Among Distance Learners: A Case Study of Sukhothai Thammathirat Open University*
Worrawit Nakpan, Sukhothai Thammathirat Open University, Thailand
Pathanin Sangaroon, Sukhothai Thammathirat Open University, Thailand

This investigation examines the determinants of mental health outcomes among students enrolled at Sukhothai Thammathirat Open University (STOU) and evaluates their perceived necessity for psychological counseling services. Data collection involved 442 participants, comprising undergraduate and graduate students, using a detailed questionnaire aimed at evaluating psychological factors (for instance, stress levels and coping tactics), biological indicators (like the quality of sleep and physical health), and social conditions (such as support from family and financial stability). A stepwise multiple regression analysis was conducted to evaluate significant predictors of mental health outcomes. The results indicated that psychological variables (β = 0.319, p < 0.001), biological variables (β = 0.239, p < 0.001), and social variables (β = 0.283, p < 0.001) served as critical predictors, in addition to age, gender, and academic discipline, collectively elucidating 47.3% of the variance in mental health outcomes. The results emphasize the significance of focusing on psychological stress management and strengthening social support systems to enhance mental health outcomes. In light of the distinctive challenges encountered by distance learners, the investigation accentuates the necessity for accessible, customized counseling services that specifically address these psychological, biological, and social variables.

10:05-10:30
87640 | *Interpersonal Functioning and Problematic Exercise Behaviors Among Undergraduate Men*
Mun Yee Kwan, Hofstra University, United States
Athea Bardin, Cohen Children's Medical Center, United States
Amy Lee, Hofstra University, United States

This study aimed to investigate the association between interpersonal functioning and problematic exercise behaviors among undergraduate men. Specifically, it was hypothesized that 1) social distress would predict drive for muscularity and exercise dependence and 2) dissatisfaction with social support would predict compulsive exercise. A total of 196 undergraduate men between 18-36 years (M=19.29; 85.2% White) in the United States participated in an online baseline assessment, completing self-report measures. Sixty-six of these participants returned to complete a one-day micro-longitudinal assessment across 3 time points (morning, afternoon, evening), responding to brief questions on momentary dissatisfaction with social support and compulsive exercise. Hierarchical linear regression analyses revealed that social distress significantly predicted drive for muscularity (β = .19, p = .016) and exercise dependence (β = .22, p = .006). a cross-lagged panel model yielded good fit, χ^2 (3, 66) = 9.561, p = .654; RMSEA = 0.000; 90% CI [.00, .10]; comparative fit index (CFI) = 1.00. Results showed that earlier dissatisfaction with social support did not predict later compulsive exercise. On the other hand, compulsive exercise in the morning predicted dissatisfaction with social support in afternoon (β = .46, p = .002). Findings of this study provide partial support to the applicability of the interpersonal model on problematic exercise behaviors for men. Implications include focusing on interpersonal functioning, such as social distress and dissatisfaction with social support, as treatment targets for pathological exercise among college men.

10:30-10:55
88839 | *The Experience of Depression, Anxiety, and Stress Among Female Undergraduate Students: Physical Health Concerns as Influencing Determinants*
Glenn Medallon Calaguas, Pampanga State Agricultural University, Philippines

Mental health concerns are on the rise in the Philippines, especially during and after the COVID-19 pandemic, which can be attributed to a number of factors, including sex and physical health concerns. However, there has been limited available research on the influence of physical health on mental health, particularly among Filipino female college students. The study on hand specifically investigated the influencing role of physical health concerns, particularly sleep disturbances, headaches, gastrointestinal problems, and respiratory infections, in the experience of depression, anxiety, and stress among female undergraduate students. To be able to achieve the purpose of the study, 971 female undergraduate students from a state university in the Philippines responded to the Depression, Anxiety, and Stress Scale and to the Physical Health Questionnaire. Using the responses of the female undergraduate students, statistical analyses revealed that, as a group, they experienced severe depression, extremely severe anxiety, and moderate stress. Also, it was further revealed that sleep disturbances, headaches, gastrointestinal problems, and respiratory infections significantly predicted stress, while sleep disturbances, gastrointestinal problems, and respiratory infections significantly predicted depression and anxiety. The results of the study highlight the importance of physical wellness in understanding mental health concerns.

09:15-10:55 | Room 705 (7F)
Thursday Onsite Parallel Session 1
Psychology and Education
Session Chair: Clarence Ng

09:15-09:40
89092 | *The Role of Creative Problem-Solving in Enhancing Academic Achievement and Managing Study-Life Conflicts Among Thai University Students*
Krisana Chotratanakamol, Thammasat University, Thailand

Creative problem-solving (CPS) is increasingly recognized as an essential skill for university students, significantly impacting their academic performance and ability to balance study and personal life. Despite its importance, there is limited research on how university students use CPS to address life conflicts and achieve academic success. This study is a pioneering effort to explore the role of CPS in enhancing academic achievement and managing study-life conflicts among university students in Thailand. Using a sample of 620 students, the research develops a predictive model of academic achievement incorporating CPS, proactive personality (PP), academic demands (AD), and study-life conflict (SLC). The model was tested with SmartPLS software and model fit indices were positive (SRMR = 0.086; d_ULS = 1.875; d_G = 0.636; χ^2 = 1861.468; NFI = 0.670). Results were that PP and AD accounted for 40.6% of the variance in CPS. In addition, PP, AD, SLC, and CPS together explained 52.4% of the variance in academic achievement. The findings, underscoring the meaningful role of CPS in positively influencing SLC and academic achievement, suggest that universities should incorporate CPS skill development into educational programs, especially in general courses. Interventions designed to enhance proactive personality traits and manage academic demands might further improve student creative problem-solving abilities and overall academic performance. This research provides insights for higher education institutions aiming to support student academic success and effective management of SLCs.

09:40-10:05
89041 | *Psycho-Social Indicators of Creative Problem Solving Ability in University Students*
Duchduen E. Bhanthumnavin, National Institute of Development Administration, Thailand
Duangduen L. Bhanthumnavin, National Institute of Development Administration, Thailand

Creative problem solving ability is an essential skill for youth in the 21st century. Therefore, exploring the important predictors of this ability is crucial for the development of the nation's future human resources, particularly in terms of competitive potential. This correlational study investigated the potential factors, namely, psychological characteristics and situational factors of creative problem solving ability. These two groups of independent variables were guided by interactionism (person x situation) theory. The sample consisted of 550 undergraduate students in sophomore and junior levels, with the average of 21 years old. The results from multiple regression analysis revealed significant predictors of creative problem-solving ability in consecutive order of importance. They were favorable attitudes towards competition, reasoning abilities, psychological immunity (the ability to prevent and resist negative emotional triggers, being mindful, and having coping ability), and family inculcation (parental showing and giving supports of appropriate problem-solving skills), with 47.35% of predictive power. Findings also revealed that the two groups of undergraduate students who had lower creative problem-solving ability than their counterparts were students with low GPA, and students who did not have part-time jobs. Future research and development projects on creative problem-solving ability, together with the enhancement of favorable attitudes, as well as, reasoning ability, should be carried out.

10:05-10:30
90860 | *Enhancing Instructional Effectiveness: A Multidimensional Model*
Blenn Nimer, Notre Dame of Kidapawan College, Philippines

Effective instruction is a cornerstone of quality education. While numerous theories and models have been proposed to enhance teaching and learning, the complex interplay of factors influencing instructional effectiveness remains a subject of ongoing research. This study aimed to develop a multidimensional model of instructional effectiveness that can provide a framework for understanding and improving teaching and learning practices. To this end, a quantitative research method was employed, utilising a survey questionnaire tailored specifically for this investigation. This instrument assessed instructional effectiveness across six dimensions: subject matter expertise, teaching competence, communication skills, classroom management skills, interpersonal skills, and professional presence. Following the initial development, the questionnaire underwent pilot testing and reliability analysis, resulting in excellent internal consistency. Using stratified sampling, data were collected from 556 students (306 college, 250 senior high school) from a higher educational institution. In the analysis phase, Exploratory Factor Analysis (EFA) was employed to investigate the underlying factors present within the dataset. Principal Component Analysis (PCA) facilitated the extraction of relevant components, with Promax rotation applied in consideration of the anticipated correlations among components. The analysis yielded five components with eigenvalues exceeding 1. Based on the factor loadings and the overall model fit, the following key components were identified: Pedagogical Competence, Interpersonal and Organisational Competence, Professionalism and Freshness, and Overall Presence. By emphasising these core competencies, educators can substantially refine their pedagogical approaches and cultivate more engaging and effective learning environments, fostering a love of learning and a passion for intellectual inquiry.

10:30-10:55
88098 | *The Relationship Between Teachers' Teaching Goals, Teacher Beliefs and Writing Instructional Practices*
Clarence Ng, Australian Catholic University, Australia

Writing is a crucial skill for personal development and educational success, playing a fundamental role in communication, critical thinking, and learning. This study examines how writing is taught to low socioeconomic status (LSES) students, considering their underperformance in writing. A total of 241 Australian teachers from Grades 4 to 6, who taught writing to LSES students, completed a questionnaire assessing their teaching goals, beliefs about students' cognitive attributes for successful writing, beliefs about the appropriateness of basic writing training, and the frequency of teaching both basic and advanced writing skills. To explore the relationship between teaching goals, teacher beliefs, and writing instructional practices, a hypothesized mediational model was proposed. In this model, it is suggested that teacher beliefs influence their teaching goals, which in turn are associated with different patterns of writing instructional practices. Specifically, it was hypothesized that teachers' beliefs would negatively correlate with mastery and ability-approach goals but positively correlate with ability-avoidance and work-avoidance goals. Mastery and ability-approach goals were expected to link positively with the teaching of advanced writing skills but negatively with the teaching of basic skills. Conversely, avoidance goals were expected to link negatively with the teaching of advanced writing skills but positively with the teaching of basic writing skills. Structural equation modelling analyses supported the hypothesized model with good model fit. The findings highlight a belief-driven meaning system that connects teachers' goals with their writing instructional practices. This structural perspective is important for understanding teachers' writing instructional practices when working with LSES students.

Thursday Onsite Parallel Session 1
Industrial Organization and Organization Theory
Session Chair: Lara Carminati

09:15-09:40
90369 | *Psychometric Properties of Career Crafting Survey (CCS) in Indonesian Version*
Widhawan Aryo Pradhita, Airlangga University, Indonesia
Fendy Suhariadi, Airlangga University, Indonesia
Fajrianthi Fajrianthi, Airlangga University, Indonesia

Career crafting is an emerging concept which focused on how individuals proactively adapt, both in mental and behavioral aspects, to achieve a sustaining life of career. Because of its extensive characteristics, career crafting strategies can be applicable for those who work in creative careers, including musicians. Thus, as Indonesians, the authors were eager to investigate whether career crafting is relevant for non-employed or independent musicians in the country. This current study aimed to adapt the 8-item Career Crafting Survey (CCS) and validate the scale in Indonesian language. The data were collected from 201 independent musicians in Indonesia through an online survey. From the statistical analysis, it is indicated that the Indonesian CCS shows its model fit, as well as reliability and validity. Moreover, the Indonesian CCS demonstrated its robustness with fewer measuring items. Further findings are provided and discussed.

09:40-10:05
87638 | *Political Fragmentation and Managerial Turnover Intentions*
Dag Ingvar Jacobsen, Agder University, Norway

Understanding the factors that attract (pull) and detract (push) managers to/from their job is one of the main research areas in leadership studies. Managerial turnover may have serious consequences for organizations, ranging from costs associated with recruitment and dismissals to generally weakened performance due to the loss of managerial knowledge. In public organizations, it is usually politicians who hire and fire top managers, and thus characteristics of the political sphere are essential in understanding why managers stay in or leave their job. Rooted in the theories of multiple principals (Moe, 1984) and professional public managers (Svara, 1985), we study chief administrative officers (CAOs) in Norway and their intentions to leave their job soon, and how and whether this is related to political fragmentation. Political fragmentation refers to the diversity of political parties and politicians in the legislative and/or executive political sphere, and to their relative strength and polarization between them. One survey mapping intention to leave the job as well as individual characteristics like age, gender and education conducted among all CAOs in Norway in 2020 (population size = 354, responded = 206, response rate = 58), was coupled with national statistics on political fragmentation as well as data on municipal size, economy and geographical location. Multilevel regression was used, due to nesting of data (CAOs in municipalities) to establish any empirical link between political fragmentation and CAO intentions to leave. The preliminary findings indicate a weak negative relationship between political fragmentation and intention to leave.

10:05-10:30
88793 | *Observed Emotional Intelligence and Conflict: An Exploratory, Mixed-Method Study in Self-Managing Teams*
Lara Carminati, University of Twente, Netherlands
Sofia Schwald, University of Twente, Netherlands

In today's digital era, where disruptive technologies have taken over many cognitive tasks, interpersonal skills, such as Emotional Intelligence (EI), play a crucial role, especially in conflict situations. Yet, EI has been hitherto studied via surveys (i.e., perceived EI), leaving many methodological challenges unanswered. Hence, adopting a novel approach, we explored how EI manifests through behaviours (i.e., observed EI) and its relationship to conflict moments. Through a mixed-method study combining surveys –to select teams with high and low perceived EI– and video observations of four self-managing teams of a Dutch service organisation, we inductively identified EI behaviours, which two researchers independently coded to establish strong inter-rater reliability. Two other independent researchers had previously observed moments of conflict. Results show that teams with higher perceived EI experienced fewer and shorter observed conflicts. However, the number of EI behaviours (e.g., showing humour or personal interest) was similar between the teams with low and high perceived EI. This indicates a significant discrepancy between perceived and observed EI, further supported by a negative, non-significant correlation. Moreover, EI behaviours were manifested mostly by the same people in each team and clustered before moments of conflict, preventing conflicts from escalating. Our work has theoretical implications as it opens new venues to objectively assess EI through behaviours, thus overcoming methodological issues in validity and reliability. It also has practical implications since it underlies the importance of selecting team members able to manifest EI, given their ability to minimise conflict and boost team effectiveness.

09:15-10:55 | Room 708 (7F)
Thursday Onsite Parallel Session 1
Psychology and the Brain
Session Chair: Todd Myers

09:15-10:05
Workshop: 90298 | *Mindful Compassionate Leadership for Mental Health Practitioners*
Stephanie Steinman, University of Wisconsin, United States

The increasing demands of mental health care and the high-stress nature of the field have made burnout, compassion fatigue, and mental health challenges common among practitioners. This presentation introduces Mindful Compassionate Leadership (MCL) as a transformative approach to enhancing resilience, fostering well-being through self-compassion, and strengthening team cohesion within mental health settings. Grounded in mindfulness, emotional intelligence, and compassion science, MCL provides a framework that empowers practitioners to lead with empathy while managing the pressures of the profession. Through practical techniques and case studies, I will share how mindful compassionate leadership can enhance practitioner well-being, improve client outcomes, and cultivate a culture of support and collaboration in mental health organizations. This presentation is ideal for mental health leaders, supervisors, and practitioners interested in integrating mindfulness and compassion practices into their leadership styles to sustain their own well-being and that of their teams.

10:05-10:30
92331 | *Cue-Induced Brain Activity Patterns in Internet Game Disorders Using Magnetoencephalography*
Atsunori Sugimoto, Niigata University, Japan
Muhammad Dwi Wahyu, Niigata University, Japan
Faisal Budisasmita Paturungi Parawansa, Niigata University, Japan
Ekachaeryanti Zain, Niigata University, Japan
Kiyohiro Yoshinaga, Niigata University, Japan
Futa Sakuma, Niigata University, Japan
Yukina Nakazawa, Niigata University, Japan
Taichi Namba, Niigata University, Japan
Hiroyuki Kasahara, Niigata Psychiatric Center, Japan
Hiroshi Shirozu, NHO Nishiniigata Chuo Hospital, Japan
Atsuhiko Iijima, Niigata University, Japan
Jun Egawa, Niigata University, Japan
Toshiyuki Someya, Niigata University, Japan

Background: This research aims to investigate the brain activity areas using cue-induced stimulation tasks using game pictures with magnetoencephalography (MEG) in Internet Game Disorder (IGD) subjects. Method: 11 male IGD subjects and 13 healthy control subjects (HC) were analyzed. Measurements using 306-channel whole-head MEG recording were obtained. MEG data were analyzed using MATLAB-based software. Brain activity pattern was identified by aligning the anatomical reference points of the MEG data with the individually imaged structural images by estimating the current source using the minimum norm method. Finally, statistical analysis of the data was measured by analyzing the average data during cue-induce conditions between IGD and HC subjects. Then, nonparametric permutation tests (two-tailed, $p < 0.05$) to analyze the group analysis. False Discovery Rate (FDR) correction was used to correct for the significance level of multiple testing. Result: Group comparison analyses between IGD and HC subjects revealed that during cue-induced brain activity, it is showed that left lateral occipital, left fusiform, left lingual, and left parahippocampal are greater in HC subjects compared to IGD subjects. On the other hand, right frontal activity was greater in IGD subjects compared to HC subjects. All these results have a significant level of $p = 0.0033$. Conclusion: The results of the current study showed that there were significant differences in brain activity patterns between the two groups during the cue stimulation task condition in areas related to sensorimotor brain circuits mainly relating to visual and memory.

10:30-10:55
89179 | *Filling the Gap: An Automated Behavioral Testing System for Swine to Advance Use of this Animal Model in Psychology*
Todd Myers, United States Army Medical Research Institute of Chemical Defense, United States
Jeffrey Langston, United States Army Medical Research Institute of Chemical Defense, United States

Swine and humans share similar gastrointestinal and cardiovascular systems, and also a gyrenchephalic brain (folded cerebral cortex). Therefore, swine could be a valuable animal model for developing new medicines for the treatment of traumatic brain injury, stroke, aging, obesity, diabetes, and Alzheimer's disease but functional behavioral outcomes must be measured. Unfortunately, standard behavioral tests have not been developed for swine. Therefore, we created a computer-controlled behavioral testing system with three levers for recording responses, lights as discriminative stimuli, and a specialized receptacle to deliver food reinforcers and measure motivation. Swine may be able to replace monkeys in some research, so we adapted two behavioral tests from our monkey behavioral assessments: delayed match-to-sample (a memory test) and temporal response differentiation (a time-estimation test). All pigs rapidly learned both tests to stable performance. Next, scopolamine (a widely used amnestic drug, at doses of 0 to 75 micrograms per kilogram) validated the sensitivity of the behavioral tests, dose-dependently perturbing memory and concentration. Importantly, these drug-induced changes were comparable to those seen in rats, monkeys, and humans, suggesting comparability across species. Thus, we were successful in satisfying the need for standardized behavioral tests in this species. Ease of use (automation, home-cage testing) and the diversity of potential tests make this system a welcome addition to laboratory animal psychology. This capability will be instrumental for standardized psychological testing of swine, and for assessing functional behavioral outcomes to advance the treatment of traumatic brain injury, stroke, obesity, diabetes, aging, and Alzheimer's disease.

11:35-12:50 | Room 603 (6F)
Thursday Onsite Parallel Session 2
Institutional Dynamics in Higher Education
Session Chair: Brian Rubrecht

11:35-12:00
89881 | *College Students' Intention of Using the Computer-Based Crowd Density Monitoring System: Assessment Using the Theory of Reasoned Action (TRA) Model*
Gabriel Lorenzo, Pampanga State Agricultural University, Philippines

The general objective of the study is to determine the PSAU students' attitude, social norms and behavioral intention towards Computer-Based Crowd Density Monitoring System (CDMS), a digitized form and/or map-based room utilization and classroom management, but more focused on providing a reliable means of avoid overcrowding by enforcing limits on the number of individuals in an area, efficient and safe monitoring of the safety and health marshals and observance of health and safety protocols. In determining this, 375 college students of a state university were randomly sampled in answering the questionnaire, using the Theory of Reasoned Action (TRA) Model as the basis. The results show that the respondents have an agreeable or positive attitude toward, generally identifying that the technology would assure safety in the classroom. Also, the respondents' social norms, particularly the university administration, classmates and colleagues play a role in the respondents acceptance of the technology. For the behavioral intentions, results indicate that there is a high intention of use of the respondents, showing high percentage for willingness due to safety, accessibility and convenience. Focusing on the relationship of variables, it was seen that the respondents' attitude affect their intent of using the CDMS. Coincidentally, their social norms also affect the intent of use of the respondents of CDMS. The study recommends the creation of guidelines and production and distribution of the CDMS technology and have its effectivity tested for future improvement.

12:00-12:25
89222 | *Japanese University Students' Use of the Golden Week Holiday Period: A Preliminary Look*
Brian Rubrecht, Meiji University, Japan

In 2019 many Tokyo educational institutions made plans to better accommodate the start of the then-upcoming 2020 Tokyo Olympics by truncating, postponing, or eliminating altogether the 2020 academic year's Golden Week holiday, which essentially spans the first week of May. Because this long-established week-long national spring holiday period occurs early in academic years in Japan, it was determined that this would be an opportune time to investigate Japanese university students' and instructors' perceptions and uses of this time off from school and work duties. The research study was to involve a series of questionnaires and interviews with students and teachers both in and outside of Tokyo. Unfortunately, the full research study was cancelled due to the COVID-19 pandemic. However, the preliminary 2019 fall semester student questionnaire had already been administered to 233 students at three Tokyo metropolitan area universities, with the main purpose of it being to gain background information on students' typical Golden Week activities, their views regarding the holiday period, and if and how the period influences their academic studies. Results revealed that while students generally viewed Golden Week to be both fundamental and essential for engaging in non-academic pursuits, they also experienced a mixture of holiday-induced positive and negative academic and motivational disruptions. These results not only echo those revealed from research investigating the effects of vacations and holidays on work and productivity, but given the diversity of disruptions students attributed to the holiday period, they also indicate that further research into this topic is warranted.

12:25-12:50
92140 | *The Development of Publication and Grant System: College of Arts, Media and Technology, Chiang Mai University*
Shisa Singkhamfu, Chiang Mai University, Thailand

This study examines the impact of the Publication and Grant System on the efficiency of university lecturers and academic staff, emphasizing its role in improving institutional processes. The primary objective of the system is to support academic staff by streamlining workflows, reducing administrative burdens, and enabling faster management of funding applications and research-related tasks. While the system is not designed directly for student use, its improvements in staff efficiency ultimately enhance the support provided to graduate students in their research and publication efforts. The Publication and Grant System addresses delays inherent in traditional workflows by centralizing document submission, enabling real-time status tracking, and automating verification processes. Findings show that the system reduced processing times by up to 50%, allowing academic staff to handle tasks more efficiently. This enhanced workflow enables staff to allocate more time to their core responsibilities, such as research guidance, mentoring, and administrative decision-making, thereby indirectly benefiting graduate students by accelerating institutional support for their academic progress. Key factors driving these improvements include automation of repetitive tasks, centralized data access, and enhanced transparency in workflow tracking. The system also minimizes errors, reduces manual workload, and ensures a more streamlined research management process. This study demonstrates that implementing digital tools like the Publication and Grant System enhances institutional efficiency, improves research outcomes, and creates a supportive academic environment by empowering staff to perform their roles more effectively.

11:10-12:50 | Room 604 (6F)
Thursday Onsite Parallel Session 2
Education, Sustainability and Society
Session Chair: Gillian Bayne

11:10-11:35
92154 | *A Place-Based Media Workshop to Enhance Interaction and Self-Expression Toward Multicultural Conviviality*
Yuko Tsuchiya, Momoyama Gakuin University, Japan

The increasing number of foreign migrants is transforming Japan into an immigrant society, highlighting the importance of educational opportunities to learn about local communities and their diverse populations. To promote multicultural conviviality, it is essential to provide learning experiences that raise awareness and deepen understanding of the diverse cultures embedded within society.
In response to this need, I designed an action research study on a place-based media workshop using digital storytelling. Held in 2023 in Osaka's Korea Town, the workshop engaged 12 university students majoring in intercultural studies. Digital storytelling, developed in California in the 1990s as an artistic initiative, is a media practice involving short, slide-based videos combining photographs and voiceover. It has been adopted worldwide by researchers and educators as a reflective practice, focusing on first-person narratives that express personal perspectives and inner thoughts rather than objective reports. To foster stronger interaction between participants and local people, this workshop was specifically redesigned based on the concept of "narrative relay," where participants create their own narratives in response to others' narratives. Students created self-stories inspired by talks with a local guide and a museum staff, as well as by the look and atmosphere of the town. These stories included lost place names that evoke cultural identity and coexistence challenges that resonate with issues in Okinawa. Through this workshop, they expressed the insights and learning they gained by participating. This action research not only facilitated personal reflection but also encouraged active engagement and a deeper understanding of diverse cultural perspectives.

11:35-12:00
91272 | *Preserving Sacred Space, the Identity of the Chinese Temples in Nakhon Pathom, Thailand*
Khemarin Pensaengon, Silpakorn University, Thailand

Chinese temples are enduring symbols of cultural heritage, preserving the identity of Chinese diaspora communities. For over two centuries, the Chinese community in Thailand has maintained its cultural traditions, despite ongoing assimilation into Thai society. While many studies suggest full assimilation, this research highlights the enduring presence of Chinese identity through the role of temples in Thailand. This study adopts a qualitative case study approach to explore the role of Chinese temples in sustaining cultural identity. Data were collected from 10 Chinese temples in Nakhon Pathom between 2022-2023 using document analysis, participant observation, and in-depth interviews with 20 key informants including temple caretakers, and community members. Thematic analysis was applied to identify patterns and insights related to cultural preservation and community engagement. The findings reveal that Chinese temples in Thailand foster a sense of belonging, cultural preservation, and community support. They serve as religious centers, cultural hubs, educational institutions, and support networks, contributing to the cultural vibrancy of the Chinese-Thai community and enriching Thailand's broader cultural landscape. However, these temples face challenges such as urbanization, declining interest among younger generations, financial difficulties, and gaps in traditional knowledge. To address these challenges, the study highlights the importance of engaging younger generations through initiatives like volunteer programs, cultural performance groups, and language preservation classes. Leveraging digital platforms can further connect temples with tech-savvy youth. Additionally, providing technical and knowledge-based assistance to temple caretakers, including training in financial management, historical documentation, and outreach strategies, can help bridge knowledge gaps and ensure continuity.

12:00-12:25
92126 | *Impact of Academic and Social Interactions on Interfaith Understanding Focused on Belonging to Religion at NYU Abu Dhabi*
Yogesh Dhungana, New York University Abu Dhabi, United Arab Emirates

Interfaith understanding is increasingly critical in today's interconnected world, particularly within diverse educational institutions. This study explores the impact of academic and social interactions on interfaith understanding among students at New York University Abu Dhabi (NYUAD) representing over 120 countries. The research evaluates three key dimensions: how academic exposure to religious content influences perceptions of self and others' religions, how social interactions foster religious tolerance and inclusivity, and how students' religious perceptions evolve during their time at NYUAD. This study collects data through an online survey from more than 130 undergraduate students studying at NYUAD from diverse cultural and religious backgrounds. The survey is organized into six key sections that explore demographics, understanding of personal and others' religions, exposure to academic and social interactions, and overall interfaith influence. The findings will provide quantitative metrics and qualitative insights, analyzing the impact of numerous university-wide initiatives, such as the First-year Dialogue, Intercultural Development Inventory, and Sustained Dialogue Series launched to promote interfaith learning and understanding. This study contributes to existing literature by exploring the unique role of multicultural higher education environments in shaping interfaith dynamics. NYUAD's position as a globally diverse liberal arts campus in the Middle East offers a compelling context for understanding the interplay of location, learning, and social interaction in fostering religious tolerance, promoting inclusivity, and cultivating a global perspective. The findings aim to inform institutional policies and programming, highlighting the importance of creating spaces that facilitate meaningful interfaith interactions.

12:25-12:50
90050 | *Using the HistoryMakers Digital Archive's Oral Histories to Advance STEM Teaching and Learning*
Gillian Bayne, Lehman College of the City University of New York, United States

The overarching goal of this proposal is aligned with The HistoryMakers (ScienceMakers, specifically) mission to educate the world about the lives, histories and diverse cultures of African Americans – specifically those professionals who have worked, or are working in a variety of STEM fields. Its aim is to help the global community to understand the situated experiences of these professionals, while using their individual and collective experiences to push the rethinking of current paradigms that negatively impact the advancement of youth in STEM who have been multiply marginalized. It is through demystifying what is involved in becoming a STEM professional, especially as a Black person, that unique insights into change can emerge, resulting in changing the nature by which STEM is learned and understood. In fact, the evidence from this work demonstrates that ScienceMakers have had some of the same experiences, feelings, and emotions as those of today's youth when encountering challenges, and celebrating triumphs. All of these recollections and the recalling of experiences serve as important factors in humanizing the commonly held negative and deficit-laden stereotypes which so often have followed marginalized youth throughout their own academic trajectories. This proposal sheds light on some findings that have resulted from transcript analyses of select vignettes, which feature ScienceMakers' oral histories. Included also are authentic pedagogical resources created from vignette data culled from the Archive that are aimed to help in the teaching and learning of STEM.

11:10-12:50 | Room 605 (6F)
Thursday Onsite Parallel Session 2
Teaching Experiences in Childhood Education
Session Chair: Isabelle Deshaies

11:10-11:35
89224 | *Parental Involvement and Children's L2 Learning Motivation and Engagement: A Person-Centered Approach*
Chenggang Liang, University of Macau, Macau
Shulin Yu, University of Macau, Macau
Nan Zhou, University of Macau, Macau

Research has consistently demonstrated that parental involvement plays a key role in children's early L2 development. However, little is known about how different aspects of parental involvement in children's L2 learning are configured and how this differentiated combinations of parental involvement are associated with children's L2 motivation and engagement. Moving beyond prior studies, which typically focused on the effects of single aspects of parental involvement, this study utilized a person-centered approach to examine the configuration patterns of various indicators of parental involvement in children's L2 learning (i.e., parental autonomy support, psychological control, and behavioral control). Data were collected from a sample of 702, 7th-graders (Mage = 13.09, SD = 1.64; 50.14% girls) in two major cities in China. Four distinct profiles (i.e., Authoritative, Neglectful, Control-centered, and Intrusive) were identified. Children's L2 learning motivation and engagement varied across these profiles. These more nuanced findings shed light upon the heterogeneous nature of various parental involvement in children's L2 learning and carry significant practical implications for both parents and practitioners aiming to foster a more supportive environment for children's L2 learning.

11:35-12:00
87765 | *Picture Books Boost Emotional Control in Preschoolers*
Kwok Man Keith Ho, Hong Kong Metropolitan University, Hong Kong

In Hong Kong, many parents expect their children to "win at the starting line". They constantly provide interest classes and interview classes to enhance their children's competitiveness. However, when children express their unwillingness, they are commanded to comply, ignoring the children's need for emotional expression. This study aims to utilize picture books in teaching to enrich preschoolers' understanding of emotions and emotional expression. This study investigates the effectiveness of picture books to enhance preschoolers' competence to recognize different emotions and expressions. A pretest-posttest control group design was employed. In the experimental group, children (N = 20, aged 5-6) attended four sessions of picture book classes, divided into two sections with two picture books about two emotions: happiness and sadness. No such intervention was implemented in the control group. Both groups were tested by using the Enhance Emotional Competence the four elements of the scale (Teacher version). The data were analyzed using independent samples t-tests. The results revealed that, compared to the control group, children in the experimental group demonstrated higher abilities in understanding and expressing emotions, as well as in emotional regulation. They were able to enhance their understanding of different emotional expressions by sharing their abilities through the content of picture books. The most remarkable finding of the study was that picture books help children learn to consider the four elements of the scale and enhance their perception and recognition of their own emotions.

12:00-12:25
92017 | *Growing Agricultural Minds Through Early Childhood Education Module*
Azlizul Abdul Rahim, FELCRA College, Malaysia
Emir Azreen Roslin, FELCRA College, Malaysia
Muhammad Akhimullah Abd Halim, FELCRA College, Malaysia
Adee Aduka Putra Sobri, FELCRA College, Malaysia

This study aims to develop an early childhood agricultural education module aligned with STEM requirements outlined in Malaysia's National Pre-school Curriculum Standard. The module called 'Little Farmer" is structured into four thematic components: Introduction to Plants, Growing Our Plants, Harvest, and Marketing. Each component includes interactive and hands-on activities, such as observation, role-playing and garden exploration, that relate agricultural themes to everyday life. This study involved a sample of 50 preschool and kindergarten children aged 4 to 6 years in Perak, Malaysia. Data were collected through pre- and post-intervention assessments from July until October 2024, which included structured questionnaires and observational checklists to evaluate children's knowledge, interest levels, and engagement during the activities with various types of plants such as spinach (Spinacia oleracea), water spinach (Ipomoea aquatica) and mustard greens (Brassica juncea). The Little Farmer module integrates STEM-based agricultural modules with structured, interactive activities in early childhood education that can play an important role in fostering long-term interest in agriculture and promoting sustainable practices among children. Moreover, a significant correlation between increased knowledge and strengthened interest in agriculture following exposure to the module underscores the positive impact of early engagement with the subject. By emphasizing the necessity for innovative curriculum development that combines STEM education with agricultural content, this study advocates for proactive strategies to encourage future generations to pursue careers in these essential fields, ultimately contributing to a more sustainable agricultural future.

12:25-12:50
89076 | *Changes in Supportive Intervention Practices in Mathematics in Preschool: The Importance of a Collaborative and Reflective Process*
Isabelle Deshaies, Université du Québec à Trois-Rivières, Canada

In preschool (5-year-olds), the quality of instructional support provided by teachers remains the weakest area according to the Classroom Assessment Scoring System (CLASS) (Bouchard et al., 2017), compared to emotional support and classroom organization. Many teachers struggle to provide high-quality instructional support, particularly during playtime (Dumais & Soucy, 2020) and especially in mathematics. However, through thoughtful interactions and the implementation of both indirect and direct intervention practices, teachers can promote the development of new mathematical concepts in children (Deshaies & Boily, 2021). This presentation highlights the results of a collaborative project conducted over a three-year period, involving six preschool teachers. The aim was to document the appropriation and implementation of intervention practices focused on developing mathematical thinking. Through descriptive analyses based on the CLASS tool and qualitative analyses from questionnaires, interviews, and book logs, the study shows the evolution of teachers' practices and types of interventions. The discussion emphasizes the importance of a reflective process to support these changes in teaching practices and, consequently, enhance children's success in acquiring mathematical concepts. This project highlights the positive impact of a collaborative and reflective approach on teaching practices in the preschool setting.

11:10-12:50 | Room 607 (6F)
Thursday Onsite Parallel Session 2
Professional Training, Development and Concerns in Education
Session Chair: Rowell Castro

11:10-11:35
91812 | *Professional Growth Needs and Strategic Development for Teachers in Experimental Education Institutions*
Hui-Ling Wu, Institute of Educational Administration and Evaluation, University of Taipei, Taiwan

This study explores teachers' professional growth needs and strategies in experimental education institutions, focusing on interdisciplinary integration, curriculum innovation, and technology application. The research examines teachers ' challenges and effective strategies using qualitative research methods of in-depth interviews, focus group discussions, classroom observations, and document analysis. The study sample includes 25 participants, including teachers and administrators. Key findings highlight that teachers face significant challenges in curriculum design and technology integration, emphasizing the importance of interdisciplinary collaboration, reflective practices, and support from professional learning communities. Successful strategies observed include personalized professional development plans, peer collaboration, and targeted technology training, which enhance teaching effectiveness and holistic student development. The study concludes by proposing tailored growth programs, fostering learning communities, and strengthening technological capacity to support innovative teaching. Recommendations for future research include analyzing the long-term impact of experimental education on diverse student groups and addressing challenges in technology integration.

11:35-12:00
90797 | *Teachers' Work Today: Investigating the Occupational Engagement, Expectations, Satisfaction and Success of Pakistani Teachers in Public Schools*
Tajammal Hussain Awan, Superior University Lahore Pakistan, Pakistan
Syed Adnan Asad Wajid, Northeast Normal University Changchun, China
Amina Ashraf, Government College University Faisalabad, Pakistan
Muhammad Usman Latif, Government College University Faisalabad, Pakistan
Mian Badar Azeem, ILM College Faisalabad, Pakistan
Muhammad Hassaan, Government College University Faisalabad, pakistan

An effective organization is important for helping primary school students by providing them with the fundamentals of education in Punjab, Pakistan, a region home to more than 123 million people. 174,520 primary teachers instruct about 11 million children in 32,354 government primary schools across the province, including 522 in the Lahore district. In Particular, 645,267 primary school students in the district of Lahore are taught by 15,511 primary teachers. Although their critical position, is less attention, research has been done on their professional involvement, engagement, career expectations, and satisfaction. This study is intended to highlight this gap. Using a quantitative methodology, a representative sample of Lahore's public primary school teachers was gathered through a multi-stage random sampling technique. A questionnaire is given to them as the main source instrument for the collection of data, with a systematic examination of teacher's level of engagement under effective educational management, their career expectations, and career satisfaction, retention, and success, this study aims to improve student's learning outcomes by providing insightful information about the motivations, difficulties, and everyday realities experienced by public school teachers in Lahore. This study fills this important gap, laying the groundwork for future research and focused enhancements in Punjab's primary school education system.

12:00-12:25
92040 | *Development of an Instructional Process Using Design Thinking and Community-Based Context to Enhance Creative Thinking for Elementary Education Pre-service Teachers*
Anchalee Thasook, Phuket Rajabhat University, Thailand
Pasuta Kaewmanee, Phuket Rajabhat University, Thailand

This research aimed to develop an instructional process that integrates design thinking with community-based context to enhance creative thinking in an Elementary School Activity Management course. The study employed a mixed-methods research design with a one-group pretest-posttest experimental approach. The participants were 28 third-year undergraduate students in the Elementary Education program at Phuket Rajabhat University, selected through purposive sampling. The study applied the d.school's design thinking process, which comprises five stages: empathize, define, ideate, prototype, and test. Research instruments included (1) instructional plans, (2) a creative thinking assessment rubric, and (3) student reflection forms. Data were analyzed using both quantitative methods and qualitative content analysis. The findings revealed that: 1) The developed instructional process consists of four phases: (1) Problem Exploration and Issue Identification, (2) Multiple Perspective Discovery, (3) Selection and Creation, and (4) Ideation through Storytelling. 2) The implementation results showed that: 2.1) Students achieved learning through hands-on experience, developed user empathy, engaged in creative brainstorming, and conducted iterative testing for improvement. 2.2) Students demonstrated a significant increase in their creative thinking levels.

12:25-12:50
90416 | *Back to Basic: A School Immersion Program for Faculty Members (Phase 1)*
Rowell Castro, Bulacan State University, Philippines

As the education system evolves through new policies and implementations, it is crucial for educators to stay updated with these changes. While seminars, research, and readings address the declarative knowledge of faculty in Teacher Education Institutions (TEIs), there is a gap in experiential learning regarding these developments. This study aimed to assess the need for implementing a school immersion program by analyzing the perceptions, willingness, and perceived challenges of faculty members in a TEI setting. A mixed-method approach using triangulation was employed, integrating quantitative and qualitative data. Fifty-four faculty members from the Bulacan State University-College of Education (BulSU-COEd) participated. Quantitative data were collected through a validated self-reported questionnaire, with Spearman's Rho correlation used to examine relationships between perceptions, willingness, and challenges due to non-normal data distribution. Additionally, the Kruskal-Wallis and Mann-Whitney U tests explored significant differences across demographic variables. Qualitative data, gathered through focus group discussions and interviews, were analyzed using Braun and Clarke's thematic analysis. Results indicated that faculty members positively perceived the immersion program as an opportunity to enhance their skills and knowledge for better training future educators and expressed strong willingness to participate. However, challenges related to time management and financial constraints were noted. These findings offer valuable insights into the development and refinement of faculty immersion programs, addressing 21st-century educational needs and aligning with the evolving demands of the teaching profession.

Thursday Onsite Parallel Session 2
Innovation in Pedagogy and Technology for Effective Communication
Session Chair: Sophia Li

11:10-11:35
91873 | *Suppliance in All Contexts: A Novel Framework for Evaluating Grammatical Morpheme Accuracy in EFL/ESL Education*
Anna Pietruszewska, University of Lodz, Poland

The global shift toward equitable education has highlighted the need for better tools to assess English as a Foreign/Second Language (EFL/ESL) learners. Suppliance in Obligatory Contexts (SOC; Dulay & Burt, 1973) and Target-like Use (TLU; Pica, 1983) are widely used for analysing grammatical morpheme acquisition but have limitations: SOC excludes overproduction errors, while TLU overlooks malformed attempts, providing incomplete insights into learners' interlanguage development. This study introduces Suppliance in All Contexts (SAC), an integrative framework combining SOC and TLU to offer a more nuanced measure of morpheme accuracy. The SAC method was validated through a corpus-based study of English article acquisition by Polish adult EFL learners, using free writing samples (e.g., essays and emails) from the coded portion of the Cambridge Learner Corpus (CLC). Data covered proficiency levels A2 to C2 on the Common European Framework of Reference scale. Results suggest that SAC provides a balanced evaluation, accounting for both overproduction and malformed attempts. SAC scores offer a more comprehensive perspective compared to SOC and TLU, capturing learner progression more effectively. SAC has significant potential for classroom assessment and teacher-led evaluations, particularly in contexts prioritizing equitable access to quality language education. By integrating SAC with SOC and TLU, educators can adopt a multi-dimensional approach to assessing learner interlanguage, fostering inclusive and data-driven teaching practices.

11:35-12:00
89257 | *Investigating the Relationship Between Self-regulated Learning Strategies and the Acceptance of GenAI in EFL Writing: A Latent Profile Analysis*
Zhenlei Huang, Shanghai International Studies University, China

Generative artificial intelligence (GenAI) has garnered considerable attention for its potential applications in language education. GenAI is able to respond to various prompts and correspondingly provide differentiated feedback, which could be a powerful L2 writing tool. Writing is a complicated and recursive process wherein learners employ several strategies, especially in EFL contexts. Previous studies have demonstrated that self-regulated learning (SRL) strategies could significantly enhance learner's writing performance. However, with the powerful assistance of GenAI in language learning, the heterogeneity of EFL learners creates diversity in SRL abilities and the effect of self-regulated learning strategies on writing performance is still understudied. Based on SRL theory and the AI device use acceptance (AIDUA) model, the present study aims to investigate the relationship between EFL learners' use of self-regulated learning strategies and their acceptance of GenAI in the writing process. Using two self-administered questionnaires and a cross-sectional design, a total of 626 respondents participated in the study. Latent profile analysis (LPA) is adopted for dividing learners into homogeneous SRL subgroups. Multinominal logistic regression analysis is adopted to examine the predictive functions of multiple dimensions of AIDUA (social influence, hedonic motivation, perceived humanness, performance expectancy, effort expectancy, emotion, and willingness to accept) on the self-regulation subgroups. The findings may provide both theoretical and pedagogical implications for researchers and practitioners in personalized and adaptive language education.

12:00-12:25
90511 | *Integrating Knowledge-Building Pedagogy in EFL: Improving Argumentative Writing and Student Confidence*
Li-Jen Wang, National Central University, Taiwan
Ying-Tien Wu, National Central University, Taiwan
Teng-Yao Cheng, National Central University, Taiwan

In today's interconnected world, argumentative writing is essential for English as a Foreign Language (EFL) students, yet many struggle with writing quality and confidence. This study investigates the impact of knowledge-building (KB) pedagogy—emphasizing collaborative idea enhancement, epistemic agency, and shared responsibility—on EFL students' argumentative writing and self-efficacy. While KB has been widely applied in various educational settings, few studies have explored its use in teaching argumentative writing to EFL learners. Sixty-six Taiwanese university students were divided into an experimental group using a Progressive Community (PC) framework and a control group with a Fixed Group (FG) model. Over 18 weeks, both groups engaged in KB activities on the Knowledge Forum platform, with the PC group benefiting from a flexible, community-oriented structure encouraging open discussion, while the FG group followed a structured, small-group format. Self-efficacy was measured pre- and post-intervention using the Argumentation Self-Efficacy Writing Scale (ASEWS), and students' argumentative essays were assessed at three stages, focusing on claims (clear statements), grounds (supporting evidence), and rebuttals (responses to counterarguments). Results showed significant self-efficacy improvements in ideation, argumentation, conventions, and self-regulation for both groups, with the PC group excelling in developing complex grounds and rebuttals. These findings highlight the advantages of a flexible, community-driven environment in enhancing technical writing skills and motivation. KB pedagogy strengthens argumentation abilities and self-efficacy, offering educators effective methods to foster EFL students' writing skills and independence. The study supports integrating collaborative digital platforms in EFL programs to advance students' argumentative writing and confidence.

12:25-12:50
87759 | *From Prompt to Product: Justifying Human-Machine Partnership in AI-Driven Educational Writing*
Sophia Li, Manukau Institute of Technology, New Zealand

When Artificial intelligence (AI) is used to facilitate academic writing, researchers share concerns about who is in charge when human learners cooperate with AI. A specific empirical study was conducted in New Zealand aiming to justify the partnership between human and machine. A group of Level 5 tertiary students completed a mainstream academic writing task by using AI. Two questionnaires were completed by the learners to reflect on this experience and data was analysed based on themes such as learning, knowledge and academic skills. The roles that human and machine each played were evident in the findings. While AI is taking the role of organising language, human is responsible for providing exemplars, giving rules and instructions, and modify the results. Discussions were underpinned by sociocultural theories and indicated the intertwined roles that the lecturer, learners, and AI share in writing. The author argues that human-machine partnership is evident and vital when implementing AI in tertiary education. The lecturer, or the educator played the key role of the "shotgun driver" to instruct the prompting, guide critical thinking, and mediate the conversation between the learners and AI. Even though the learners each had conversations with AI to complete their writing, the role of the educator should be an integral part of the human-machine partnership. When educators' roles are successfully conducted, the collaborative academic writing process is truly under human control. This study sheds light on further exploration of the implementation of AI in tertiary education classrooms in the AI-driven era of technology.

11:10-12:50 | Room 609 (6F)
Thursday Onsite Parallel Session 2
Literature, Language and Culture in Education
Session Chair: Thu Vân Phan

11:10-11:35
91914 | *The Value Orientation of Education in Chinese Society from the Application of the Three Kingdoms Story in Chinese Nine-year Compulsory Education Textbooks*
Ren Jie, Universiti Tunku Abdul Rahman, Malaysia

The Three Kingdoms (184-280 AD) period was the most heroic era in Chinese history. Many heroes emerged and fought for their country and the world - and the story of The Three Kingdoms has been enduring for thousands of years, especially after the processing of the novel "Romance of The Three Kingdoms", The Three Kingdoms has become a historical theme favored by the general public. In addition, the educational significance contained in the story of The Three Kingdoms is also far-reaching, and China's nine-year compulsory education textbooks also contain a large number of the story of The Three Kingdoms, the number is far more than the other three masterpieces, especially the most popular human education edition as a representative. There are many reasons why the People's Education Edition particularly admires the story of the Three Kingdoms. Not only because of the heroic complex contained in the Three Kingdoms, but more importantly, because the Three Kingdoms promoted a lot of Confucian culture. For example, Confucian ideas such as loyalty to the emperor, patriotism, integrity and service to the public are all noble virtues needed in today's society. Therefore, the story of the Three Kingdoms can promote social harmony and progress to a certain extent, which explains why the People's Education Press textbooks vigorously promote the culture and spirit of the Three Kingdoms. This paper will take the People's Education Press textbook as an example to demonstrate the reasons why the history of the Three Kingdoms is widely circulated, and discuss the comparison of the proportion of the Four Great Classics in the textbooks. Thereby analyzing the educational value orientation of Chinese society and trying to make corrections based on previous research for reference by future generations.

11:35-12:00
92043 | *Analysis of Language and Cultural Content in Thai Conversation Textbooks for Learners of Thai as a Foreign Language*
Kornkanya Ratchaponsit, Phuket Rajabhat University, Thailand

This research aims to analyze the language and cultural content presented in Thai conversation textbooks designed for learners of Thai as a foreign language. The research population comprised 12 graduate-level theses, dissertations, and independent studies, selected through purposive sampling from higher education institutions in Thailand. The research instrument was a language and cultural content analysis form, which calculated the percentage frequency of language and cultural content categories appearing in basic Thai conversation textbooks for learners of Thai as a foreign language. The data analysis revealed that the Thai conversation textbooks for learners of Thai as a foreign language presented content with the following frequency distributions: informational cultural category at 39.54 percent, behavioral cultural category at 42.36 percent, and relational cultural category at 8.19 percent, respectively.

12:00-12:25
92049 | *The Relationship Between Language and Culture Reflected in Japanese and Mongolian Proverbs and Idioms Related to Water*
Ganchimeg Ayurzana, Mongolian National University of Education, Mongolia

Language and culture are deeply intertwined, as language reflects the real world, environment, society, and culture we study. When learning a language, one not only acquires words and phrases but also gains insights into the history, customs, lifestyles, and ways of thinking of that culture. Thus, mastering a language inherently involves understanding the culture of the country where it is spoken. The way speakers of a language express real-world entities varies across cultures. They convey the same concepts differently, influenced by factors such as lifestyle, society, culture, history, geography, nature, and their unique ways of thinking. When examining the relationship between language and culture, researchers often focus on the meanings of linguistic units such as words, idioms, metaphors, and similes. This research aims to analyze and explain approximately 300 proverbs and idioms related to "water" in Japanese and Mongolian. These expressions are believed to hold cultural significance and reflect the unique aspects of Japanese and Mongolian cultures. When studying Japanese and Mongolian proverbs and idioms from a cognitive linguistic perspective, many interesting examples highlighting cultural differences have been identified from various sources. The proverbs we analyzed reflect and preserve the unique characteristics of each culture, including their environment, daily activities, customs, lifestyle, and ways of thinking. Methodology: From a cognitive linguistic perspective, Japanese and Mongolian proverbs and idioms were compared and analyzed using various linguistic methods, including observation, analysis, interpretation, sampling, classification, and generalization. These methods form the research framework for this research.

12:25-12:50
89186 | *The Use of Ghibli's Animated Films Adapted from Children's Literature to Enhance the Educational Experience*
Thu Vân Phan, Ho Chi Minh University of Education, Vietnam
Thị Nhung Lê, Canadian International School (CIS), Vietnam

This article examines the "The reception of adapted works of children's literature" project which introduced secondary and high school students in HCMC to a range of Ghibli animated films adapted from children's stories. The project, conducted by the Canadian International school used films including Grave of the Fireflies (1988), Kiki's Delivery Service (1989), Pom Poko (1994), Howl's Moving Castle (2004), The Wind rises (2013), The Tale of the Princess Kaguya (2013) and The Boy and the Heron (2023) for three main purposes. These included determining the level of Vietnamese students' interest in Japanese literature and cinema, better understanding the benefits of utilizing aesthetic education through literature and cinema as well as showing the potential of this kind of interdisciplinary teaching. As a means of gauging reception/measuring engagement, students were tasked with giving personal comments on the films, engaging in group discussion exercises and giving presentations in the form of their choice (ppts, short videos, artistic interpretations, etc).

Thursday Onsite Parallel Session 2
Mental Health

Session Chair: Geoffrey Chern-Yee Tan

11:10-11:35
91869 | *Exploring the Projective Manifestation of Combat Stress in Paramilitary Personnel Using the Human Figure Drawing Test*
Arghya Nath, O.P. Jindal Global University, India
Vidushi Sharma, Banaras Hindu University, India

This study examines the projective manifestation of combat stress in paramilitary personnel, utilizing the Human Figure Drawing Test (HFDT; Machover, K., 1949) and the Combat Exposure Scale (CES; Keane, T. et al., 1989). A purposive sample of 350 Central Reserve Police Force (CRPF) personnel was assessed to investigate the relationship between combat exposure and psychological patterns. The HFDT served as a projective tool to capture emotional and cognitive responses, while the CES quantified combat stress levels.
Past studies primarily focused on the physiological effects of combat stress or mental health outcomes like Post Traumatic Stress Disorder (PTSD) and anxiety. This research bridges a gap by exploring the subtle psychological manifestations of combat stress, using projective tools like HFDT to reveal cognitive and emotional patterns, which remain underexplored in Indian paramilitary personnel. Findings revealed significant variations in projective responses across different stress levels, highlighting distinct psychological patterns among personnel. Key manifestations included changes in emotional regulation, self-perception, and cognitive processing, which correlated with the degree of combat exposure. These results emphasize the need for addressing psychological well-being in high-stakes occupational settings. This paper contributes to the understanding of projective assessment tools and their application in occupational psychology. The findings offer actionable insights for developing tailored mental health interventions and stress management programs for paramilitary personnel. Implications for training and coping strategies in law enforcement are discussed.

11:35-12:00
87457 | *The Mediating Role of Brooding Rumination in the Relationship Between Positive Strivings Perfectionism and Depressive Symptoms*
Bill Chislev Jeff Cabrera, New Era University, Philippines
Zarah May Buyan, Miriam College, Inc., Philippines

Perfectionism is a complex characteristic linked to psychological distress and reduced well-being. This study explores the potential mediation of brooding rumination in the relationship between positive strivings perfectionism and depressive symptoms. Using a cross-sectional design, 274 undergraduate students from a private university in Quezon City, Philippines, participated in the research. The medmod module of Jamovi 2.3 was utilized for mediation analysis. The results indicated a positive correlation between positive strivings perfectionism and brooding rumination, as well as between brooding rumination and depressive symptoms. Furthermore, a positive correlation was observed between positive strivings perfectionism and depressive symptoms. The mediation analysis revealed that brooding rumination fully mediates the relationship between positive strivings perfectionism and depressive symptoms. This finding underscores the complex interplay between cognitive patterns and emotional well-being. Individuals with positive strivings perfectionism may set high standards and goals, which can be motivating. However, when these standards are unmet, it can lead to brooding rumination. This brooding rumination, in turn, exacerbates depressive symptoms, creating a cyclical pattern that can be challenging to break. This study highlights the significance of addressing brooding rumination, offering insights for more inclusive mental health interventions and support networks.

12:00-12:25
88582 | *Short Version of the Depression Anxiety Stress Scale-21: Is It Valid for Jordanian Adults*
Odeh Murad, Al Balqa Applied University, Jordan

Given the potential utility of depression anxiety stress scale-21 and the availability of a reliable Arabic version, the current study aimed to collect information about the factorial structure and psychometric properties of the Jordanian version by administering it to adult members of the community. Thus, the depression-anxiety-stress scale was used in examining mental disorders in Jordanian adults. The study included adults of both sexes aged 18 to 72 years. The reliability of the overall DASS-21 scores and the three DASS-21 subscales were calculated. Exploratory factor analysis was used to test construct validity. Confirmatory factor analysis was performed for the two models (one-factor and three-factor models) for DASS-21 to determine the best factor structure for DASS-21 in the adult sample. The findings revealed that the DASS-21 has high reliability and validity indicators, with Cronbach's alpha values exceeding 0.80. Pearson's correlation between DASS-21 and the Beck Depression Inventory-II (BDI-II) and the Beck Anxiety Inventory (BAI) were strongly positive, indicating that DASS-21 has sufficient convergent and divergent validity. The exploratory factor analysis showed that the three-factor model had the best indicators, and the confirmatory factor analysis results confirmed that the three-factor model was the fittest and most appropriate. The current study's findings suggest that the Jordanian version of the DASS-21 can be used as a reliable and valid scale for measuring depression, anxiety, and stress in adults.

12:25-12:50
92006 | *Large Language Models for Psychotherapy Assessment and Formulation*
Geoffrey Chern-Yee Tan, Institute of Mental Health, Singapore
Jovan Wong, National University of Singapore, Singapore
Xin Tien Lee, Lee Kong Chien School of Medicine, Nanyang Technological University, Singapore
Huixian, Sharon Lu, Institute of Mental Health, Singapore
Huiwen Ong, National University of Singapore, Singapore
Hong Ming Tan, National University of Singapore, Singapore

Background and Aim: Large Language Models (LLMs) have the potential to support research and clinical assessment by extracting structured information from unstructured clinical notes. We aimed to develop a pipeline to utilise LLMs to extract factors relevant for assessment and to construct a biopsychosocial formulation and to simulate the responses of the client to structured questions.
Data: We consented 50 patients with psychotherapy triage notes at the Institute of Mental Health, who completed questionnaires like the Multidimensional Perceived Social Support Scale (MPSSS). We created 20 simulated triage notes for development work.
Development: We constructed a python script for extraction from triage, session and clinical notes and prompt engineering using the ChatGPT 4o API as well as a pipeline for the Singapore Healthcare LLM TANDEM, LLAMA and Hermes 3. This included categorisation of text into structured fields based on predefined headers and categories related to formulation factors and mapping of qualitative information into codes. We created a prompt to classify biopsychosocial dimensions according to the 4 Ps framework, Predisposing, Precipitating, Perpetuating, and Protective and to answer questions for the client from the questionnaires.
Validation: The text used was provided with the labels to facilitate validation. We identified over 80% of the factors were correctly extracted and classified according to the 4 Ps and the LLMs were able to provide a response to about 50% of the questions in the MPSSS.
Conclusion: LLMs can support the formulation at scale but will require human support for accuracy.

11:10-12:50 | Room 704 (7F)
Thursday Onsite Parallel Session 2
Mental Health and Adolescents
Session Chair: Vinh Anh Ngo

11:10-11:35
88223 | *Improving the Mental Health of Student-Artists Through the Life Skills Intervention Program: An Evaluation Study*
Maureen Antonette Ledesma, De La Salle University (Manila), Philippines

This paper aims to evaluate the life skills intervention program in terms of improving the mental health of student-artists. In the needs assessment survey conducted, it was revealed that the majority of student-artists are more likely to have severe mental health problems. The life skills modules were developed to address this need through the development of ten important core life skills: self-awareness, empathy, effective communication, interpersonal relationships, critical thinking, creative thinking, problem-solving, decision-making, coping with stress, and coping with emotions; and were compressed into four workshop modules – Heart, Hand, Head, and Health. The researcher consulted from the Culture and Arts Office and used her knowledge and understanding of the student-artists to develop the activities and strategies for each module based on their applicability and relevance to the student artists' needs. After running all modules, a post-test survey called the Kessler Psychological Distress Scale (K10) was conducted, which was also utilized as a pre-test survey. Seventeen student-artists who completed all four modules and the pre-test and post-test surveys participated in the evaluation following the Input-Process-Outcomes evaluation framework. The paired t-test results reveal a significant difference between the pre-test and post-test scores of student-artists, which means that the life skills intervention program effectively improved their mental health. This is supported by numerous pieces of literature that claim that life skills programs benefit students' mental health. Following this positive outcome, conducting regular life skills workshops for student-artists as well as other student populations (e.g., athletes, scholars, etc.) is highly recommended.

11:35-12:00
92269 | *Enhancing Eating Disorder Mental Health Literacy and Confidence in Adolescents: Effectiveness of a School-Based Prevention Program*
Qiang Chen, Peking University, China
Yinyin Zang, Peking University, China

Eating disorders are significant mental health challenges, particularly among adolescents. Poor mental health literacy can hinder treatment effectiveness and discourage help-seeking behaviors. Preventive programs aimed at improving literacy around eating disorders may enhance outcomes and promote early intervention. This study evaluated the effectiveness of a school-based program to improve eating disorder mental health literacy (ED-MHL) among adolescents, boosting knowledge, mental well-being, and confidence in helping others. A total of 1396 students from two secondary schools in China were randomly assigned to either the intervention or waitlist control group. ED-MHL, eating disorder symptoms (SCOFF), weight concerns (WCS), depressive symptoms (PHQ-4), and confidence in helping others were measured at baseline, 1 week, 4 weeks, and 12 weeks post-intervention. Multilevel models were used to assess changes in outcomes over time. The ITT analysis showed significant improvements in ED-MHL in the intervention group, with a large effect at post-test (d = 0.98) and moderate effect at the 12-week follow-up (d = 0.70). Significant reductions in SCOFF, WCS, PHQ-4 were also found, although effect sizes were small (d = -0.15 to -0.34). The intervention increased participants' confidence in helping others, with the largest effect at 1 week (d = 0.50), maintaining significance at 12 weeks (d = 0.18). A school-based prevention program can significantly improve ED-MHL and confidence in helping others, offering a promising strategy for early intervention and prevention of eating disorders among adolescents. These findings highlight the importance of integrating such programs into school curricula for broader youth mental health initiatives.

12:00-12:25
89552 | *Prevalence and Correlates of Depressive Symptoms Among Vietnamese Students Residing in Remote Areas: A Multivariate Analysis of Risk Factors*
Tran Le Cong Tru, Mahidol University, Thailand
Cheerawit Rattanapan, Mahidol University, Thailand
Thunwadee Suksaroj, Mahidol University, Thailand
Orapin Laosee, Mahidol University, Thailand

The rising prevalence of depression among adolescents in rural areas has become a significant concern due to limited access to mental health resources. In a recent study, 442 high school students were surveyed using the CESDR-V scale. The findings revealed that 21.7% of the students were diagnosed with major depressive disorder, while 14.0% were at risk of depression, indicating a substantial mental health burden in these communities. Multivariate linear regression analysis identified various protective and risk factors. Students with no family history of depression, who refrained from alcohol and smoking, and who engaged in regular physical activity were less likely to exhibit depressive symptoms. Conversely, cognitive distortions, high academic pressure, excessive mobile phone use, and experiences of cyberbullying were notable risk factors for elevated depressive symptoms. These results emphasize the importance of addressing behavioral and psychosocial risk factors in rural settings to reduce the likelihood of adolescent depression. Tailored interventions focusing on enhancing mental health awareness, promoting healthy behaviors, and alleviating academic pressure could lead to improved outcomes in this population. This study adds to the existing literature on adolescent mental health in rural areas and offers valuable insights for policymakers and educators seeking to create supportive environments for youth.

12:25-12:50
91155 | *Mental Health Disorders Among Urban Adolescents in Vietnam*
Vinh Anh Ngo, Vietnam National Children's Hospital, Vietnam

Vietnam is home to around 14 million young individuals aged 10 to 19 years. This study aims to measure anxiety, depression, and stress among adolescents in urban Vietnam and identify associated factors. A cross-sectional study was undertaken in two representative public schools located in Hanoi, Vietnam, spanning from November to December 2020. The Depression Anxiety and Stress Scale - 42 items (DASS-42) was used to measure anxiety, depression, and stress. Information on socio-demographic characteristics, family relations, and adverse childhood experiences (ACEs) were also collected. Multivariate ordered logistic regression was employed to identify associated factors with mental problems. Results: Among 1296 adolescents, the rate of stress, anxiety and depression symptoms among adolescents were 33.9%, 38.9% and 27.0%, respectively. Overall, 18.8% of students showed all three symptom clusters. Being female (OR=1.64) was associated with higher levels of depressive symptoms. Studying in higher grades was positively related to higher symptom severity of stress, anxiety and depression. Regarding ACEs, higher severity of three symptom clusters were positively associated with emotional abuse, emotional neglect, and the presence of mental illness in a family member. Sexual abuse and having an incarcerated household member were positively related to higher severity of stress and anxiety symptoms. Parental divorce increased the likelihood of having higher severity of depression (OR=1.60). To conclude, this research revealed significant levels of stress, anxiety, and depression symptoms among adolescents living in urban areas of Vietnam.

Thursday Onsite Parallel Session 2
Psychology and Education
Session Chair: Roksana Binte Rezwan

11:10-11:35
92254 | *Exploring the Lived Experiences of Supervision Among New Psychological Practitioners in Metro Manila*
Ajocrivipor Agojo, De La Salle University Manila, Philippines
Mary Marjiemae Lorenzo, De La Salle University Manila, Philippines
Melvin Macuha, St. Paul University Manila, Philippines

Practicing one's profession entails passion and dedication. It evokes a mixture of excitement and anxiety as you strive to perform well or make the right decisions in your chosen field. For a newly registered practitioner, having a supervisor can be beneficial, or it can cause difficulties in practicing their skills and knowledge. As a result, the researchers examine the experiences of newly licensed psychometricians, guidance counselors, and psychologists. It seeks to comprehend the impact of supervision on their therapeutic practice, emotional well-being, and professional identity. Employing a qualitative phenomenological methodology, in-depth interviews were conducted with 12 participants currently undergoing supervision in various educational, industrial, and clinical settings within Metro Manila, Philippines. Thematic analysis was utilized in analyzing the data. Findings reveal that supervision serves as both a supportive and challenging space, where supervisees navigate feelings of vulnerability, self-doubt, and empowerment. The study highlights the importance of a reflective and collaborative supervisory environment that promotes self-awareness, ethical decision-making, and professional competence. The discussion highlights the implications for supervision training and practice, underscoring the need for supervisors to be sensitive to the emotional and developmental needs of supervisees while cultivating an environment that promotes growth and learning.

11:35-12:00
90379 | *Elevating Expertise: The Role of Lifelong Learning in Filipino Counselor Career Growth*
Maria Joana Kristiana Riñoza, De La Salle University, Philippines
Patricia Mae Taba, De La Salle University, Philippines
Rochelle Fernandez, De La Salle University, Philippines

This study explored the career progression of counselors and their aspirations to acquire new therapeutic techniques to foster professional growth and enhance client care. In the context of an increasingly complex mental health landscape, counselors emphasize the importance of continuous education to address diverse client needs and adapt to emerging trends in the field. Employing an explanatory sequential design, the research integrates focus-group discussions (FGDs) and Individual Development Plans (IDPs) as key tools to examine counselors' current competencies and identify the therapeutic approaches they aim to master. Quantitative data were first collected to establish baseline competencies and goals, followed by qualitative insights from FGDs to provide deeper understanding and context. The data were analyzed using thematic analysis to identify patterns and themes related to counselors' professional growth which revealed that counselors are proficient in widely used techniques such as client-centered therapy, cognitive-behavioral therapy, and dialectical behavior therapy. They reported confidence in applying these methods due to regular practice and formal training. The study underscored the shared desire for ongoing learning opportunities, formal certifications, and structured supervision, highlighting the importance of tailored professional development strategies to support counselors' growth.

12:00-12:25
89038 | *Exploring Preschool Educators' Perceptions: Transformational Leadership, Organizational Culture, and Teaching Effectiveness in Early Childhood Education*
Ching-Hui Lin, National Sun Yat-sen University, Taiwan

The purpose of this study aims to investigate the relationship between educators' perceptions of preschool principals' transformational leadership, organizational culture, and teaching effectiveness. The study employs a survey method, targeting early childhood educators in public, private and non-profit preschools in the southern regions of Taiwan. A total of 252 participants responded, and multivariate regression techniques were adopted, including descriptive statistics, factors analysis, reliability analysis, and path analysis. Results indicate early childhood educators perceive preschool principals' use of transformational leadership as effective. In addition, the school organizational culture is generally perceived as a clear, rule-based bureaucratic culture, while teaching effectiveness is also viewed positively. Most importantly, the transformational leadership of preschool principals and school organizational culture show significant differences in teaching effectiveness, and school organizational culture has a partial mediating effect between the transformational leadership of preschool principals and teaching effectiveness. Policy implications are also discussed.

12:25-12:50
92267 | *Influence of Perceived Learning Organization on School Teachers' Work Behavior*
Roksana Binte Rezwan, Tokyo International University, Japan
Muhammad Shafiul Bashar, Directorate of Secondary and Higher Education (DSHE), Bangladesh
Mohammad Jahangir Alam, Jahangirnagar University, Bangladesh

This research explores employees' perceptions of learning organizations that maximize employees' productive knowledge behavior (knowledge sharing) and minimize counterproductive knowledge behavior (knowledge hiding). Knowledge sharing is essential to the organization because it influences organizational learning, innovation, and firm performance. On the contrary, knowledge hiding sabotages organizational learning, innovation, and performance. In Bangladesh, primary and secondary educational institutions are gradually changing due to the recent development of a strategic framework for teacher development designed to attain the goals of SDGs. This strategic framework aims for quality education, which will ensure that the young generation is prepared for the challenges of the 4th industrial revolution (IR 4.0). Therefore, this study focuses on primary and secondary educational institutions as learning organizations and their' teachers' perceptions. We have conducted a survey on the teacher's perception regarding what extent they consider their workplace to represent a learning organization and how their perception affects their innovative work behavior through knowledge sharing and knowledge hiding. Based on the Dimensions of Learning Organizations Questionnaire (DLOQ) (Leufvén et al., 2015), we measured to what extent the primary and secondary educational institutions encourage continuous learning of the employees, dialogue and inquiry, team learning and collaboration, empowerment and exhibit strategic leadership. This study contributes to both the literature and the educational sector of Bangladesh by exploring knowledge sharing and hiding as the underlying mechanism of how the perception of learning organizations enhances teachers' innovative work behavior.

11:10-12:50 | Room 707 (7F)
Thursday Onsite Parallel Session 2
Robots and Wearable Technology in Gerontology
Session Chair: Ching-Ju Chiu

11:35-12:00
88965 | *Exploring the Opportunities and Challenges of Implementing an Innovative Wearable Device to Improve the Quality of Care for Seniors*
Nicholas Netto, Singapore University of Social Sciences, Singapore

Singapore is a fast-ageing society with about 25% of citizens aged 65 years and over by 2030. The ubiquitous use of technology in Singapore means that technology could play a pivotal role in fostering independence and improving seniors' health. This paper discusses a novel gerotechnological innovation – the Smart Resident Monitoring System (SRMS) and wearable device – implemented at a Home for seniors in Singapore. Leveraging the findings from a formative evaluation of the SRMS, Ecological Systems Theory will be utilized to analyze and explore the benefits and challenges of the SRMS, and enhancements proposed to augment the independence, health and well-being of seniors residing in the Home.

12:00-12:25
91900 | *Engaging Older Adults: Designing Assistive Robots Through Participatory Design Approaches.*
Ela Liberman Pincu, Ben-Gurion University of the Negev, Israel
Tal Oron Gilad, Ben-Gurion University of the Negev, Israel

Socially assistive robots (SARs) have the potential to significantly enhance the quality of life for older adults by addressing their unique needs and challenges. This study employs a Context-based Design Toolkit (CoDeT) to gather input from older adults for three types of SARs: a Medical Assistant Robot (MAR), a COVID-19 Officer Robot (COR), and a Personal Assistant Robot (PAR). CoDeT, which includes tangible cutouts of robotic components, facilitates participatory design (PD) sessions, allowing users to express their needs and concerns effectively. Three PD groups engaged with the toolkit to create new robot models, while two PD evaluation groups assigned each model to specific use cases. The tangible nature of the toolkit improved engagement and communication, leading to user-centered designs. The findings underscore the importance of context-driven design, with distinct recommendations for each use case to ensure the robots meet user needs and contextual requirements. The study involved five sessions with older adults, including three PD workshops and two evaluation sessions. Participants, aged 75-92, were familiar with the Temi robot and contributed to the design process by selecting visual qualities such as structure, morphology, and color. The outcomes were analyzed to form a design space model for each use case, highlighting the significance of user-centered and context-driven design in developing effective SARs. This research demonstrates the value of involving older adults in the design process to create practical and empathetic SARs that address their specific needs and preferences.

12:25-12:50
91358 | *Robot-Enhanced Disease Management with the Community Pharmacy as a Hub: A User-Centered Prototype Design*
Ching-Ju Chiu, National Cheng Kung University, Taiwan
Lin-Chun Hua, National Cheng Kung University, Taiwan

Objective: The aim of this study is to develop a health care robot prototype that can be integrated into current community pharmacies. Methods: Three user-centered approaches were used: (1) Review of the literature about elderly technology use, (2) reference to guidelines for diabetes care by the American Association of Diabetes Educators 7 (AADE7) and, (3) meeting with health care providers in the community. Field investigations and interviews were conducted at community pharmacies and diabetes health education centers to determine the content, function, interface and appearance of the robot. Results: The results show that diabetes health care prototype robots can be established through user-centered design. Important features were revealed: (1) perceived ease of use is considered as a friendly operating interface, therefore, less than 3 buttons in one interface; (2) minimization of the interface between blue and yellow, which is unfriendly to the elderly; (3) the health education mode was most welcome with sound, image, and video presentation; (4) the most predilected functions are health education resources and health records, and that patient data can be easily collected through health education games and dialogue with robots; and (5) touching the screen is the most preferred operation mode. Conclusions: It was concluded that an evidence-based care robot can be developed through user-centered design, an approach in which a model that connects medical needs to people with health conditions can be built, to facilitate the sustainable development of technology in the diabetes care field.

Thursday Onsite Parallel Session 2
Lifespan Health Promotion

Session Chair: Jeongmin Hyeong

11:10-11:35
91781 | *Identifying Anticipated Barriers and Facilitators to Implementing an Integrated Nurse-led Frailty Assessment and Management Programme Within a Hospital in Singapore*

Araviinthansai Subramaniam, Geriatric Education & Research Institute, Singapore
Mimaika Ginting, Geriatric Education & Research Institute, Singapore
Jia Ying Tang, Geriatric Education & Research Institute, Singapore
Celestine Lim, Department of Geriatric Medicine, Tan Tock Seng Hospital, Singapore
Shi Yun Chua, Department of Geriatric Medicine, Tan Tock Seng Hospital, Singapore
Edbert Edric Rodrigues, Institute of Geriatrics and Active Ageing, Tan Tock Seng Hospital, Singapore
Woan Shin Tan, Geriatric Education & Research Institute, Singapore
Wee Shiong Lim, Institute of Geriatrics and Active Ageing, Department of Geriatric Medicine, Tan Tock Seng Hospital, Singapore
Yew Yoong Ding, Geriatric Education & Research Institute, Singapore
Grace Sum, Geriatric Education & Research Institute, Singapore
Justin Chew, Institute of Geriatrics and Active Ageing, Department of Geriatric Medicine, Tan Tock Seng Hospital, Singapore

There is a gap in identifying and managing frailty in older people in non-geriatric acute hospital wards. The literature also supports empowerment of nurses to lead patient care for health promotion. The Inpatient Nursing Frailty Assessment (INFA) programme screens for and delivers nurse-led interventions for geriatric syndromes in mild to moderately frail older persons and provides comprehensive geriatric assessment and multidisciplinary management. We aimed to identify anticipated barriers and enablers to adoption and implementation. Qualitative data collection and analysis was guided by the updated Consolidated Framework for Implementation Research (CFIR) and its Outcomes Addendum. We conducted focus group discussions and in-depth interviews with senior healthcare administrators and anticipated implementers (nurses, clinicians, allied health professionals). For timely insights to inform decision-making, we employed rapid qualitative inquiry approach and team-based analytical tools. Data was synthesised using mixed deductive-inductive approach and framework analysis. INFA was perceived as acceptable for adoption and implementation given its systematic and proactive approach to bridging existing gaps in frailty assessments and management whilst leveraging nurses' proximity to patient care. Anticipated barriers to implementation included: (1) compatibility with existing workflows, (2) available resources, and (3) interprofessional communications. Specific barriers elicited from nurses were high workload, perceived lack of capabilities, and different approaches from clinical specialists on delivering holistic care. The assessment of INFA's adoptability informs refining the programme and developing contextualised implementation strategies to mitigate barriers and leverage on enablers. Through INFA's integrated care model, we envision optimising management of frailty-related decline thereby enabling health promotion for older adults.

11:35-12:00
90096 | *Enhancing Quality of Life for the Elderly and Their Caregivers: Exploring Low-Cost Therapeutic Strategy*

Paulina Pergoł- Metko, Medical University of Warsaw, Poland
Tomasz Kryczka, Medical University of Warsaw, Poland

The aging of societies is a global phenomenon with significant social, economic, and medical implications. Numerous methods for promoting the health of the elderly, improving cognitive functions, and enhancing quality of life are discussed in the literature. The most employed method for activating the elderly is physical activity, which often includes not only standard exercise programs but also activities such as dance, tai chi, and yoga. However, the introduction of physical activity can be limited by the disabilities that frequently accompany individuals aged 65 and older. Other activation methods mentioned in the literature include animal-assisted therapy, plant therapy, and the increasingly popular music therapy. All these therapeutic approaches typically require the involvement of an occupational therapist, which can be a financial burden for many nursing homes. One therapeutic method recommended for the elderly that does not require significant financial investment is reminiscence therapy, which involves recalling personal experiences and memories. Reminiscence therapy has been shown to increase self-esteem and reduce symptoms of depression by allowing seniors to revisit happy moments in their lives. A pilot study was conducted in Warsaw, Poland with a group of 30 nursing home residents as part of the Queen Silvia Nursing Award competition. Over the course of three months, medical students engaged in systematic correspondence with retired doctors residing in the nursing home. The results of this pilot study suggest that correspondence-based activation can be an effective and low-cost form of therapy.

12:00-12:25
91280 | *The Meaning of Ageing in Place for People Living in Different Contexts*

Jeongmin Hyeong, Malmö University, Sweden
Gustav López Svensson, Lund University, Sweden

In many nations, ageing in place is considered a standard practice helping people to grow older in familiar environments without formal aid. The framework boasts many advantages both for people wishing to age in place, and for the state. However, the term can be vague and often embody different definitions depending on the context of use. Also, ageing in place implies vastly different capabilities for activities of daily living depending on an individual's physical conditions and living arrangements. This study aims to use maps to effectively demonstrate and communicate the implications of ageing in place for older individuals living in different geographical settings. Employing a mix of quantitative and qualitative GIS mapping and analysis, this paper uses synthesized profiles of people to analyse their potential mobility and activity range. The focus of this paper is on the neighbourhood and surrounding environment rather than within the dwelling. The locations selected for analysis differ in rurality and public transit access, allowing for better visual comparison between the contexts. The results of this study suggest a stark contrast in potential activity range depending on geographical surroundings. Through such findings, this study suggests a framework of evaluation that can improve comprehension of the implications and plausible future risks entailing ageing in place.

13:05-14:45 | Room 603 (6F)
Thursday Onsite Parallel Session 3
Sustainable Development Issues in Education
Session Chair: Ekapum Jiemwittayanukul

13:05-13:30

84429 | *Enhancing Students' Sustainability Consciousness through International Educational Collaborations: Perspectives from the Australia-Indonesia Sister School Initiative*

Nurul Inayah Khairaty, Universitas Negeri Yogyakarta, Indonesia
Leah Wardle, St. John Grammar School, Australia
Muhammad Alauddin Nur, MAN Insan Cendekia Gowa, Indonesia

This research explores the role of international school partnerships in enhancing students' awareness of sustainability issues through the sister school program between Australia and Indonesia. This mixed-method research aims to investigate how participation in cross-cultural educational experiences leads to a greater understanding of environmental problems and sustainable living. The object of this research is two representative schools of BRIDGE Programs members. Data were collected through survey questionnaires, interviews, and classroom observations conducted between the students and academic staff of the schools. The results show that the partnership has played a substantial role in terms of significantly enhancing the knowledge and attitudes of students toward sustainability; collaborative projects, cultural immersion, and shared learning experiences are all keys to enhancing students' stewardship of the environment. In these contexts, the paper posits that international partnerships in education have an integral role to play toward the creation of global citizens, and further, it proposes guidelines for adopting such international collaboration programs aimed at initiating sustainability education in schools. It would be helpful for the general discourse on the role of global education in addressing environmental challenges.

13:30-13:55

90554 | *Strategies for Improving Quality of Life and Promoting Peace in Papua through Literacy, Education, and Peacebuilding*

Kristina Roseven Nababan, Satya Wacana Christian University, Indonesia

Eliminating illiteracy and low literacy rates among children and students is crucial for enhancing quality of life and promoting social stability. Recognizing this, Indonesia has prioritized achieving a highly literate and numerate population by 2030. This study examines strategies to improve quality of life and foster peace through literacy and educational initiatives in Papua. Using a qualitative research approach, the study engaged students, teachers, and the coordinator of Papua's preservice Teacher Education program as key participants. The findings reveal that literacy and educational challenges in Papua stem from limited human resources, geographical barriers, cultural diversity, and inadequate adaptation strategies. To effectively address these issues, the study proposes a structured framework with short-term, medium-term, and long-term strategies to enhance literacy and educational outcomes. Sustained literacy and community peace progress require active collaboration among various stakeholders, including government agencies, non-governmental organizations (NGOs), religious institutions such as the Church, and the Papuan community. Coordinated efforts among these groups are vital to addressing educational disparities and promoting a more literate and peaceful society in Papua. This study underscores the need for a comprehensive, multi-dimensional approach to the region's educational reform and social harmony.

13:55-14:20

92107 | *Mainstreaming Lifelong Learning in Multilingual Communities in Surabaya: Advancing Literacy and Inclusion*

Prianka Ratu Masitho, Universitas Negeri Surabaya, Indonesia
Rifki Maulana Iqbal Taufik, Universitas Gadjah Mada, Indonesia

Lifelong learning initiatives rooted in community engagement enhance intercultural understanding, foster 21st-century skills, and empower individuals to navigate complex social and cultural landscapes. This study analysed the dynamics of promoting and implementing lifelong learning in multilingual communities in Surabaya. It highlights the relationship between literacy advancement, social inclusion, and sustainable development. Developing multilingual competencies, particularly by incorporating mother tongues, is vital for cultural preservation, effective learning, and equitable access to education. However, local languages are often overlooked despite being deeply embedded in cultural identity, values, and ways of life. In addition, few studies have explored the role of the lifelong learning framework in addressing the multilingual aspect of society as a strategic approach toward achieving holistic access to literacy and fostering inclusion, especially in the context of Surabaya, which is highly segregated based on ethnic group. Using a qualitative case study approach, data were collected through stakeholder interviews, document analysis, and field observations. The study uses the UNESCO lifelong learning framework to examine initiatives led by the government, community organisations, and other relevant stakeholders. Findings reveal that the study highlights lifelong learning as a culturally embedded practice and a strategic solution to reducing disparities. Additionally, multi-stakeholder approaches are essential to successfully implementing the program. These efforts achieve greater relevance and impact by co-creating educational initiatives with target communities and incorporating local languages and cultural contexts. Finally, the findings emphasise integrating multilingual and culturally sensitive approaches into lifelong learning frameworks to foster social cohesion, preserve local cultures,and achieve sustainable development goals.

14:20-14:45

91307 | *The Development of Lifelong Learning Innovation for Enhancing the Sustainable Development Goals Literacy of Thai Youth*

Ekapum Jiemwittayanukul, Srinakharinwirot University, Thailand
Chananporn Areekul, Srinakharinwirot University, Thailand

The purposes of this study were to develop lifelong learning innovation for enhancing the SDGs literacy of Thai youth, and study the satisfaction of Thai youth towards lifelong learning innovation for enhancing the SDGs literacy. The sample consisted of 30 Thai youth volunteers who tried the lifelong learning innovation. The instruments were the lifelong learning innovation and the satisfaction questionnaire of lifelong learning innovation for enhancing the SDGs literacy of Thai youth. The results of the development of lifelong learning innovation were a SDGs literacy cartoon book and boardgame were complete, clear, academic correct, and agreeable with the purposes of innovation. The result of satisfaction was that prior to using innovation, SDGs literacy was totally in highest level. When considering each issue, lifelong learning innovation promoted or stimulated new knowledge at the highest level, the innovation was consistent with SDGs, was up-to-date content consistent with the current situation, and will recommend this innovation to others at the same level.

13:05-14:45 | Room 604 (6F)
Thursday Onsite Parallel Session 3
Education, Sustainability and Society
Session Chair: Kata Springinzeisz

13:05-13:30
92151 | *A Study on the Effect of Establishing Community Social Networks on Enhancing Social Capital and Psychological Resilience*
Weilih Yeh, National Sun Yat-sen University, Taiwan

The He-Qun New Town in Zuoying, Kaohsiung, is a group of buildings that have been converted from the former Zi-Zhi New Villages into residential complexes, and the collective memories of the former military dependents' villages are gradually fading away, while the people in the villages feel alienated from each other due to the architectural styles, and their sense of identity and belonging to the place has changed. Therefore, this study provides a mixed media art course in the He-Qun community, attempts to establish a variety of cooperation platforms in the community, connects heterogeneous groups in the community, in order to shape the social network and community consciousness of the participants. The design of the three-month mixed media art course is based on the social capital theory, and it is divided into three parts, namely, social interactions, trust and pressure, and shared visions. Therefore, this study utilized participant observation, fieldwork, in-depth interviews, and questionnaires to conduct the action research. In addition, the study further analyzed the content of the community awareness elements formed by the community residents' integration of their own life history into the art of the course, and analyzed the relationship between the social network.

13:30-13:55
88751 | *Advancing Racial Equity and Social Justice: A Case Study of a School District in Canada*
Yumiko Aratani, EQTYIA Consulting, United States
Bernardo Ruiz, Bridging International, United States
Devin Noel-Harrison, Noel-Endres Public Affairs, United States
Mercedes Ekono, EQTYIA Consulting, United States

In the world of advanced capitalism and glowing international migrant populations, countries are increasingly becoming diverse and required to address inequality and educational injustice that is experienced by students of diverse racial, ethnic, or linguistic backgrounds. Canada is no exception to this trend, with an increasing number of students of Aboriginal heritage and non-official (English/French) language speakers changing the student population. This study aims to examine the perceived experience of school administrators, students, and community leaders in a school district that was going through organizational change in advancing racial equity and educational justice. We conducted 39 focus group interviews with students, teachers, and community leaders in a school district in Canada as part of a racial equity environmental assessment and identified the key themes in the areas of systemic change, workforce development, and stakeholder engagement. The analysis was supplemented with a review of the school district's historical documents, reports, policies, practices, and procedures. As a result of the school district's commitment to racial equity and educational justice, the opportunity for continued growth beyond the assessment findings was substantial. Despite this, the district faced challenges surrounding the leadership's lack of a coherent strategy to advance racial equity and educational justice; lack of proper communication of its continued commitment to its vision; and limited engagement with students, family, and community members. Through our learnings, we present a new conceptual framework that can be used to analyze and advance racial equity and social justice in educational settings.

13:55-14:20
92150 | *Identifying a Māori Negotiator: A Survey to Open an Epistemological Space*
Paora Stanley, European Institute of Technology and Management, New Zealand

This research paper aims to develop a negotiation theory and approach that exposes the asymmetrical power relations that pervade negotiations involving First Nation People (here designated as the Māori communities) and Non-First Nation People (Paakeha, particularly of European descent). I have adapted the Kaupapa Māori theory and method of research. Thus, it has emancipatory underpinnings, which are made evident by its liberal use Māori knowledge, ideas, and concepts. As an experienced and successful practitioner and respected teacher of the profession of negotiation, I am interested in exploring the perceptions of the First Nation People and Non-First Nation People on a model of negotiation that is based on the identity of Māori impassioned with tino rangatirataga.1 Since a negotiation model is effectuated by its practitioner, I have developed a 40-item questionnaire that is designed to provide perception data from the answers of the respondents. Though there may be several contradictory definitions of negotiation, they all share a tenet that people who are in conflicting positions can serve their needs better if they enter a negotiation. Thus, its functionality in keeping profitable and growth-enabling relationships has led to some epistemological space. Models of negotiation can be distinguished in terms of how they have conceived the processes and operations of negotiation, and these are puzzle-solving, bargaining game, organization management, and diplomatic politics. They have also been distinguished from each other in terms of their features and underlying assumptions. They vary in terms of their focus on power, rationality, negotiator's traits, concession, and problem-solving.

14:20-14:45
89155 | *Practices and Evaluation of Social Inclusion in the Museum Education of Chilean Art Museums*
Kata Springinzeisz, University of Gabriela Mistral, Chile
Patricia Guerrero, Pontifical Catholic University of Chile, Chile
Silvia García-Ceballos, University of Zaragoza, Spain

Establishing the concept of social inclusion is still in process in the field of museum education. This presentation, which is based on the article "The evaluation and practices of social inclusion in Chilean art museums", reflects on eight essential categories to evaluate social inclusive educational practices in nine Chilean public and private art museums. The evaluation categories are safety, diversity, accessibility, communication consciousness, political consciousness, relevant skills, non-traditional educational practices, and work structure. Through qualitative deductive and comparative analysis, the results prove that four museums maintain social inclusive functions and educational practices, though each of these museums has their own individual strengths and weaknesses in their organization. One category, namely the work structure, needs to be ameliorated in all museums, including those with inclusive practices. Nevertheless, it should be noted that this aspect does not necessarily and exclusively depend on the museums themselves, but also their type of belonging and financing. Further research could reveal the possible closer relation between work structure and visitor inclusivity, how the inclusion of museum staff and organization could interrelate with the public.

13:05-14:45 | Room 605 (6F)
Thursday Onsite Parallel Session 3
Approaches to Inclusive Education
Session Chair: Amalina Farhi Ahmad Fadzlah

13:05-13:30
88068 | *Adaptation and Validation of Ryff Psychological Well-Being Scale (RPWBS) Among Adolescents in Indonesia: A Rasch Model Analysis*

Aditia Kharisma Meliala, Universitas Pendidikan Indonesia, Indonesia
Ilfiandra, Universitas Pendidikan Indonesia, Indonesia
Ipah Saripah, Universitas Pendidikan Indonesia, Indonesia
Fajriani, Universitas Syiah Kuala, Indonesia

The need for more precision in using scales developed in other cultures is a problem that must be addressed. Findings from previous research in Indonesia show that Ryff's psychological well-being scale does need to be adapted to the cultural context for optimal results. The purpose of this study is to adapt and validate Ryff's psychological well-being scale in the context of Indonesia. The survey method was used to collect data on 708 students from the islands of Sumatra and Java, Indonesia. Ryff's psychological well-being scale (RPWBS, 1989) is adapted by translating each item by a translator—testing using the Rasch Model. The results of the data analysis showed that the Ryff Psychological Well-Being scale adapted to Indonesia met the requirements of unidimensionality and the rating scale used. One of the 54 item was found to be misfit (invalid) with reliability (Cronbach Alpha 0.86). However, some items were biased towards certain genders, so these items need to be re-examined in terms of construct and language. The results of this study are expected to add to the reference of the Psychological Well-Being scale that guidance and counseling teachers can use to understand students so that they can formulate the proper guidance and counseling program as needed.

13:30-13:55
88255 | *Fostering Ethical Competence in Psychology Trainees Through Supervision: A Scoping Review*

Maryrose Macaraan, De La Salle University, Philippines

Supervision is an essential component in the training of psychology students, where trainees become skilled at attending to ethical considerations. Through ongoing mentoring and timely feedback, trainees develop a deep understanding of ethical principles, fostering a commitment to professional integrity and clients' well-being. At the same time, ineffective and unethical supervision practices may negatively affect the quality of services and the growth of professionals. This study aims to synthesize the current literature on the ethical issues that arise in the clinical supervision of psychology trainees using the scoping review method. Using the Arksey and O'Malley framework and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, common ethical dilemmas are identified to answer the research question, "What are the ethical issues or dilemmas encountered in supervision?". A comprehensive search strategy was conducted to identify relevant studies. Titles and abstracts were initially screened according to relevance to the identified topic. The PRISMA framework was utilized to illustrate the study selection process, including the number of records identified, screened, included, and excluded at each stage. Thirty studies qualified for the inclusion criteria and themes were generated and categorized. Supervisee characteristics, legal considerations, organizational impositions, and environmental structures can influence the ethical decision-making process in supervision. By understanding the nature and prevalence of these dilemmas, the factors influencing their occurrence can be explored. This research would contribute to the ongoing discussions on addressing ethical issues in supervision and improving training programs. Recommendations on understanding this topic area are discussed.

13:55-14:20
90776 | *Assessing Quality Measures for Immersive Technology Efficiency in Pediatric Psychology: Integrating Innovative Educational Technologies for Enhanced Therapeutic Outcomes*

Amalina Farhi Ahmad Fadzlah, National Defence University of Malaysia, Malaysia
Nurdayana Batrisyia Abdul Shakur, National Defence University of Malaysia, Malaysia
Norshahriah Abdul Wahab, National Defence University of Malaysia, Malaysia
Nur Hazimah Nordin, National Defence University of Malaysia, Malaysia

Immersive technology, including virtual reality (VR) and augmented reality (AR), has gained traction in pediatric psychology for its potential to enhance therapeutic interventions and improve patient outcomes. However, the lack of standardized quality measures poses a challenge in assessing the efficacy and impact of immersive technology services in pediatric psychology settings. This study aims to address this gap by delineating a comprehensive list of quality measures tailored to evaluate the efficiency of immersive technology services in pediatric psychology, with a focus on the Malaysian context. Through a structured review approach, incorporating systematic literature reviews and conceptual framework development, this research synthesizes existing knowledge and identifies key dimensions for assessing immersive technology interventions. The resulting conceptual framework, Framework for Immersive Technology Efficiency Services in Pediatric Psychology (FITSinPP), integrates technological, clinical, user-centered, and stakeholder perspectives to guide the evaluation and improvement of immersive technology interventions. By establishing standardized quality measures and a tailored conceptual framework, this study contributes to enhancing quality of care and broadening the application of immersive technology in pediatric psychology and educational innovation.

13:05-14:45 | Room 607 (6F)
Thursday Onsite Parallel Session 3
Professional Training, Development and Concerns in Education

Session Chair: Gulfiya Kuchumova

13:05-13:30

90507 | *Student Perspectives on Research-based Teacher Education in Kazakhstan*
Dinara Mukhamejanova, Maqsut Narikbayev University, Kazakhstan
Gulfiya Kuchumova, Maqsut Narikbayev University, Kazakhstan

Since 2012, Kazakhstan has undertaken systematic reforms to enhance secondary education quality, following its poor performance in the 2009 PISA assessment. The Ministry of Education and Science aimed to modernize the curriculum through research-informed teaching. However, it became evident that the existing teacher-training system was ill-equipped to prepare educators capable of integrating research into their practice. In response, the Atameken National Chamber of Entrepreneurs established research skills as a mandatory competency for graduates of teacher-training universities. This study addresses the effectiveness of educational research methods courses at four Kazakhstani universities, focusing on three key questions: students' understanding of educational research, the structure of research methods courses, and the perceived relevance of these courses for future careers. A qualitative survey involving 450 student teachers revealed significant challenges, including confusion between teaching and research methods and a predominantly positivist perspective on research. Although students acknowledge the value of these courses for academic writing and project supervision, few see their relevance for improving teaching practice or making evidence-based decisions. Utilizing Healey and Jenkins' model of undergraduate research, our findings highlight the need for a more balanced approach to research-based education, integrating both implicit and explicit elements throughout teacher training programs.

13:30-13:55

91748 | *Factors Influencing Incomplete Research Projects Among Staff at the College of Arts, Media, and Technology, Chiang Mai University*
Narisara Laohapattanalert, Chiang Mai University, Thailand
Waraporn Mahamai, Chiang Mai University, Thailand

This study explored factors contributing to incomplete research projects at the College of Arts, Media, and Technology (CAMT), Chiang Mai University, and proposed improvements to monitoring funded research projects. Data were gathered from 145 full-time CAMT academic and administrative staff members with 37 projects funded between 2019 and 2023, focusing on those requesting extensions or failing to meet deadlines. A survey research method was used, collecting input from project leaders and analyzing qualitative data from extension request documents. Key factors identified included excessive workloads and additional responsibilities during the year, which reduced the time available for research activities, and data collection disruptions caused by the COVID-19 pandemic. Additionally, many researchers were unaware of final report submission deadlines. To address these challenges, three enhancements to the monitoring process were implemented: 1) Submission Schedule: Clear deadlines and required documents were outlined and provided to project leaders with the funding contract. 2) Monthly Reminders: Email notifications were sent one month before the submission deadline to allow ample time for report preparation. 3) Weekly Reminders: Additional reminders were sent one week before the deadline to ensure reports were accurate, documents were prepared, and coordination with relevant departments was completed. Following these changes, 80% of research projects were completed within the contractual timeframe, demonstrating the effectiveness of the improved monitoring process.

13:55-14:20

92417 | *Teaching Competences and Challenges in Higher Education Institution in the New Normal*
Rosario Gumban, Cavite State University, Philippines
Jessie Anne Demetillo, Cavite State University, Philippines
Liane Vina Ocampo, Cavite State University, Philippines
Tita C. Lopez, Cavite State University, Philippines
Jaysi T. Corpuz, Cavite State University, Philippines

The COVID-19 pandemic drastically changed the education system in the Philippines. This paper delves into the challenges of educators, assessment of their capabilities, and identify coping mechanisms in the delivery of instruction in the tertiary level in the new normal. A descriptive and comparative research design was utilized to analyze the capabilities, challenges, and coping mechanisms of educators performing their function and quantitative data covers the quantifiable indicators of capabilities, challenges, coping and mechanisms from surveys. Primary date is collected through self-made questionnaires, while secondary data supplements the analysis. Respondents are tenured educators of state university across a diverse academic discipline using purposive-quota sampling technique. Main findings insinuate that educators utilize efficiently several e-learning platforms yet spend a lot on managing their time and financial needs. The study identifies that a wireless network is mostly used to connect in the internet and use smartphones in the conduct of classes. Identified challenges are the slow internet speed associated with buffering, disruptions, and slow loading. Technical issues is another mostly encountered problems in an online learning. Educators proactively opted to use online tutorials aside from the upgrading of gadgets and internet connectivity. This calls for focused faculty development programs, improved use of available resources, and institutional support in teaching to help informed strategic enhancement in faculty effectiveness that could further strengthen the quality of education in response towards future challenges in higher education, based on a better understanding of faculty capabilities and needs.

14:20-14:45

90506 | *Towards Research-Based Teacher Education in Kazakhstan: Insights from Teacher Education Providers*
Gulfiya Kuchumova, Maqsut Narikbayev University, Kazakhstan
Dinara Mukhamejanova, Maqsut Narikbayev University, Kazakhstan

Teacher education is crucial for preparing qualified educators and enhancing a country's competitiveness in the global economy. In Kazakhstan, which focuses on increasing the quality of education to build a knowledge-based economy, there has been a recent shift towards research-based teacher education (RBTE). This study explores the implementation of RBTE in Kazakhstani universities through a qualitative multiple-case study using social practice theory. We examined how teacher education providers understand RBTE and the role of research methods courses in this process. Our findings reveal that RBTE in Kazakhstan is heavily influenced by national policies emphasizing performativity and accountability. Consequently, research methods courses are primarily used to produce research outputs rather than to foster inquiry-oriented teaching. The development of prospective teachers' inquiry skills is limited, particularly in subject departments. Challenges to effective RBTE implementation include restricted academic autonomy, difficulties in integrating subject and pedagogical content, limited capacity in educational research among teacher educators, and low research interest among teacher candidates. The paper concludes with a discussion of the implications of these findings for improving RBTE in Kazakhstan and similar contexts.

13:05-14:45 | Room 608 (6F)
Thursday Onsite Parallel Session 3
AI in EFL Teaching and Assessment
Session Chair: Ayako Hirano

13:05-13:30
90843 | *Investigating the Influence of AWE Feedback and Process−Oriented Teacher Feedback on EFL Learners' Self-Regulated Writing Strategies in Blended Learning Environments*
Xueyun Li, Shanghai International Studies University, China
Zhenlei Huang, Shanghai International Studies University, China

With the widespread use of educational technology, its extensive prospects in education have attracted considerable attention. Drawing on self-regulation theory as the rationale, this study investigates the impact of Automated Writing Evaluation (AWE) feedback and process-oriented teacher feedback on EFL learners' self-regulated writing strategies in blended learning environments. The study was conducted in a 16-week undergraduate writing course, combining in-person sessions with autonomous learning tasks via the AiTELL (Artificial Intelligence and Technology-Enhanced Language Learning) platform. A mixed-methods approach was employed, primarily using qualitative methods with semi-structured interviews and artefacts among a sample of 12 participants. The findings reveal that both types of feedback positively influenced students' self-regulated writing strategies across four dimensions. Teacher feedback was particularly effective in enhancing metacognitive strategies, fostering reflection and strategic planning for writing tasks. It also played a significant role in motivational strategies, with students appreciating personalized encouragement and the authentic, motivating interaction provided. In contrast, AWE feedback supported cognitive strategies by offering real-time, efficient error correction, promoting more strategic text processing and resource utilization. As for social-behavioural strategies, teacher feedback was key to guiding students' writing development and reinforcing motivation, while AWE feedback fostered independent learning by enabling students to correct basic errors autonomously. The study suggests that integrating both AWE and teacher feedback can effectively enhance self-regulated writing strategies, addressing diverse learner needs and fostering a comprehensive approach to writing development in blended learning environments.

13:30-13:55
88914 | *AI Meets Human Feedback: Evaluating ChatGPT, Peer, and Teacher Feedback in EFL Writing Development*
Jui-Jung Tsao, Ming Chuan University, Taiwan

Recent advancements in AI tools like ChatGPT have revolutionized the way writing feedback is provided, offering various advantages such as time-saving, convenience, and immediate feedback. While ChatGPT has proven useful in many aspects of writing support, previous studies highlight the effectiveness of human-mediated feedback methods, such as teacher-student writing conferences and peer-to-peer conferences with conventional peer feedback, in improving writing skills. However, the extent to which students can rely solely on ChatGPT feedback without teacher or peer support remains unclear. This one-semester-long study aimed to examine whether teacher-student writing conferences and peer-to-peer writing conferences (including conventional peer feedback) could help students maximize the benefits of ChatGPT feedback to enhance their writing skills. The research involved four groups of English major sophomores: Group A (ChatGPT Feedback); Group B (ChatGPT Combined with Peer Feedback through Checklists and Writing Conferences); Group C (ChatGPT Combined with Teacher Oral Feedback during Writing Conferences); and Group D (Control Group; no treatment). Data were collected through pretests, posttests, student journals, surveys, and interviews, and analyzed using descriptive statistics and thematic analysis. Key findings from the study included: (1) ChatGPT combined with teacher feedback in writing conferences led to the most significant improvement in writing skills; (2) students in Peer-ChatGPT feedback groups reported higher satisfaction and engagement; and (3) students who received feedback exclusively from ChatGPT faced challenges in understanding and applying complex feedback related to content structure and higher-order writing skills. This research provides valuable insights into how AI feedback, supplemented by human involvement, can create a holistic learning environment to improve writing skills in EFL contexts.

13:55-14:20
92103 | *Are You AI Literate? Artificial Intelligence User Competences and Perceptions of Pre-service ELT Teachers*
Aylin Sevimel-Sahin, Anadolu University, Turkey

Artificial intelligence (AI) has developed rapidly in its use in education. Being digitally literate is not sufficient anymore; both learners and teachers need to be AI literate to improve learning and teaching more. However, teachers should be trained first to be AI literate so that they can help their future learners in promoting their success in learning. For this reason, there is a need to find out whether teacher candidates are AI literate. Then, the present study aims to investigate to what extent pre-service ELT teachers are literate in terms of awareness, usage, evaluation, and ethics while using AI. Besides, this study explores what, why, and how they use AI-related tools and their perceptions of the AI contributions to their learning and teaching. For that, a survey consisting of close-ended scale items and open-ended questions was employed via Google Forms. 103 pre-service ELT teachers participated in the study. The analysis of their responses revealed that the sample had moderate and high levels of literacy regarding AI awareness, usage, and evaluation. But they had lower levels about ethical uses of AI. Moreover, they mostly used ChatGPT, and stated AI can be both beneficial and harmful. Furthermore, they reported many ideas how AI can be used for learning and teaching advantageously. Lastly, nearly all of them indicated a training course for AI in teacher education is a must. Accordingly, some implications were made about how teacher training programs at universities can support the development of AI literacy of future teachers of English.

14:20-14:45
89065 | *Impact of AI Use on Japanese University Students' English Writing: Pedagogical Implications and Future Usage of AI*
Ayako Hirano, Kyoto Sangyo University, Japan

Recently, the development of generative AI has been remarkable, and the effective use of AI in English education in Japan is expected to improve English proficiency. The purpose of this study is to explore efficient pedagogical instructional methods for the use of AI in L2 writing. To that end, I set two research questions : 1) What kinds of sentences does Japanese L2 writers consult AI checking, and 2) What were Japanese L2 writers learned from AI checking? Specifically, 60 Japanese learners of English were asked to submit two types of writing for an English essay writing assignment: original writing before revision and writing revised by AI. Also, the participants answered questionnaire regarding AI use. The results showed that the grammar check and the vocabulary correction were the most important factors for the students to learn. Also, and all participants were favorable to the use of AI. In the presentation, we will explain 1) the prompts used in the AI check, 2) the original sentences before and sentences after the AI check, and 3) what the participants felt they learned from the AI check. Suggestions for future AI use will also be shared.

Thursday Onsite Parallel Session 3
Virtual Technologies in Language Learning
Session Chair: Reijiro Aoyama

13:05-13:30
89120 | *Developing Virtual Communication Skills in an English for Business Course*
Hanna Skorczynska, Universitat Politécnica de València, Spain

The present study evaluates the design and implementation of three teaching units in a B2-level English for Business course at the Universitat Politècnica de València (Spain), Faculty of Business Administration and Management. These units focus on online presentations, online job interviews, and online meetings, and are part of an institutional educational innovation project (PIME "Development of Communication Skills in Virtual Environments through Simulations and Role-Playing in Language Courses at FADE, 2023-25"). The project aims to apply active and communicative methodologies, such as simulations and role-playing. The activities were designed following a field study that included structured interviews with employees from local and international companies, a review of relevant literature, and a student opinion survey. Each unit is structured to include the activation of prior knowledge of the communicative genre in its online format, the analysis of video examples, practice with relevant vocabulary and grammar, and the production of a recorded output. These units were created as websites hosted on the university's PoliformaT platform. Pre- and post-teaching tests, along with assessments of student performance and surveys of student and teacher opinions, are scheduled for implementation during the winter semester of 2024-25. The results are expected to demonstrate the extent to which students have developed their virtual communication skills, as well as the quality and effectiveness of the teaching materials.

13:30-13:55
90089 | *Optimizing Chinese Writing Instruction: Integrating Chunks and Blended Learning*
Nanda Lailatul Qadriani, Shanghai International Studies University, China
Wu Chunxiang, Shanghai International Studies University, China

The Chunks approach is widely used in foreign language teaching, particularly in EFL, to enhance students' language intuition, processing speed, and accuracy. It also helps produce more natural and precise language output. However, there is limited empirical research on its effectiveness in Chinese writing instruction, especially among Chinese learners in Indonesia. This study integrates the Chunks approach into a blended learning model, referred to as "3 Stages, 3 Methods, 4 Sessions," to examine its impact on overcoming students' difficulties in chunk usage, such as incorrect vocabulary combinations, incoherence between phrases or sentences, and inappropriate idiomatic expressions. A classroom action research design was adopted, using pre- and post-tests as research instruments. A total of 28 Indonesian students were divided into experimental and control groups. The results indicate that the experimental group showed more significant academic improvement compared to the control group. Moreover, their essays demonstrated higher quality, particularly in the accuracy and variety of chunks used. This study suggests that teachers can optimize the Chunks approach within a blended learning framework to enhance students' Chinese writing proficiency and increase student satisfaction and interest in Chinese writing courses.

13:55-14:20
89183 | *Improving University Students' Oral Communicative Competence in French L2 Using a Virtual Environment*
Inmaculada Tamarit-Valles, Universitat Politècnica de València, Spain

Developing students' oral communicative ability is a primary goal of learning a foreign language. However, certain factors specific to the academic field often lead to the prioritization of other skills, such as writing or reading comprehension. Furthermore, some classroom limitations make it difficult to carry out activities or tasks that enhance oral communicative competence. Consequently, the use of virtual environments has increasingly become an advantage. This study aims to present research on the use of virtual tools to develop oral speaking skills among students learning French as a foreign language (FFL) at the Universitat Politècnica de València in Spain. Data were collected through observations, student performance tests, and questionnaires. We also considered previous studies, most of which focused on English as a foreign language, to investigate the effectiveness of virtual speaking activities in online or blended courses. However, research in the context of French as a foreign language remains relatively limited. The focus of this study is on the use of virtual environments to develop oral skills and how they impact and improve students' oral abilities in FFL, exploring new methods to enhance their oral communicative competence. The results suggest that using virtual environments helps build student confidence and promotes interaction, facilitating faster and more autonomous development of oral communication skills. These conclusions may contribute to further advancements in virtual speaking instruction and learning.

14:20-14:45
89153 | *Augmented Reality for Japanese Language Learning: Promoting Students' Authentic Inquiry, Active Observation and Sense of Belonging to a Community*
Reijiro Aoyama, The Chinese University of Hong Kong, Hong Kong

Augmented Reality or AR is a technology that creates a virtual space in the real world by combining CG (digital information) with actual images and video (the real world), and this technology has been applied to language education in various ways with positive results. The purpose of this paper is to report and examine our AR-assisted learning project, which brings real world relevance to classroom language learning activities by building an AR treasure hunt platform that delivers an authentic language experience in the field. This project uses gamification approach to enable students to interact with frequent users of Japanese language on campus and in the city (both native and non-native Japanese speakers). We have developed an e-learning platform incorporating AR and gamification elements that can be utilized to enhance students' educational experience during teacher-guided, peer-guided and self-guided field trips in the campus and city. Examining the results of pre-surveys and focus group interviews with students and teachers, this paper analyses how the field trips incorporating the e-learning platform complement course instruction, address relevant content learning objectives, and promote students' authentic inquiry, active observation, and sense of belonging to a multicultural real-world community.

13:05-14:45 | Room 703 (7F)
Thursday Onsite Parallel Session 3
Couple Psychology and Stigma
Session Chair: Alexandra Lysova

13:05-13:30
91154 | *Infertility Stigma, Perceived Stress and Gratitude Among Infertile Women*
Nyanbeni Murry, Nagaland University, India
Lovika P Shikhu, Nagaland University, India

The consequence of infertility is not just a medical disorder but it affects all facets of mental health which has left unnoticed over the years. The study aims to assess the relationship, influence and effects on infertility stigma, perceived stress and gratitude among infertile women which are important facets of psycho-emotional well-being. 80 infertile women were recruited using purposive sampling in all the 16 districts of Nagaland, responded to the Infertility Stigma Scale, Perceived Stress Scale, and Gratitude Questionnaire. Results showed infertility stigma was negatively correlated with gratitude and positively associated with perceived stress. Regression analyses revealed that infertility stigma significantly predict both perceived stress and gratitude. Furthermore, analysis on differences showed that infertile women who were housewives, rural residents, undergraduates with prolonged duration of infertility treatment reported higher levels of infertility stigma than those infertile women who were employed, urban residents, post graduates and those who had undergone infertility treatment for a shorter duration. This study highlights the profound impact of infertility stigma on the mental health of women undergoing fertility treatment. The findings emphasize the need for targeted psychosocial interventions to address infertility related stigma, reduce stress and foster positive emotional attributes like gratitude for vulnerable groups.

13:30-13:55
90804 | *I'm Ready If You Are: Self-Esteem Moderates Couples' Accuracy and Bias in Perceptions of Commitment Readiness*
YingJia Yang, Singapore Management University, Singapore
Kenneth Tan, Singapore Management University, Singapore

When is it the "right time" to be in a relationship? Research has shown that perceptions of timing – how ready one feels for a committed relationship – could drive pro-relationship behaviors aimed at strengthening an existing relationship. Having positive perceptions of a partner's commitment readiness could then provide greater assurance about the relationship's future. Predicated on the risk regulation system in relationships, individuals with higher self-esteem are more motivated to continually seek connection and closeness with their partner. This motivation to remain close might drive them to perceive that their partners are as ready for a committed relationship as they are, demonstrating a projection effect. Testing this hypothesis using a Truth and Bias model (West & Kenny, 2011), 108 romantically-involved dyads in Singapore reported on their own commitment readiness, perceptions of their partner's readiness, and self-esteem. Interestingly, while individuals were significantly accurate in their perceptions, they still tend to underestimate their partners' commitment readiness, which might motivate them to work harder on their relationships. In addition, individuals projected their own commitment readiness on the perceptions of their partners' readiness. Importantly, this projection effect was stronger in individuals with higher self-esteem than those with lower self-esteem. Intersecting domains of the self and relationships, the current study highlights the beneficial role that self-esteem plays in enhancing relationship maintenance cognition and behaviors.

13:55-14:20
88958 | *A Qualitative Study on the Resilience of Survivors of Intimate Partner Violence from the Perspectives of Mental Health Professionals*
Maryrose Macaraan, De La Salle University, Philippines
Chona Chin, De La Salle University, Philippines

Intimate partner violence (IPV) is an abusive behavior that may cause physical, psychological, economic, and sexual harm to those in the context of intimate relationships. This experience may have long-term effects on the survivor's physical and psychological well-being. Mental health professionals (MHPs) are instrumental in helping the survivors work through their experiences and discover resources to help them bounce back from a difficult situation. The purpose of this study is to explore the factors associated with resiliency among the six female survivors of IPV from the perspective of MHPs. Data was collected via qualitative, semi-structured interviews with six mental health professionals who had the experience of handling survivors of IPV. The study used Interpretative Phenomenological Analysis (IPA) to analyze the data. Themes were gathered, and the top four resilience factors among survivors of IPV were: sense of awareness and relief, which refers to their realizations and the sense of comfort in the aftermath of the abuse; taking action, referring to their deliberate intention and action to commit themselves towards recovery and self-improvement; social connectedness, pertaining to their realization on the importance of seeking help in difficult times as well as in improving their relationships with others; and the creation of new narratives or having a new meaning to their experience of abuse, as seen in their improved self-worth and sense of empowerment. This study could help inform practices for mental health professionals working with survivors of IPV, which could possibly enhance the quality and effectiveness of treatment plans.

14:20-14:45
89896 | *Fostering Peace Through Understanding: A Non-Cooperative Game Theory Approach to Examining Intimate Partner Violence and Homicide*
Alexandra Lysova, Simon Fraser University, Canada
Courtney Dowdall, Simon Fraser University, Canada

Intimate partner violence (IPV) is a pervasive issue that crosses cultural and societal boundaries, often escalating due to complex interactions between individuals and their environments. Existing models struggle to capture the dynamic, adaptive nature of escalation in abusive relationships. This theoretical paper proposes using non-cooperative game theory to examine the strategic decision-making processes that contribute to the escalation of IPV to homicide. Specifically, our study models the sequential interactions between escalating and responding partners, analyzing how evolving strategies impact control dynamics and escalation. We illustrate the model's utility through a detailed qualitative analysis of two homicide cases involving unidirectional and bidirectional intimate partner violence, recognizing that the model's generalizability may be limited by the specific cases analyzed. At the same time, our novel theoretical approach fills a critical gap in understanding how IPV escalates to homicide. Findings suggest that escalating partners increase violence through calculated decisions aimed at maintaining or gaining control, while responding partners often make short-term survival or retaliatory choices that inadvertently reinforce the cycle of abuse. This study advocates for an educational approach that raises awareness of IPV dynamics and promotes peacebuilding at both individual and systemic levels. By educating communities and professionals on the early signs of escalation and the impact of societal factors on violence, this research provides tools for developing more effective interventions and policies to prevent violence before it escalates to homicide. This contribution underscores the role of education in fostering a culture of peace, understanding, and proactive conflict resolution.

Thursday Onsite Parallel Session 3
Mental Health and Therapy
Session Chair: Wing Fai Yeung

13:05-13:30
89011 | *Cope with COVID-19: Psychological Internet Treatment During the Pandemic*
Victoria Aminoff, Linköping University, Sweden
Elise Sörliden, Linköping University, Sweden
Malin Sellén, Linköping University, Sweden
Mikael Ludvigsson, Linköping University, Sweden
Matilda Berg, Linköping University, Sweden
Gerhard Andersson, Linköping University, Sweden

Introduction: The COVID-19 pandemic has increased psychological symptoms. Given the likelihood of future pandemics, it is essential to investigate effective interventions to mitigate this psychological impact. Thus, we evaluated the efficacy of individually tailored internet-based cognitive behavioral therapy (ICBT) in alleviating COVID-19 related psychological symptoms. Methods: Following a pilot randomized controlled trial (RCT) that demonstrated the efficacy of ICBT compared to a wait-list control, a larger RCT was conducted. 76 participants were recruited and randomly assigned to either a treatment group or a wait-list control group. As in the pilot study, the treatment group received eight individually tailored modules over an eight-week period, with weekly therapist guidance. Additionally, a qualitative study was performed, involving interviews with participants from the pilot study to explore their experiences with ICBT. Results: After controlling for pre-treatment measurements (which with a clinical telephone interview constituted the screening for evaluating the necessity for psychological intervention), post-treatment analyses of self-assessment questionnaires indicated that the treatment group experienced significant improvements in symptoms of depression, insomnia, and anger, which were maintained at a one-year follow-up. However, no significant differences were observed in quality of life, anxiety, post-traumatic stress, or stress. Thematic analysis of interviews identified four main themes, including "Changes experienced", capturing change experienced related to the pandemic, but also related to non-pandemic aspects. Conclusion: ICBT shows promising effects in addressing certain psychological symptoms associated with the COVID-19 pandemic. These findings suggest that ICBT could be a valuable tool in mitigating psychological distress during similar crises in the future.

13:30-13:55
89334 | *Using Acceptance and Commitment Therapy (ACT) in Grief Program for Students (GPS)*
Myla Pilar Pamplona, De La Salle University Manila, Philippines
Anna Marie Bayot, De La Salle University Manila, Philippines

The COVID-19 pandemic catalyzes the grief experiences of people who lost their loved ones (death) and those who had difficulty adjusting to the new normal or a broken relationship (non-death). This research aims to determine the effectiveness of Acceptance and Commitment Therapy (ACT) in Grief Program for Students (GPS). Among the twelve participants who voluntarily agreed to be included in the study, nine student participants were able to meet the criteria: 18-26 years old with mild to moderate levels of depression, anxiety, and stress as reflected on the Depression, Anxiety, and Stress Scale (DASS21) and high levels of psychological inflexibility based on Acceptance and Commitment Questionnaire (AAQ-II) and enrolled in the present school year from any levels and degrees. The researchers utilized the multiple case design to evaluate the GPS. DASS21 and AAQ-II were administered to the participants before and after the intervention to measure the effectiveness of ACT in GPS. An in-depth interview was conducted, and responses were transcribed, coded, and categorized into themes. Findings revealed that participants acquired lower levels of depression, anxiety, and stress and lower levels of psychological inflexibility. Identified strengths are organization and structure of the sessions, psychological flexibility skills, counselor-counselee relationship, and overall experience and significant learning. The areas for improvement are additional activities and discussion during the intervention phase.

13:55-14:20
91851 | *A Preliminary Analysis of Randomized Controlled Trial of Self-administered Acupressure for Depression*
Wing Fai Yeung, The Hong Kong Polytechnic University, Hong Kong
Huilin Cheng, The Hong Kong Polytechnic University, Hong Kong
Yuen-Shan Ho, The Hong Kong Polytechnic University, Hong Kong

Background: Self-administered acupressure (SAA) may serve as an alternative treatment for depression, but its effects have not been extensively studied. Objective: To evaluate the effectiveness of a SAA training program for relieving depressive symptoms. Design and Subjects: This ongoing randomized controlled trial compares the effects of an SAA training program with mental health education (MHE) for reducing depression. The trial will recruit 250 participants, and this analysis included the first 150 participants who completed the study. Interventions: Participants in the SAA group attended two 2-hour training sessions and practiced it twice daily for 12 weeks. The MHE group received education about mental health, following the same schedule and duration. The primary outcome measure was depression severity, assessed using the Patient Health Questionnaire (PHQ) at 12 weeks. Results: 150 Participants (115 [76.7%] female; 41.4 [SD: 13.9] years old) with moderate level of depression were recruited. The SAA group (n = 74) showed a decrease in PHQ-9 scores from 13.6 at baseline to 8.4 at week 12, while the MHE group (n = 76) decreased from 13.2 at baseline to 8.6 at week 12. The difference in change between the groups was -0.61 (95% CI: -2.1, 0.91, P = 0.21). Similar improvement trends were observed in other outcome measures. Conclusion: Our SAA and MHE programs were feasible and well-received by the participants. Both groups exhibited trends of improvement, but no significant differences were found during this preliminary analysis.

Thursday Onsite Parallel Session 3

Mental Health and Therapy

Session Chair: Wing Fai Yeung

(Continued from previous page)

14:20-14:45
91443 | *Identification of Key Symptoms for Preventing and Treating Depression in Pregnant Women: Simulating Interventions*
Hu Wanqin, Hong Kong Metropolitan University, Hong Kong
Janet Wong Yuen-Ha, Hong Kong Metropolitan University, Hong Kong
Tai Wa Liu, Hong Kong Metropolitan University, Hong Kong
Agnes Lai Yuen Kwan, Hong Kong Metropolitan University, Hong Kong

Although central symptoms of mental disorders have been widely studied, there is limited research on their effectiveness as intervention targets. This study aims to simulate interventions using the NodeIdentifyR algorithm (NIRA) within the antenatal depressive network to examine how alleviating or aggravating specific symptoms affects the network's sum scores and to identify optimal targets for the prevention and treatment of antenatal depressive symptoms. A total of 736 pregnant women from the National Health and Nutrition Examination Survey (2003-2020) were included. Depressive symptoms were assessed using the Patient Health Questionnaire (PHQ-9), and pregnancy status was confirmed via urine tests or self-report. The Ising model was used to construct the network of antenatal depressive symptoms, and NIRA was applied to simulate both alleviating and aggravating interventions. Results revealed that the Ising model identified "guilt" as the central symptom with the highest strength value. Alleviating interventions targeting "fatigue" resulted in the largest decrease in the projected symptom sum score by 52.97%, suggesting it as a key treatment target. Aggravating interventions targeting "guilt" caused the largest increase in the symptom sum score by 69.41%, indicating its potential as a prevention target. Notably, aggravating interventions caused greater overall changes in symptom activation than alleviating interventions, with both affecting the same symptoms in different ways. These findings deepen the understanding of depressive symptoms in pregnant women, providing valuable guidance for the design of effective preventive and treatment strategies.

13:05-14:45 | Room 705 (7F)
Thursday Onsite Parallel Session 3
Psychology and Education
Session Chair: Murwani Wijayanti

13:05-13:30
89346 | *What Kind of Learner Am I?: A Scoping Review of Adolescents' Learner Identity and School Engagement*
Joseph Russell Santos, De La Salle University, Philippines

Adolescents' learner identity is an emerging concept that warrants more research. How this process is understood and what role does the school play are two questions that need to be addressed in order to provide more clarity about its possible relevance to adolescents' current developmental stage. Through a scoping review, the current study synthesized the main concepts and findings of 13 out of the 43 scoped articles that provide information about learner identity development and school engagement of adolescents. Key themes regarding the conceptualization of learner identity development include adolescents' learner narrative, personal growth, values, positional identity, motivation, autonomy, contextual continuities and discontinuities, classroom practices, educational situations, and interesting lectures. While themes that answer how school engagement fosters learner identity include school practices and structures, meaningful learning activities, teachers' approach, and peer group dynamics. Together, the results on adolescent learner identity and their school engagement are in accordance with the psychosocial and sociocultural perspectives used to understand identity-formation as well as the factors that contribute to school engagement. With these consistencies, future researchers may strengthen the foundation of learner identity development and educators may integrate this concept in the curricula and career development programs.

13:30-13:55
89172 | *The Relationship Between Students' Psychological Adaptability and Emotional Intelligence*
Batchuluun Purev, Mongolian National University of Education, Mongolia
Pagmadulam Sarantuya, Graduate University of Mongolia, Mongolia
Dulguun Sarantuya, Independent Scholar, Mongolia
Sarangua Surlegbaatar, Etugen University, Mongolia
Khishig-Undrakh Mijgee Mongolian National University of Education, Mongolia

A good ability to adapt to the school and community environment has a positive effect on the student's learning and feeling comfortable in the classroom. Entering a university requires a change in lifestyle for a student, and requires more independent activities such as attending classes, listening to lectures, writing, reading, completing assignments, managing time and finances independently, etc. The process of adaptation takes place at all levels of the structure and components of the body, and its nature is related to the synthesis of nucleic acids and specific proteins and changes in structure and function. In our research, we have compared the adaptability of 1st and 2nd year students. 189 second-year medical students of Etugen University participated in the study, 30(15.9%) were male and 159(84.9%) were female. From the fact that 65.9% of the participants in the study have a moderate level of adaptability to learning activities, there is a need to organize activities aimed at increasing the adaptability of students. Because 6.3% of all students who participated in the study have poor adaptability to the school environment, to increase the adaptability of these students, it is necessary to meet with these students individually, organize training, and give advice and support. The ability of second-year students to adapt to learning activities is better than that of first-year students, or the ability to adapt is good. The ability to adapt to learning activities has a weak positive correlation with the motivation to acquire knowledge r=0.26, and the motivation to obtain a diploma.

13:55-14:20
92356 | *The Role of Different Concept Maps Elements in Cognitive Load: Can Complexity Make It Easier?*
Anastasiia Kapuza, National Research University Higher School of Economics, Russia
Jamie Costley, United Arab Emirates University, United Arab Emirates
Anna Gorbunova, National Research University Higher School of Economics, Russia
Irina Shcheglova, Xi'an Jiaotong Liverpool University, China

Cognitive load theory describes the mechanisms of the transfer of information from human working memory to long-term memory. This theory posits that increasing the number of interactive elements, such as interconnections, may increase cognitive load. This study investigates the impact of interconnections in concept maps on cognitive load, exploring whether they act as interactive elements in working memory increasing cognitive load, or function as structuring elements reducing cognitive load. Well-structured concept maps may potentially lower cognitive load by effectively organizing information. In an experiment with 81 first-year postgraduate students, participants were divided into two groups: one group studied concept maps with fewer interconnections and another one with more interconnections. Results revealed a significant reduction in extraneous cognitive load for the group with more interconnections, while no significant differences were observed in intrinsic or germane cognitive load. These findings align with cognitive load theory and help expand it by suggesting that interconnections act as structuring elements that facilitate learning by organizing knowledge, leading to a decrease in extraneous cognitive load. This research demonstrates that the use of concept maps may optimize cognitive load and shows that the addition of structure in instructional materials doesn't lead to overload for students.

14:20-14:45
92302 | *Examining How Metacognition Relates to Learning Skills: A Study on Indonesian Undergraduate Students*
Yoshitaka Yamazaki, Bunkyo University, Japan
Murwani Wijayanti, Universitas Sebelas Maret, Indonesia
Michiko Toyama, Bunkyo University, Japan

This study aimed to examine how metacognition has an influence on learning skills in a context of undergraduate students. Although the concept of metacognition has much studied in multiple disciplines over several decades, research on relationships between metacognition and learning skills has not been conducted sufficiently. Thus, we attempted to fill this gap. To analyze metacognition, this study applied the Metacognition in Self-Control Scale created by Bürgler, Kleinke, and Henneke, which consists of two components: metacognitive knowledge and metacognitive regulation. To examine learning skills, we used the Learning Skills Profile invented by Boyatzis and Kolb that is commensurate with the Kolb's experiential learning theory. The learning skill measure was designed to analyze 12 learning skills. A total number of percipients was 425 Indonesian undergraduates who majored in elementary education. With controlling three demographic variables: age, gender, and academic years, we conducted hierarchical regression analysis. Results of regression analysis revealed that metacognitive knowledge significantly affected all of 12 learning skills including leadership, relationships, helping, sense making, information gathering, information analysis, theory building, quantitative analysis, technology, goal setting, action, and initiative. However, metacognitive regulation significantly related to four learning skills: theory building, quantitative analysis, goal setting, and initiative, while it did not have a significant effect on the rest of eight learning skills. We concluded that the enhancement of learning skills strongly hinges on metacognitive knowledge which requires individuals to have the knowledge about themselves, whereas metacognitive regulation limitedly functions to develop learning skills.

13:05-14:45 | Room 707 (7F)
Thursday Onsite Parallel Session 3
Aging and Gerontology
Session Chair: Eliza Wong

13:05-13:30
85676 | *Digital Learning Preferences: Aging in the Age of Technology*
Lavina Nagpal, Columbia University, United States

This research explores the digital learning preferences of aging populations aged 50 years and older, focusing on their diverse learning styles, the challenges they encounter, and the implications for educational practices and policies. With the growing integration of digital tools in education, comprehending older adults' interactions with digital learning is pivotal for developing equitable and efficient educational approaches. The study employs a mixed methods approach to gather comprehensive insights into the topic. Quantitative surveys are administered to a diverse sample of older adults to capture broad trends in digital learning preferences and styles. Concurrently, qualitative interviews provide nuanced perspectives, allowing participants to articulate their experiences, challenges, and preferences in their own words. Preliminary findings indicate a diversity of digital learning styles among older adults, influenced by factors such as prior technological experience, openness to tech, educational background, and personal learning preferences. While some older learners embrace digital platforms enthusiastically, others exhibit hesitancy or skepticism due to perceived complexities or concerns about privacy and security. Research findings contribute to the broader discussions on lifelong learning and digital inclusion. As digital technology is ever-changing, our learning models must incorporate the evolving needs of the aging population. Ultimately, fostering digital inclusion for older adults is not merely about access to technology but about creating meaningful learning opportunities that promote engagement, empowerment, lifelong learning, mental and emotional well-being, and the overall quality of life in this "age of technology".

13:30-13:55
89242 | *Navigating Automation in Aging-in-Place: User Experiences and Challenges*
Berwyn Kwek, Monash University, Australia

As aging-in-place becomes progressively automated, the homes of older adults are emerging as critical test sites for technological interventions. In Singapore, the Government Assisted Living Technology (GALE) program exemplifies this trend, automatically connecting physiological health data monitored within older adults' homes to professional service providers for community care interventions. This paper explores the implications of such socio-technical architectures, uncovering tensions between their automation logic and the lived realities of aging individuals. Drawing on ethnographic research and interviews with 28 GALE participants in Singapore, this paper investigates how older adults receive and respond to the incorporation of such digital tools into their domestic spaces and routines. Findings reveal that responses to these technologies are often contested by the everyday experiences of older adults, particularly in areas such as digital literacy, health comprehension, social engagement, subvention, and affordability. Moreover, as care work becomes increasingly datafied, there is a growing displacement of narrative accounts and explanatory contexts in favour of pattern-of-life analyses derived from automated data collection. This results in the privileging of algorithmic interpretations and automated operational responses as primary informational sources and references for care interventions, superseding contextual knowledge and subjectivity. The study underscores the need for more participatory and inclusive approaches to designing and deploying aging-in-place technologies that better account for the contextual knowledge of older adults and their caregiver networks, aligning technological interventions more closely with the variegated needs of aging populations.

13:55-14:20
92207 | *The Effect of a MHealth Programme on Exercise Behaviour and Related Outcomes for Adult At-Risk of Coronary Artery Disease*
Eliza Wong, Tung Wah College, Hong Kong
Doris Leung, the Hong Kong Polytechnic University, Hong Kong
Anson Tang, Tung Wah College, Hong Kong

Background: Adult with at risk coronary artery disease (CAD) is prevalent. Yet, more empirical studies about the MHealth programme are needed for adult with at risk CAD.
Objectives: It aimed to compare the effects of a mHealth support program using a mobile application support versus nursing telephone advice on clients at risk of coronary heart disease.
Methods: A multi-centre, single-blinded, randomized controlled trial was conducted. 168 Clients who were at risk of CAD, able to use a smart phone were randomized into the App Support group (App group) or the Nursing Telephone advice (NTA) group. The self-developed mobile app comprised of: (1) a CAD knowledge health platform, (2) individual health measures and exercise records, (3) a Chest Pain – Things to Do List.
All participants received same health talk related to CAD. The App Group additional received an app support whereas the NTA group received nursing telephone advice for 20 minutes monthly for 3 months.
Health outcomes was collected at baseline (T0), 1 months (T1), 3 months (T2). The primary outcome was total amount of exercise. Secondary outcomes were: (i) Self-efficacy for illness management , body weight and BMI. A Generalized Estimating Equations model was used to assess differential changes in all outcome variables.
Result: Attrition rates were 10.46% and11.46 % for the app group and NTA group, respectively. App group showed significant improvement in all above outcomes.
Conclusion: This result provide insight for the use of mHealth to enhance healthy lifestyle and more exercise for clients at risk of CAD.

Thursday Onsite Parallel Session 3

Special Topics in Aging and Gerontology

Session Chair: Marva J. Ferguson

13:05-13:30
91753 | *Community-based Active Ageing Programmes: A Scoping Review*
Benedict Wei Jun Pang, Geriatric Education and Research Institute, Singapore
Yee Sien Ng, Geriatric Education and Research Institute, Singapore
Penny Shwu Yee Lun, Geriatric Education and Research Institute, Singapore
Nien Xiang Tou, Geriatric Education and Research Institute, Singapore
Nur Adilah Faizal, Geriatric Education and Research Institute, Singapore
Lay Khoon Lau, Geriatric Education and Research Institute, Singapore
Yew Yoong Ding, Geriatric Education and Research Institute, Singapore
James Yiew Hock Low, Geriatric Education and Research Institute, Singapore

Introduction: Active ageing is a holistic approach to facilitate successful ageing. It comprises seven broad domains, each encompassing its own set of determinants. Notably, the nature of active ageing programmes (AAPs) implemented, domains and determinants included, and outcomes measured, vary widely, with no clear consensus on what constitutes an AAP. To better understand the AAPs implemented around the world for policy recommendation, a scoping review was conducted. Objectives: This scoping review aimed to identify the domains and determinants commonly addressed and the different outcome measures assessed by studies involving AAPs implemented in the community. Methods: This review was conducted using the Population (community-dwellers aged ≥ 50 years old), Concepts (AAP domains, determinants and outcome measures) and Context (community-based) framework, following the JBI methodology for scoping reviews. Details regarding the search strategy and inclusion criteria can be found on https://osf.io/2efdq. Results: A total of 53 records were included in this review. The most frequently covered AAP domains (and determinants) were Behavioural (Physical activity), Personal (Psychological factors), and Social (Social support). Correspondingly, physical, nutritional, social, and psychological outcomes were the most frequently assessed. The majority of studies reported positive changes to most of the outcomes measured. Conclusion: These findings suggest a lack of AAPs covering the domains of Physical environment, Economic, Health and social services, and Culture. Considering the multi-domain and comprehensive nature of active ageing, it may be prudent for health policy makers and AAP implementers to explore interventions integrating these domains to understand their role in facilitating active ageing holistically.

13:30-13:55
90610 | *Global Supercentenarian Cohort Network Study Protocol*
Sungsoo Chun, The American University in Cairo, Egypt
Wafa Mataria, The American University in Cairo, Egypt
Omnia Abdelraheem, The American University in Cairo, Egypt

Background and aim: This study aims to establish a comprehensive protocol for the Global Supercentenarian Cohort Network. The study of supercentenarians—individuals aged 110 years or older—presents unique scientific value, offering insights into aging, longevity, and the factors that contribute to these extraordinary lifespans. Drawing from a systematic review of 139 supercentenarian studies, we identified and organized protocol components covering areas such as age validation, cohort selection and management, data storage and sharing, and screening tools for healthy semi-supercentenarians. Additionally, a comprehensive cohort assessment includes biological, psychological, behavioral, social, cultural, and ecological factors. Method: To refine priorities for screening tools, cohort assessment methods, and procedural specifics, we conducted two Delphi rounds using structured statements based on systematic review findings. To uncover the foundations of such longevity, global consensus is crucial. Our Delphi survey engages experts across disciplines to collaboratively identify key themes and develop relevant questions, setting the groundwork for a global supercentenarian cohort network protocol. Results: Our results reveal fourteen main themes that address all aspects of supercentenarian research, including cultural adaptation of the protocol.

13:55-14:20
86935 | *Re-identifying Roles and Re-negotiating Space: The Old and Aging Members of the Catholic Church of Tokyo*
Willard Enrique Macaraan, De La Salle University, Philippines

Like many organized structures in Japanese society, the Catholic Church of Tokyo is aging with members mostly old while the younger ones are disinterested. Despite the significant presence of Catholic migrants over the years, they too are old and aging. Without a substantial influx of new and young members, the Church of Tokyo is finding ways to resolve this demographic problem. In an ecclesial space where traditions and norms matter, more dynamic and spirited spaces are essential to creating attractive and nurturing conditions for the young ones to take part in. And in this goal of a more dynamic Church, the aging demography plays a crucial part. In this paper, the author delves into the nuances of the roles these aging members have and the need to re-identify them amid such a predicament based upon a 10-month field study, particularly on church communities from Akabane, Koiwa, Kasai, and Matsudo. From their anecdotal narratives to documentary narratives, this paper hopes to contribute towards a clearer and more empowered role of the old towards a reinvigorated and renewed Church of Tokyo.

14:20-14:45
85264 | *The Legacies of Our Elders in Sustaining Communities and Development*
Marva J. Ferguson, Mount Royal University, Canada

In the African, Caribbean, and Indigenous communities, Elders hold high esteem and importance, cultural knowledge, language, and are revered. In their role, they pass on information and knowledge from one generation to the next (Dei, 2020). During the 1980s Sonja Harris, Gender Specialist and Consultant at the Jamaica Bureau of Gender Affairs implored communities to stay close to their historical roots by establishing the Elders and Youth Programs designed to transfer traditional skills to youths in rural communities. As a successful program, it laid the foundation for a creative mindset in recognizing the potential for multi-generations collaboration. Western societies such as Canada tend to be a source of constant reminders of ageism and marginalization of a cohort who could contribute to the development of any society. Grappling with the notion of senior discounts, anti-aging products, blame for health challenges, and identified as bed blockers, these are common terms used to describe older adults. Lena Dominelli, a professor of social and Community Development at Southampton University in England believes the decline of the economic status of older people in the West, is part of the explanation for ageism (Dominelli, 2004). How do we begin to critically examine some of the myths and assumptions about Elders? The focus of the presentation is to explore the impact of the narrative used to discuss the roles and functions of older adults from a structural to an empowerment position, and how their skills could be transferred to social work education and other professional practice.

Thursday Onsite Parallel Session 4

Comparative Development Issues

Session Chair: Maylene Grace Lucas

15:00-15:25
88591 | *Addressing Complex Social Determinants of Health and Barriers to Care: A Residency Curriculum for Home Visits in an Urban Safety Net Hospital*
Alejandro Diaz, Alameda Health System, United States
Scott Lynch, Alameda Health System, United States
Nicholas Nelson, Alameda Health System, United States
Indhu Subramanian, Alameda Health System, United States

An understanding of Social Determinants of Health (SDOH) is of utmost importance in the practice of medicine, and is a necessary component of any medical residency training program. We have developed a novel curriculum that combines didactic teaching and experiential learning in the form of structured home visits that is effective in deepening resident knowledge of the specific SDOH that impact our community. The aim of our presentation is to describe the theoretical basis of our program, as well as providing a description of our curriculum, including details regarding our didactic sessions and the methods we employ when conducting home visits. Our hope is that by sharing our curriculum with a multidisciplinary audience that hails from many different countries, our curriculum (or parts of it) may be used at other institutions to deepen the understanding of SDOH on an international level.

15:25-15:50
91709 | *Factors Influencing Barangay Residents' Practices in Relevance to the Free Medicine Program*
Kyla Nicolle Miranda, Pampanga State Agricultural University, Philippines
Katherine Mones, Pampanga State Agricultural University, Philippines

In the Philippines, economic challenges limit healthcare access for many. The DSWD's Free Medicine Program, launched in 2016, aims to address this by providing essential medicines to marginalized communities. Adopted by a barangay in Mabalacat City in 2018, the program offers free medications, improving access and quality of life for low-income residents. However, challenges remain, particularly in fostering resident participation, a key factor for the program's success. This study explored the factors influencing Barangay Dapdap residents' practices regarding the Free Medicine Program, guided by the theory of reasoned action. It examined attitudes, subjective norms, behavioral intentions, and actual practices through a quantitative descriptive approach, surveying 399 household heads aged 20–64. Statistical analyses, including means and Chi-Square tests, revealed that residents generally hold favorable views of the program, with moderately positive subjective norms, behavioral intentions, and actual practices. Significant correlations were found between attitudes and behavioral intentions, subjective norms and behavioral intentions, and behavioral intentions and actual practices. The findings highlight the importance of addressing barriers and strengthening advocacy to enhance public health awareness and participation. Local and international organizations and health institutions are encouraged to develop targeted strategies to maximize the program's impact and sustainability.

15:50-16:15
90070 | *Leveraging AI in B2B Fintechs for Financial Inclusion: Case Studies of Disruptive Innovation in East Africa*
Charles Belanger, Burgundy School of Business, France
Arvind Ashta, Burgundy School of Business, France
Nikolaos Georgantzis, Burgundy School of Business, France

This paper explores how three B2B fintechs contribute to financial inclusion in East Africa, framed by Christensen's theory of disruptive innovation. Each case study examines how these fintechs can use artificial intelligence (AI) to drive their business models, focusing on AI's role in advancing financial literacy, enhancing customer service through chatbots, and combating climate change. The analysis addresses how these fintechs plan to leverage AI to disrupt traditional financial systems, enabling access to financial services for underserved populations. Particular attention is given to how these innovations align with social justice and sustainability imperatives, emphasizing the intersection of financial education, technology, and development. For instance, the first B2B fintech plans to use AI-based solutions to simplify credit access, while the second B2B fintech plans to integrate AI-driven data analytics to support climate resilience in agriculture. The third B2B fintech plans to utilize AI to streamline financial literacy programs, offering personalized education through automated tools. The study's findings highlight the critical role of AI in fintech-driven sustainable development, demonstrating how technological innovation can foster inclusive economic growth. This research contributes to the broader discourse on how disruptive technologies, particularly AI, can create value in the context of social and environmental challenges.

16:15-16:40
92198 | *Examining Family Financial Socialization's Correlation on Financial Literacy and Behavior to Promote Resilience in Vulnerable Communities in Cavite, Philippines*
Liane Vina Ocampo, Cavite State University, Philippines
Cynthia Facundo, Cavite State University, Philippines
Delilah Antolin, Cavite State University, Philippines
Maylene Grace Lucas, Cavite State University, Philippines

The study investigates the relationship between family financial socialization and financial literacy and its link with financial behavior among households in Cavite, Philippines. Previous studies show positive correlations between financial literacy and financial management behavior, illustrating the interconnectedness of these factors and emphasizing their importance in decision-making. However, there is still limited research that focuses on the role of familial interactions in shaping financial behavior, particularly among vulnerable communities in Cavite. Utilizing a descriptive correlation study approach, data were gathered from 130 households residing in the area of Imus City, Cavite, Philippines, through structured surveys. Assessing their financial socialization role in the family underscored the importance of shared financial ideals, attitudes, and practices. The findings reveal significant positive correlations between financial literacy and behavior. Considering the family financial socialization of the households it was observed to have a significant positive correlation with financial behavior towards fostering their financial resiliency. The results highlight the critical role of family financial socialization in enhancing literacy and resiliency, providing insights on how community-focused initiatives can promote sustainable financial behavior. The research presents a financial resiliency paradigm incorporating familial financial socialization methods to improve financial literacy and behavior. The result of the study offers practical implications for policymakers and practitioners aiming to strengthen household stability in Cavite and similar communities.

Thursday Onsite Parallel Session 4

Inclusive Society and Education

Session Chair: Noa Shapira

15:00-15:25
92199 | *Work, Family, and Dropping Out Among Adolescents in Thailand*
Pisit Poosanga, Khon Kaen University, Thailand
Tanyamat SrungBoonmee, Khon Kaen University, Thailand

Education is a key to developing human capital and country's growth. Yet, a number of students drop out of school before completing secondary education, affecting both economy and individual's quality of life. Even though there many policies and program to make education easier to access, financial constraints and family issues still create major barriers. Single parenthood is a potentially important factor affecting drop out among adolescents. Time and financial constraints may limit single parent's ability to support their children's education. In addition, children of single parents may face emotional and psychological challenges affecting their studies. This study explores factors affecting the dropout rate among Thai youth aged 15-19, focusing on single parenthood. Using data from Labor Force Survey Thailand 2022, we use OLS and Probit model to examine the relationship between single parenthood and children's school enrollment. Policies should focus on addressing root causes, such as inconsistent parental involvement and financial difficulties, with interventions like learning centers for single fathers and tax deductions for education expenses. Policymakers must prioritize these high-risk families and conduct further research to understand single parenthood and its impact on education.

15:25-15:50
89260 | *The Educational Divide in the 'Two India': Implementation of New Education Policy 2020*
Vir Pratap Singh Gautam, Indian Institute of Science Education and Research-Mohali, India

As per the most recent census, the literacy rate in India is 72.98%, and among females and males, it is 64.63% and 80.9%, respectively. This showcases the long way India needs to go, given that India is the most populous country and the highest youth population in the world. India has had multiple educational policy documents to provide a just and equitable education for everyone and to overcome the shortcomings of the previous policies. In 2020, the New Education Policy (NEP) was brought to provide a transformative vision for the nation's educational framework, aiming to promote inclusivity, digital literacy, and equitable access to quality education. However, the glaring inadequacies of the NEP and the hard-hitting of the COVID-19 pandemic exacerbated existing inequalities, creating a significant digital and economic divide among students. Through a comparative study in the two regions of Maharashtra, India, this paper explores how implementing the NEP 2020 interacts with these disparities in a post-pandemic scenario. These two regions are almost equidistant from the state's capital yet show the glaring inequalities of one urban, economically prosperous area with robust digital infrastructure and a rural, financially underprivileged area with limited technology and educational resources. Drawing from the survey and the experience with educators, students, and policymakers, this research critically examines how the NEP's goals of inclusivity and accessibility are being realised in practice. It assesses whether the policy has inadvertently widened the gap between those with access to resources and those without and how it has impacted marginalised communities.

15:50-16:15
87037 | *Study of the Importance of the Childcare Center for Working Parents Living in Morong, Rizal*
Jarina Lydia Pichay, National University Manila, Philippines
Kennette Ann Ditablan, National University Manila, Philippines

Balancing jobs while taking care of young children can be stressful and feeling burned out for working parents. Parents only want to give the best experience to their children to grow emotionally, physically, and mentally. These concerns increase the burden of managing jobs and raising children. Only a few parents have the luxury of stay-at-home parent situations. As prices of the prominent commodities increased, their wages were insufficient to support the family's needs. Both parents must work, and childcare is needed more than ever. This study will assess the importance of childcare centers for working parents. A mixed-method approach is being utilized, and data were gathered through surveys, interviews, and observations involving a sample of working parents. Statistical methods were used to analyze the data and identify correlations and trends. Qualitative methods were used to analyze the more profound insights into the different perceptions and experiences of the working parents. The findings indicate the parents' struggles in simultaneously working and taking care of their children; there is no available childcare center within their area, and there is no support from the community regarding these childcare centers. Based on the findings, childcare is an essential component in child growth, and it helps working parents take care of their children while working. Recognizing the importance of childcare is not just a matter of social responsibility but an asset in our future. It also serves as a reminder that everyone has a share in the growth and well-being of the next generation.

16:15-16:40
89066 | *Listen to My Story: Using Stories to Foster Teacher's Empathy Towards Students from Minority Groups*
Noa Shapira, Kinneret Academic College, Israel
Dana Prop, Kibbutzim College of Education, Technology and the Arts, Israel

The research, involving 69 Israeli teachers from diverse backgrounds, explores the essential role of empathy in heterogeneous classrooms and investigates methods to foster empathy, particularly towards students from minority groups. Through an online Teacher Professional Development program called 'Let's Meet,' teachers engaged in two assignments involving third-person and first-person case stories of a girl from a minority group. The study employed a qualitative phenomenological approach (Creswell et al., 2007) to analyze teachers' reflections on both story types. The findings indicate that reading stories from the perspective of a minority student, coupled with empathy instructions, triggers three empathy dimensions—Resonance, Reasoning, and Response (Decety & Meyer, 2008; Zaki & Ochsner, 2012). Notably, first-person narratives (Rodriguez et al., 2020) elicit more robust empathetic responses toward the student. The empathic response dimension was potentially linked to teachers' personal experiences and childhood memories. The study also observes decreased parental criticism after experiencing a first-person narrative, suggesting a more empathetic understanding of the student's family. Interestingly, the shift in storytelling perspective leads to increased criticism toward the teachers in the story when transitioning from a third-person to a first-person story. In conclusion, teacher empathy can be fostered by presenting third and mostly first-person stories with explicit empathy questions, offering practical insights for enhancing empathy in diverse educational settings.

15:00-16:40 | Room 605 (6F)
Thursday Onsite Parallel Session 4
Approaches to Inclusive, Active, Adaptive Education
Session Chair: Pauline Sameshima

15:00-15:25
84441 | *Teacher Reflection in Enhancing Student's Mathematical Problem-Solving Ability Through the Mathematical Task-Oriented PBL Model*
Arief Kuswidyanarko, Yogyakarta State University, Indonesia
Heri Retnawati, Yogyakarta State University, Indonesia
Farida Agus Setiawati, Yogyakarta State University, Indonesia

One of the problems of learning mathematics in Indonesia is the low level of mathematical problem-solving skills at the elementary school level. Elementary school students still feel confused about how to solve problems related to mathematics. In overcoming the problem of low mathematical problem-solving ability, teacher professionalism is needed in implementing learning models. PBL reflection oriented mathematical task is one form of teacher professionalism efforts in improving students' mathematical problem-solving skills. Didactical Design Research (DDR) is one of the methodological frameworks to produce learning designs and frameworks for implementing reflection practices. The purpose of this research is to produce didactical design for elementary school mathematics teachers' reflection practice in improving students' mathematical problem-solving ability. The method used in this research is DDR with data collection techniques through tests, interviews, observations, documentation, document studies, learning records, and triangulation. The participants in this study consisted of 120 students and 5 participants of elementary school mathematics teachers in Yogyakarta. The data analysis used four stages of qualitative data analysis developed by Miles and Huberman. The result of this study is the formulation of empirical didactical design of mathematical task-oriented PBL model obtained through four stages of DDR, namely preparation for reflection practice, design/reflection planning for action, design/reflection implementation in action, reflection and evaluation of design. In addition, this study also analyzed the implementation of elementary school mathematics teachers' reflection practices in improving elementary school students' mathematical problem-solving skills using metapedidactic analysis and didactic transposition.

15:25-15:50
91230 | *Empowering Learners Through Universal Design for Learning*
Sunah Cho, University of British Columbia, Canada
Bosung Kim, University of British Columbia, Canada

The Universal Design for Learning (UDL) Fellows Program at the University of British Columbia (UBC), launched in 2023, supports faculty and staff in developing expertise in UDL through a cohort-based professional development initiative. The program features facilitated workshops, online modules, and project-based activities, guiding participants to redesign courses to be more inclusive and accessible. This presentation explores how UDL's core objective (CAST, 2024), removing barriers to learning and creating equitable opportunities through diverse teaching methods, can be realized in practice. Drawing from firsthand experiences as Fellows and UDL specialists, the authors reflect on the program's design, implementation, and outcomes, highlighting challenges and innovative solutions. The presentation will provide examples of UDL-informed course design, such as designing UDL-aligned syllabi, creating transparent assignments, adding alternative text to images, captions and transcripts to videos, and using structured content with headings and lists. These strategies' tangible effects on student learning experiences will also be shared. Attendees will gain actionable strategies for integrating UDL's three principles, multiple means of representation, engagement, and action and expression, into various educational contexts. This session is particularly relevant for educators, instructional designers, and administrators seeking to foster inclusive and adaptive learning environments. By sharing lessons learned and effective practices, this presentation aims to empower participants to implement UDL in their own settings, enhancing learning opportunities for all students.

15:50-16:15
88954 | *A Case Study on Gamified Classroom: How Game-based Instructional Design Support Students' Active Learning*
Xin Chen, The University of British Columbia, Canada
Mengkai Zhang, The University of British Columbia, Canada

The purpose of this study was to explore the impact of creating a gamified classroom on students' active learning experiences. As education shifts towards a more student-centered mode of delivery, a potential transformation could be the introduction of a game-based instructional design in classrooms. This approach goes beyond simply using educational games; it applies game-based thinking to guide the entire instructional process, from analyzing learner needs and structuring course content to developing teaching materials, delivering lessons, and conducting evaluation. We reviewed current literature to understand how game elements and mechanics, when incorporated into instructional design, shapes classroom environment and teacher-student interactions. A qualitative case study was conducted in an art class to investigate the benefits, limitations, and challenges of gamified class in a practical teaching scenario. The class focused on teaching students about color categories, with 24 middle school students aged 12 to 13 participating in a game-based learning environment. The data was collected through observations and interviews. Compared to traditional classroom, where teachers rely on explanations to impart concepts, our gamified instructional design emphasized experiential learning and perception. We used role-playing as a framework, developing game rules and a reward-punishment system embedded with color knowledge. While we hypothesized that the game's progression would deepen students' understanding of color theory, the findings indicated positive outcomes to demonstrate how gamified instructional design can shift students from passive learning to a more student-centered and active learning.

16:15-16:40
89063 | *Designing Inclusive, Transformative Learning, Teaching, and Research Through the Parallaxic Praxis Model*
Pauline Sameshima, Lakehead University, Canada

This presentation outlines Parallaxic Praxis (PP), an innovative research-learning framework, and its applications in interdisciplinary research and formal and informal learning environments. PP is designed to foster transformative learning and address complex social challenges through multi-perspective analyses, creative approaches, and participatory engagement. The implementation of PP in a large-scale international HIV cure research project is used to demonstrate the framework's utility for creativity propulsion with diverse participants. Through focus group sessions with people affected by HIV, scientists and educational researchers seek to teach lay communities about HIV cures and to better understand barriers to HIV cure uptake and successful roll-out strategies. Data collection methods include questionnaires, surveys, art object creation, and oral descriptions about art that participants make, demonstrating the model's versatility in incorporating diverse forms of expression and analysis. The PP model's effectiveness in generating deep learning shifts is highlighted through its use of material art creation, systematic dialogic questioning, and enhancement of seeing from multiple perspectives. These elements foster ethical care, ecological wisdom, and authentic relationality within the research. The study's findings, organized into the themes of: experiences living with HIV, personal growth, and community supports, underscore the model's ability to uncover nuanced insights and promote holistic understanding. While PP offers a framework for developing differentiated pedagogical approaches that address complex real-world issues while fostering learners' personal growth and respect for others' perspectives; there remain structural challenges and limitations that need to be addressed, especially with research that spans university-community engagement

15:00-16:40 | Room 607 (6F)
Thursday Onsite Parallel Session 4
Motivation Concerns in Professional Development
Session Chair: Shih-Chieh Chien

15:00-15:25
89244 | *Revealing School Principals' Leadership Styles and Their Impact on Teacher Professional Well-Being: Systematic Literature Review*
Monika Šimkutė-Bukantė, Vytautas Magnus University, Lithuania
Vilma Žydžiūnaitė, Vytautas Magnus University, Lithuania

A growing interest in teacher professional well-being has emerged due to increasing cases of teacher burnout and exhaustion, which lead to turnover or even a decision to leave a teacher profession. Empirical studies indicate that school principals' behaviour, the support they provide, the autonomy they grant and the opportunities for professional development they offer have a positive and significant influence on teacher professional well-being. Given the lack of empirical research on impact of school principals' leadership styles on teacher professional well-being, the aim of this research was to reveal the connection between various leadership styles of school principals and their effect on the teacher professional well-being. A systematic literature review was conducted based on the Jesson, Matheson, and Lacey (2011) approach. From an initial pool of 256 articles, 17 empirical original articles were selected for final analysis. The review revealed that transformational, distributed and authentic leadership styles are positively related with teacher professional well-being, whereas servant leadership has a positive but indirect relationship. In contract, laissez-faire leadership style is negatively related. Additionally, most of the empirical studies were quantitative, with only a few employing qualitative or mixed-method methodologies. Overall, the systematic literature review revealed that school principals' leadership styles influence teacher professional well-being depending on the specific leadership style. However, the results also indicate a lack of knowledge regarding the impact of other school principal's leadership styles. Future research should not only include other leadership styles but also employ diverse methodologies to further explore their influence.

15:25-15:50
90744 | *Developing Career Success: To Determine How Pakistani Teachers' Perceived Future and Career Goals Impact Their Levels of Satisfaction*
Tajammal Hussain Awan, Superior University Lahore, Pakistan
Syed Adnan Asad Wajid, Northeast Normal University, Pakistan
Amina Ashraf, Government College University Faisalabad, Pakistan
Muhammad Usman Latif, Government College University Faisalabad, Pakistan
Mian Badar Azeem, ILM College Faisalabad, Pakistan
Muhammad Hassaan, Government College University Faisalabad, Pakistan

This study investigates the impact of career goals and perceived Futures on satisfaction among Pakistani teachers in the Lahore district. Based on goal-setting theory, the study investigates how more achievement goal orientation and career crafting behaviors are influenced by well-defined, difficult career aspirations and positive outlooks on the future. According to the study, people who perceive a gap between their current situation and their intended career outcomes can put in more effort and use more strategies to achieve career satisfaction when they have goal orientations. Although availability to achievement goal orientation varies greatly in Lahore, it is recognized as essential for improving teachers' abilities and satisfaction. According to the study, teachers who actively mold their workplaces to fit their professional objectives a process known as career crafting tend to be more successful and satisfied with their career. Additionally, the moderating effects of expectations for career opportunities are examined. Teachers' expectations of career satisfaction may strongly impact the relationship between career crafting and career satisfaction. To ensure diverse representation, this study used stratified random sampling to administer standardized questionnaires from 23 head teachers and 212 teachers in public primary schools in Lahore. The findings provide information that authorities, policymakers, and administrators in the education department can utilize to enhance teachers' professional development and, eventually, student results, the research findings add to the body of knowledge on teacher career satisfaction.

15:50-16:15
92086 | *The Role of Subject Leaders in Curriculum Reform: A Perspective of Middle Leadership*
Yen-Chywan Lai, Banqiao Senior High School, Taiwan

Middle leaders are the engine of curriculum reform. After the implementation of "2019 New Curriculum Guidelines" in Taiwan, schools were given more autonomy in curriculum governance. As middle leaders, subject leaders are responsible for leading curriculum innovation and development. How has the reform changed the role of subject leaders? Specifically, this study focuses on two research purposes: (a) Explore the leadership context of subject leaders. (b) Analyze the middle leadership roles of subject leader.
Major roles of middle leaders in schools are summarized, including planning and managing, curriculum and instruction, mediating and buffering, and accountability and empowerment. Drawing on these theoretical backgrounds, researcher analyzed how subject leaders performed these roles during curriculum reform. Adopting qualitative approach, this research selected two schools with different structural and cultural characteristics. Semi-structured interviews were conducted with nine participants, including directors, section chiefs, community leaders, subject leaders, and teachers, to understand the context and roles of subject leaders under the curriculum reform in Taiwan Findings shows that under the implementation of "2019 New Curriculum Guidelines" in Taiwan, subject leaders were facing difficulty to achieve department consensus, conflicts between administration and department, and lack of position legal authority. Reflections and suggestions are provided.

16:15-16:40
91123 | *Exploring Senior High School English Teachers' Perspectives in Maintaining Their English Language Proficiency in Taiwan: A Grounded Theory Study*
Shih-Chieh Chien, National Taipei University of Business, Taiwan

Language learning is a life-long process, and English as a foreign language (EFL) teachers are often regarded as one of the best examples of successful advanced learners. The present study seeks to contribute to the field by delving into the practices that EFL teachers use and the obstacles they encounter in maintaining their proficiency. It aims to explore how high school English teachers in Taiwan experience and respond to changes in English language proficiency. Data were collected through in-depth semi-structured interviews which were analyzed following principles of grounded theory. The iterative nature of grounded theory required the researcher to move between data and emerging theoretical categories; therefore, interview questions were revised according to participants' responses, and follow-up questions were asked to clarify vague points. The results show that all teachers reported overall positive changes in their language proficiency throughout their careers. While they all acknowledged having good foreign language proficiency upon graduation, they recognized the need to deepen their understanding of the language's mechanical, pragmatic, and semantic aspects once they began teaching. Moreover, they identified the importance of developing strategic skills related to their schools and students. The teachers benefited from various sources of exposure to foreign language and culture. This study highlights the importance of personal and contextual factors that should be taken into account to help prepare teachers with the methods to maintain their English language proficiency. In addition, the necessity of ongoing professional development programs should be tailored to the evolving needs of EFL teachers.

15:00-16:40 | Room 608 (6F)
Thursday Onsite Parallel Session 4
AI and Educational Technologies
Session Chair: Vivian Lee

15:00-15:25
89888 | *Unlocking the Power of AI: A Meta-Analysis on Its Transformative Effects on Student Learning and Teacher Performance in Science Education*

Jermae Dizon, De La Salle University, Philippines
Maricar Prudente, De La Salle University, Philippines

This meta-analysis investigates the influence of artificial intelligence (AI) interventions on student learning outcomes and teacher performance in science education across various educational levels, synthesizing data from thirty-five empirical studies, twenty focusing on students and fifteen on teachers. The analysis reveals significant positive effects, with an overall effect size of 1.130 for student performance and 1.161 for teacher performance. AI tools such as intelligent tutoring systems, adaptive learning platforms, and virtual laboratories are particularly effective in secondary and tertiary education, enhancing personalized learning, student engagement, and classroom management. The influence of AI in elementary education is less clear, likely due to cognitive developmental differences in younger learners, need for social interaction, and concerns about screen time. Moreover, the limited availability of age-appropriate AI tools presents challenges in integrating AI effectively at this level. While AI's effectiveness varies by subject area and educational context, particularly in under-resourced schools, it also presents ethical challenges. Issues such as data privacy, algorithmic bias, and equitable access remain crucial concerns. Policymakers are encouraged to develop targeted professional development programs for educators, provide equitable access to AI technologies, and establish ethical guidelines for AI implementation. This meta-analysis highlights AI's transformative potential in science education, while emphasizing the need for context-specific strategies, long-term studies on AI's impact on student retention and teacher satisfaction, and a focus on ethical deployment to ensure equitable outcomes across all educational levels.

15:25-15:50
90585 | *An AI-Driven Framework for Teaching Industrial Design Students Using a Generate-and-Evaluate Approach Within the Double Diamond Model*

Hung-Hsiang Wang, National Taipei University of Technology, Taiwan
Shin-Bei Yu, National Taipei University of Technology, Taiwan

As AI technologies increasingly influence the design industry, there is a growing need to equip design students with skills in generative AI (GenAI) and machine learning (ML) to stay competitive. This paper presents an AI-driven framework for teaching industrial design students using a generate-and-evaluate approach within the double diamond model. This framework integrates GenAI and ML to enhance creativity, analytical skills, and brand-focused thinking. Students first use Stable Diffusion, a GenAI model, to explore diverse car design concepts inspired by Porsche's aesthetics, engaging in a divergent phase that expands creative possibilities. To manage the large volume of designs, students then apply classification models with Weka, an ML tools, in the convergent phase to filter and select options aligned with Porsche's brand identity. This evaluation step teaches students to critically assess the relevance and consistency of AI-generated results, reinforcing the double diamond model's balance between exploration and refinement. The framework offers key insights into design education. First, it bridges AI—including generative and machine learning classification—with traditional design processes, making AI more accessible to students. Second, the structured generate-and-evaluate approach aligns with students' natural design inclinations, fostering higher engagement and acceptance of AI as a valuable tool. Finally, the framework provides a scalable model for broader design education, adaptable across various design disciplines, supporting a technology-rich curriculum. By blending innovative technology with established design methods, this study highlights an effective approach to preparing students for industry demands through experiential learning with AI tools.

15:50-16:15
90125 | *Benefits and Ethical Implications of AI Adoption in African Higher Education Institutions: A Systematic Literature Review*

Abdul Feroz Maluleke, Tshwane University of Technology, South Africa

The accelerated adoption of artificial intelligence (AI) within African higher education presents both challenges and benefits. Numerous studies indicate that integrating AI into higher education can facilitate educational accessibility, enrich teaching and learning, bolster skills development, and streamline administrative tasks, thus reducing costs. This study employs the PRISMA methodology to select 183 articles from the Web of Science and Scopus databases spanning the years 2020 to 2024. Utilising VOSviewer, we visualise significant authors and prevalent keywords pertinent to this research field. Content analysis exposes distinctive benefits and ethical dilemmas encountered by African higher education institutions as they endeavour to integrate and operationalise AI technologies. Notably, countries such as South Africa, Kenya, Nigeria, and Egypt exhibit considerable activity in exploring AI applications in higher education. Key themes surface regarding the prevailing challenges and advantages experienced by African HE institutions in AI adoption. This research contributes to the existing literature by encapsulating the principal ethical challenges and benefits that HEIs in Africa must heed to advance the provision of quality education across the continent.

16:15-16:40
92089 | *Evaluation of Using Educational Technologies in Service-Learning Programs at Hong Kong Universities*

Vivian Lee, The Chinese University of Hong Kong, Hong Kong
Lisa Lam, Hong Kong Baptist University, Hong Kong
Chad Chan, Lingnan University, Hong Kong
Albert Ko, Lingnan University, Hong Kong
Grace Ngai, Hong Kong Polytechnic University, Hong Kong
Jesse Lee, The Chinese University of Hong Kong, Hong Kong

This project investigates the integration of advanced technologies—such as artificial intelligence, big data analytics, and digital learning platforms—into Service-Learning (SL) programs across universities in Hong Kong. These technologies aim to enhance teaching and learning experiences by facilitating personalized learning, improving access to educational resources, and fostering collaborative environments. By leveraging these tools, educators can tailor instruction to meet diverse student needs, streamline administrative processes, and engage students through interactive and immersive experiences, ultimately preparing them for a technology-driven workforce. A survey involving 687 students assessed three key areas: knowledge of advanced technologies, attitudes toward their adoption in SL (using the Technology Acceptance Model, TAM), and the effects of technology adoption on learning outcomes (measured by the SELEB Scale). The survey predominantly included participants from The Chinese University of Hong Kong, comprising 620 respondents (90.2% of the total), while smaller representations included Hong Kong Baptist University with 44 participants (6.4%), Lingnan University with 21 participants (3.1%), and The Hong Kong Polytechnic University with 2 participants (0.3%). Data analysis revealed that students' attitudes toward adopting new or advanced technologies in SL generally fell within a moderately positive range of 3.50 to 5.50, indicating overall favourable perceptions. The highest mean score of 5.50 reflected very positive attitudes, while the lowest score of 3.75 indicated relatively less favourable perceptions in certain contexts. This variation suggests that perceptions and experiences can differ significantly based on specific circumstances, emphasizing the need for tailored approaches in technology integration in SL programs.

15:00-16:40 | Room 609 (6F)
Thursday Onsite Parallel Session 4
Innovation and Media in Education

Session Chair: Joana Fillol

15:00-15:25
89008 | *Navigating Media Management Education: Needs, Expectations, and Future Directions in Poland*
Ksenia Wróblewska, University of Warsaw, Poland
Anna Jupowicz-Ginalska, University of Warsaw, Poland
Martyna Dudziak-Kisio, University of Warsaw, Poland
Emilia Zakrzewska, University of Warsaw, Poland

The proposed presentation focuses on determining the expectations and needs of units educating in the field of Media Management (hereafter: MM), including authorities, staff, and students. These demands are identified based on the initial results of the research project titled "Media management: an educational approach. Mapping and identifying the needs of the academic community in Poland". We use a mixed methodology approach for the project. It consists of IDIs with five executives (deans, directors) of institutions that educate in media studies; twenty IDIs with the academic staff who teach MM in these institutions; five FGIs with MM students, literature review, and content analysis of MM courses curricula. We aim to: 1. Compare the literature-based MM definitions with the MM understanding of researchers (executives, academic staff) and MM students in Poland; 2. Formulate the direction in which MM classes should be taken in the understanding of authorities, staff, and students; 3. Define the concept of modern MM education. As a result, we attempt to redefine media management and media management education in Poland, which will contribute to further research on MM. We also want to discuss with the panelists and hear their views on contemporary approaches to academic changes.

15:25-15:50
92200 | *The Innovation Development for Classroom of Students in Educational Field*
Kanokphon Chantanarungpak, Srinakharinwirot University, Thailand

This study explores the development of innovative classroom media by students enrolled in the course Media and Technology for Education and Learning, a mandatory pedagogy course for Bachelor of Education students. The objectives were to evaluate the effectiveness of student-developed media and reflect on the learning process. The study involved 27 students from one section of the course in semester 1/2024, selected through classified random sampling, students enrolled to the course then picked one group by random sampling. Research instruments included the developed innovations, evaluation forms, and semi-structured interview guides. Mean, Standard Deviation (S.D.) and content analysis were used for data analysis in this research. The study highlights the potential of student-developed media to enhance classroom teaching and learning. The research results in quantitative showed high evaluations for the developed innovations in five aspects: applicability in teaching was very appropriated (Mean = 4.70, S.D. = 0.55), alignment with learning objectives was very appropriated (Mean = 4.66, S.D. = 0.53), cost-effectiveness was appropriated (Mean = 4.31, S.D. = 0.88), innovativeness was appropriated (Mean = 4.23, S.D. = 0.75), and durability was appropriated (Mean = 4.19, S.D. = 0.90). For the research results in qualitative using content analysis of student reflections revealed that the innovations effectively supported achieving learning objectives, while the development process fostered creativity and problem-solving skills. This study explores the development of innovative classroom media by students enrolled in the course Media and Technology for Education and Learning, a mandatory pedagogy course for Bachelor of Education students.

15:50-16:15
89273 | *Echoes of Freedom: Audiovisual Narratives by Children and Young People About the Portuguese 1974 Revolution*
Joana Fillol, University of Minho, Communication and Society Research Centre, Portugal
Sara Pereira, University of Minho, Communication and Society Research Centre, Portugal
Daniel Brandão, University of Minho, Communication and Society Research Centre, Portugal
Mariana Menezes, University of Minho, Communication and Society Research Centre, Portugal

The "Conta-me o 25 de Abril" (Tell me about 25th of April) competition, launched between January and March 2024, is the subject of this paper. It was created within the FCT-funded research project "bYou: study on children and young people's experiences and expressions of the media" (PTDC/COM-OUT/ 3004/2020). The purpose of this competition was to inspire young people to produce audiovisual content on the historic Portuguese Carnation Revolution of 1974 (celebrating this year its 50th anniversary), which ended the dictatorship and granted citizens the freedom of expression. This study aims to comprehend how Portuguese children and young people represent and interpret the revolution, as well as the significance it had and continues to have in their lives. Thematic content analysis was conducted on the 129 received productions, considering various topics: themes, formats, genres, narrative structures and creative techniques, crossed with the authors' sociodemographic data. The study reveals trends such as using video over sound, staging historical events, using narrator's voice, technical difficulties in editing and mixing video and sound, and a concerning tendency to appropriate existing content. This initiative helped to encourage research and enrich the repertoires on the Portuguese Revolution as well as the use of audiovisual production to reflect on democracy and freedom, helping to raise awareness of these essential values for society. We also identified the challenge of raising awareness through schools about ethical and copyright issues in audiovisual production by youngsters.

16:15-16:40
92183 | *The Development of Chatbots for the Financial and Procurement Office of the College of Arts, Media and Technology, Chiang Mai*
Jonglak Somrang, Chiang Mai University, Thailand
Janejira Cheenchart, Chiang Mai University, Thailand

This research aims to develop a chatbot to support the financial, accounting, and procurement services of the College of Arts, Media, and Technology, Chiang Mai University, and to evaluate user satisfaction with the "Fin Dee" chatbot. The research process included designing the chatbot using Dialog flow integrated with the Line Messaging platform. The study sample comprised 40 staff members from the College of Arts, Media, and Technology. Data collection tools included focus group discussions, interviews, and questionnaires, with data analyzed using mean and standard deviation. The findings reveal that the development of the chatbot, which utilizes Dialog flow in conjunction with the Line Official Account, effectivelyfacilitates processes related to disbursement, procurement, and supplies management. The chatbot's functionality involves receiving user messages, processing the messages using machine learning, and responding to users accordingly. In addition, the user satisfaction evaluation of the "Fin Dee" chatbot indicates an overall high level of satisfaction. Among the evaluated aspects, design received the highest mean score, followed by content, while usability received the lowest mean score.

Thursday Onsite Parallel Session 4

Qualitative/Quantitative Research in any other area of Psychology

Session Chair: Rafal Rygula

15:00-15:25
91696 | *Initial Challenges in Defining Personology: Laying Personological Foundations Based on a Comparative Analysis of Six Personological Publications*
Aleksandra Bogdanovska, Higher School of Economics University, Russia

This paper defines personology as a multidisciplinary science and divides the work into theoretical and empirical parts. In the theoretical section, criteria are established to identify intellectual work as "personological." Six scientific works are analyzed according to these criteria, and personological models are extracted using the modeling method. These models are compared based on two primary criteria: 1) the "General Personology" model by Elena Borisovna Starovoitenko and Vadim Arturovich Petrovsky, the most comprehensive and visually representative personological model, and 2) the General Personology Scale, developed by Starovoitenko, which ranks personological works by scope and practical applicability. The strengths and weaknesses of each model are discussed, and the results are generalized. In the empirical section, a structured interview with psychology students from various countries explores their understanding of personology. Thematic analysis is used to identify key themes from their responses. Additionally, a similar interview was conducted with artificial intelligence in six languages to examine online discourse on personology, and the themes were re-analyzed. The paper concludes by addressing contemporary challenges in defining personology, its scope, and methodology, and integrates the findings to advance the understanding of the field.

15:25-15:50
91953 | *The Enduring Value of Theory: Comparing HLM and MLLR in Multilevel Behavioral Research*
Jordan Epistola, University of Maryland, United States
Paul Hanges, University of Maryland, United States
Tiffany Hansbrough, Binghamton University, United States

The integration of machine learning (ML) into behavioral research offers promise for advancing theory by capturing complex patterns traditional methods often overlook. However, critiques (Vowels, 2023) caution against the use of ML for theory-building, as such methods can obscure causality and misrepresent theoretical relationships. This study addressed these concerns by comparing Hierarchical Linear Modeling (HLM), a theory-driven approach, and Multilevel Logistic Lasso Regularization (MLLR), a regularization-based ML technique, in predicting episodic ("Remember") versus semantic ("Know") memory judgments in leadership assessments. Using a multilevel dataset comprising 11,833 observations nested within 614 participants, the study evaluated predictive accuracy, coefficient stability, and the broader implications of these methods for theory-testing in organizational research. HLM consistently outperformed MLLR across key metrics, including AUC, sensitivity, specificity, and balanced accuracy, affirming its utility for theory-driven prediction. Both approaches identified key predictors such as item sentiment and leader liking with consistent directional effects, but MLLR penalized theoretically significant predictors aggressively. For example, item concreteness, the strongest predictor per HLM, and reading level, which was small but significant, were attenuated under MLLR. These findings highlight the limitations of ML methods in multilevel research, marking one of the first comparisons of MLLR and HLM in organizational science. While MLLR shows potential for exploratory analyses and abductive research, its limitations highlight the need for advancements in computational psychometrics to better address multilevel data. Conversely, HLM's superior performance and interpretability reinforce the value of theory-driven approaches for both theory-testing and prediction, reinforcing critiques of overreliance on ML in social science research.

15:50-16:15
91854 | *Scientific Normative Dissonance: A Large-scale Survey of Researchers' Subscription to Scientific Norms and Counternorms Across Academic Fields*
Amanda Lindkvist, Linköping University, Sweden
Lina Koppel, Linköping University, Sweden
Gustav Tinghög, Linköping University, Sweden

In a large-scale national survey of 11,050 researchers, we investigate the extent to which researchers hold morally competing ideals related to scientific norms. Researchers indicated their agreement with four general scientific norms (Communality, Universalism, Disinterestedness, and Organized skepticism) and corresponding counternorms (Individualism, Particularism, Self-interestedness, and Organized dogmatism). Normative dissonance was defined as simultaneously agreeing with both the norm and the competing counternorm. While the results indicate high average agreement with the positive norms, we also see relatively high agreement with the two counternorms Self-interestedness and Individualism. These results were mirrored in respondents' normative dissonance scores, where the highest average dissonance was found for the norm pair Disinterestedness–Self-interestedness, followed by Communality–Individualism, Organized skepticism–Organized dogmatism, and lastly Universalism–Particularism. Regression results indicate systematic differences in normative dissonance across academic fields, academic seniority, and genders. Specifically, normative dissonance was higher among researchers in the medical and health sciences (vs. researchers in social sciences, humanities, or natural sciences), more senior researchers (i.e., full professors compared to other employment categories), and male researchers. Our findings have implications for understanding work-related mental health issues within academia and for aligning research practices and incentive structures with scientific ideals.

16:15-16:40
92286 | *The Impact of Cognitive Biases Awareness on Mitigating Susceptibility to Misinformation*
Rafal Rygula, Maj Institute of Pharmacology Polish Academy of Sciences, Poland

Misinformation poses a critical challenge in the modern information landscape, with far-reaching consequences for public health, democracy, and societal trust. Cognitive biases play a pivotal role in shaping susceptibility to misinformation by influencing how individuals interpret and evaluate information. One prominent example is confirmation bias, which drives people to seek, interpret, and prioritize information that aligns with their pre-existing beliefs while dismissing contradictory evidence. This bias not only exacerbates the spread of false narratives but also entrenches individuals in polarized views, undermining efforts to foster informed decision-making. In this talk, I will explore the mechanisms by which cognitive biases, particularly confirmation bias, contribute to the acceptance and dissemination of misinformation. Drawing on recent research, I will discuss the impact of interventions aimed at increasing awareness of cognitive biases. I will focus on our recent study involving 1,479 participants, which demonstrated that targeted education about confirmation bias significantly reduced susceptibility to misinformation, especially among those holding the most negative initial attitudes toward COVID-19 vaccines. These findings underscore the importance of leveraging insights into cognitive biases to develop strategies for mitigating misinformation and promoting critical information processing. By understanding the interplay between cognitive biases and misinformation, we can design more effective interventions and communication strategies to combat the challenges posed by the digital age. This talk will provide a framework for addressing these issues, emphasizing the role of awareness and education in fostering a more informed and resilient society. Funded from the means of the Norway and EEA Grants No. 2024/43/7/HS6/00002

15:00-16:40 | Room 704 (7F)
Thursday Onsite Parallel Session 4
Mental Health and Family
Session Chair: Qiong Wu

15:00-15:25
91938 | *Family Invalidation and Non-suicidal Self-Injury Among Chinese Adolescents: A Serial Mediating Model*
On Lon Wong, Peking University, China

Non-suicidal self-injury (NSSI) is a remarkable global public health issue among adolescents. Prior research has confirmed the importance of family invalidation on the contribution of NSSI engagement. However, the mechanism underlying this association remains unclear. The current study hypothesized that perceived family invalidation would be associated with NSSI through a serial mediation pathway via shame-proneness and depressive symptoms. A sample of 4,364 Chinese adolescents aged from 12 to 18 years old (Mage = 14.4, SD = 1.4, 49.6% females) completed self-report questionnaires with outcome variables of family invalidation, shame-proneness, depressive symptoms and NSSI. Results showed that perceived family invalidation was positively associated with NSSI. Additionally, this link was serially mediated by shame-proneness and depressive symptoms. Findings demonstrate a potential psychopathological mechanism underlying the pathway from family invalidation to NSSI. Furthermore, it provides empirical evidence to future specific intervention and prevention directions for mental health services providers working with adolescents of elevated perceived family invalidation.

15:25-15:50
91671 | *Profiles of Chinese Invalidating Family Environments and Their Impact on Children and Adolescents' Mental Health*
Huiting Fang, Peking University, China
Jie Zhong, Peking University, China

Family environment plays a pivotal role in shaping the psychological development of children and adolescents. Chinese Invalidating Family Environments (CIFEs), characterized by emotional dysregulation, neglect, denial, overemphasis on achievements, and psychological control, are strongly associated with adverse mental health outcomes, yet their specific patterns remain underexplored. This study utilized Latent Profile Analysis (LPA) to identify distinct profiles of CIFEs among 5,621 Chinese children and adolescents (aged 9−20, M=13.31, SD=2.00, 53.6% female) and examined their effects on borderline personality disorder (BPD), depression, and anxiety. Four profiles emerged: Low Invalidation Family (Class 1), Moderate Invalidation Family (Class 2), Paternal Emotional Dysregulation and Denial Family (Class 3), and Maternal Emotional Dysregulation and Denial Family (Class 4). Key demographic factors influenced profile membership. Higher economic status and paternal education were protective against invalidating profiles, while higher maternal education increased the risk of maternal-focused invalidation (Class 4). Gender dynamics revealed that being male reduced the likelihood of moderate invalidation (Class 2) but increased susceptibility to paternal-focused invalidation (Class 3). Mental health outcomes demonstrated that the Low Invalidation Family (Class 1) exhibited the lowest levels of BPD, depression, and anxiety, whereas maternal-focused invalidation (Class 4) correlated with the most severe symptoms. Anxiety levels were similar between Class 3 and Class 4, indicating that high emotional dysregulation and denial from either parent contribute similarly to elevated anxiety in children. These findings highlight the unique and complex manifestations of invalidation in Chinese families and underscore the need for culturally sensitive early screening and tailored family-based interventions.

15:50-16:15
92349 | *Family Resilience and Adolescent Mental Health in Chinese Families: The Mediating Role of Personal Strengths*
Lu Yu, The Hong Kong Polytechnic University, Hong Kong
Daniel Shek, The Hong Kong Polytechnic University, Hong Kong

The role of family resilience in protecting family well-being has become increasingly important, particularly in relation to adolescents' mental health. While previous studies on family resilience typically focus on families facing specific adversities, there remains a gap in research on the general population. This study examined family resilience among 1,331 adolescents in China and analyzed the relationship between family resilience and adolescents' mental health. Moreover, the study investigated the mediating role of personal strengths in the relationship between family resilience and mental health outcomes. Latent profile analysis revealed four family resilience groups: highest, moderate high, moderate low, and lowest family resilience. Adolescents in the first two groups reported significantly lower levels of mental health issues, including depression, anxiety, and stress, compared to their peers. Structural equation modeling showed that personal strengths partially mediated the negative relationship between family resilience and adolescents' mental health. This study suggests that family resilience has both direct protective effects on adolescents' mental health and indirect effects through the cultivation of their personal strengths. The findings suggest a multi-dimensional approach that targets both family dynamics and personal strengths for future interventions.

16:15-16:40
89121 | *Do Positive Family Expressions Buffer the Effect of Maternal Depression in Middle Childhood?*
Qiong Wu, Florida State University, United States

One in six women of childbearing age may experience elevated depressive symptoms (Albert, 2015). Maternal depression poses risks to children's socioemotional development, affecting emotion regulation, behavior, and peer competence (Field, 2010; Goodman et al., 2011). Depressed mothers often struggle with positive expressions, potentially impacting children's interpersonal skills (Goodman et al., 2020). This study examined whether positive family expressions beyond just the mother's could buffer the effects of maternal depression on children's peer competence. Data came from the NICHD Study of Early Child Care and Youth Development, involving 1,364 U.S. children. Peer competence in first grade was measured by parental reports, while positive peer interactions were observed in third and fifth grades. Positive family expressions were averaged from maternal and paternal reports, and maternal depressive symptoms were self-reported in grades 1, 3, and 5. Covariates included child gender, race, maternal marital status, and family income. Multiple regression analysis indicated a three-way interaction between peer competence, positive family expressions, and maternal depression in predicting peer interactions in fifth grade. Contrary to predictions, higher peer competence predicted lower positive peer interactions when both family expressions and maternal depression were high. This suggests incongruence between maternal depression and positive family expressions may negatively impact children's peer outcomes. These findings have important implications for understanding the effects of maternal depression on children's peer interactions and developing family-based interventions.

15:00-16:40 | Room 705 (7F)
Thursday Onsite Parallel Session 4
Child Psychology
Session Chair: Xiang Li

15:00-15:25
91502 | *Association Between Sensory Sensitivity and Feeding Problems in Children with Autism Spectrum Disorder*
Jewale Apon, Sikkim University, India
Sumnima Rai, Sikkim University, India

Autism spectrum disorder (ASD) in children faces challenges across a broad spectrum of developmental, cognitive, and behavioural variations, and amid the challenges associated with ASD, feeding problems appear to be of particular significance. Aim: To examine the relationship between sensory sensitivity and feeding difficulties among children with ASD. Method: A total of 202 parents with children aged between 6 to 12 having ASD were considered. Tools used were socio-demographic datasheet, Brief Autism Mealtime Behaviour Inventory (BAMBI) for checking feeding problems and Short Sensory Profile (SSP) for sensory sensitivity. SPSS version 27 was used to conduct Pearson's correlation and hierarchical multiple regression. Results: The study found a significant negative correlation between taste/Smell and limited variety, features of autism, and BAMBI overall score. A significant negative correlation was also found between under responsiveness/seeks sensation and features of autism, food refusal and BAMBI overall score. Auditory filtering was found to have a significant negative correlation with features of autism, food refusal and BAMBI overall score. A significant negative correlation was present between visual/auditory and food refusal, limited variety, features of autism and BAMBI overall score. In hierarchical multiple regression by controlling the gender and age of the child, taste/smell and visual/auditory sensitivity were significant predictors of feeding problems. Conclusion: The results indicate that sensory sensitivity among children with ASD can contribute to mealtime behaviour issues. As a result, studying the link between sensory sensitivity and feeding difficulties in children with ASD may aid in developing early intervention strategies.

15:25-15:50
92320 | *Raising Children in Indonesia: A Narrative Review of the Co-parenting Relationship and Its Influence on Children's Adjustment in Indonesia*
Indah Damayanti, Central Queensland University, Australia
Cassandra K. Dittman, Central Queensland University, Australia
Gabrielle Rigney, Central Queensland University, Australia
Karena J. Burke, Central Queensland University, Australia

The co-parenting relationship, involving collaboration between two or more adults in raising children, significantly influences child well-being. While research on co-parenting, largely from Western contexts, has linked it to children's social, emotional, and behavioral adjustment, non-Western nations like Indonesia remain understudied. Indonesia's diverse geographic, ethnic, and religious context, combined with its cultural intricacies, highlights the need for a nuanced understanding of co-parenting and its effects on child well-being. This narrative review discusses the state of co-parenting research in Indonesia, offering four objectives: a) introducing the current conceptualization of co-parenting; b) describing the relevance of considering the sociocultural context in understanding co-parenting; c) reviewing global non-Western research on co-parenting; and d) identifying gaps and future research directions. It underscores how cultural factors such as traditional gender roles, extended family involvement, and religious influences shape family dynamics in Indonesia, distinct from Western norms. This review recommends future research should adopt a multidimensional framework, given evidence suggests that different aspects of co-parenting may impact different areas of children's adjustment, including perspectives from all family members (the mother, father, and children) for gaining insights into the dynamics of the co-parenting system within a family and employ longitudinal methods to explore family relationships and their effects on child adjustment. These insights can guide culturally tailored strategies to strengthen co-parenting and enhance the well-being of children and families in Indonesia and similar contexts.

15:50-16:15
89285 | *Family and Community Factors on Social Inclusion of Children with Intellectual Disability: A Study in South Jakarta, Indonesia*
Ade Iva Murty, Sampoerna University, Indonesia
Charyna Ayu Rizkyanti, Universitas Islam Internasional Indonesia, Indonesia

Social inclusion is an important principle that means all human beings are entitled to participate in every aspect of human life. However, social inclusion of individuals with intellectual disabilities (ID) remains a significant concern in contemporary society, influenced by many factors and circumstances. This research explores the multifaceted role of family members and the wider community in shaping the social inclusion of individuals with ID. By employing a qualitative approach, the study examines the processes of perception development within families, as well as the barriers and enablers within community structures that impact social inclusion efforts. The case studies were conducted for one year in South Jakarta Indonesia, exploring 4 families with ID children. The method of data collection includes family's observation, in-depth interview of parents and community members and participant observation in community events. Key findings reveal that family resilience is critical in promoting social inclusion of its member with ID, the person with ID constrained by stigmas and limited community acceptance. The community's role, though essential for social inclusion, is frequently hindered by misconceptions about intellectual disabilities, lack of inclusive policies, and inadequate social support systems. This study underscores the need for enhanced collaboration between families, policymakers, and community organizations to create more inclusiveness.

16:15-16:40
92536 | *Does Peer Victimization Affect In-Person Bullying and Cyberbullying? Examining the Mediating Roles of Emotional Risk Factors*
Xiang Li, The Hong Kong Polytechnic University, Hong Kong

Bullying is a serious concern among primary school students, as it significantly impedes children's development. Moreover, studies suggest that victims of bullying tend to become perpetrators, thus contributing to a negative cycle. Although the relationship between victimization and bullying has been supported, studies have not separated the effects of victimization between in-person bullying and cyberbullying. While cyberbullying is similar to traditional bullying in some respects, it also has unique characteristics (e.g., anonymity). To further understand the path of bullying victims turning into perpetrators, this study examined the relationship between in-person victimization and two forms of bullying (in-person and cyberbullying) and investigated the mediating role of emotional risk factors (anxiety, anger, hostility). In this study, we recruited 1,152 students from grades 4 to 6 (52.8% boys, mean age = 9.64) across 23 Hong Kong primary schools. Three separate mediation models were built and tested for anger, anxiety, and hostility. The results showed that in-person victimization had a significant direct effect on both in-person bullying and cyberbullying. Further, anger and hostility partially mediated the relationships between victimization and in-person bullying, and anger partially and marginally mediated the relationship between victimization and cyberbullying. The present study contributes to the understanding of the bullying phenomenon by considering two forms of bullying and the roles of both the perpetrator and the victim. This study reveals not only the differential effects of victimization on in-person and cyberbullying but also the underlying mechanisms of emotional risk factors, thus guiding the design of future interventions and prevention strategies.

Thursday Onsite Parallel Session 4

Technology Integration in Services for the Aging

Session Chair: Hansen (Cindy) Tang

15:00-15:25

91937 | *Perception, Satisfaction, and Utilisation of a Post-discharge Telehealth Service in a Hospital Setting: A Mixed Method Study*

Zoey Tan, Geriatric Education & Research Institute, Singapore
Chou Chuen Yu, Geriatric Education & Research Institute, Singapore
Pirratheep Moorthy, Geriatric Education & Research Institute, Singapore
James Alvin Low Yiew Hock, Khoo Teck Puat Hospital, Singapore
Chee Wee Tew, Khoo Teck Puat Hospital, Singapore

Post-discharge telehealth support has shown mixed results in improving patient outcomes in older adults. Key factors in successful implementation and sustainability remains unclear. This study aims to evaluate the implementation of a hospital's post-discharge telehealth support for older patients from the users' perspectives. Users (older adults / their representatives) of the post-discharge telehealth service were surveyed and interviewed to identify barriers and facilitators of implementation. 47 telehealth users (16 patients, 31 representatives) were recruited. Patients as direct users were younger (62.6 vs 84.8 years) and had better health status (Charlson Comorbidity Index) than patients who required representatives. Compared to patient users, representatives had similar education level, language preference, and telephone usage. Using the Telehealth Utility Questionnaire, representatives rated higher satisfaction (Mrep=5.65 vs Mpt= 5.19) and were more comfortable communicating with telecare staff (Mrep=5.71 vs Mpt= 4.94). Using the Partners-in-Health scale, for 10 out of 12 domains, representatives rated better self-management skills for patient health attributed to the telehealth service. Perceived benefits include minimising unnecessary hospital trips and improved understanding of health management. Patient users cited barriers of unmet language preferences and unfamiliarity with service. Users were only willing to pay 3.53% of total hospital bill for the telehealth service. Post-discharge telehealth was perceived to be usable and effective in improving patient engagement by users, but appears to serve older patient users less favourably than representatives. This study revealed differences between the two groups, which will be explored through in-depth interviews, so service providers can address barriers to older adults' telehealth

15:25-15:50

89177 | *Towards an Ontology for Human Service Data Sharing*

Kenneth See, National University of Singapore, Singapore
Anna Karenina Dungca, Singapore University of Social Sciences, Singapore

The lack of coordination among human service organizations (HSOs) is a globally recognized issue, particularly affecting older adults who require assistance from a diverse range of services. In this study, we identified data sharing as a significant barrier to effective coordination and explored potential technological solutions to address this challenge. We propose an ontology of data designed to be utilized by HSOs in meeting the comprehensive needs of older adults. To develop this ontology, we conducted interviews with frontline workers from various HSOs in Singapore to understand the types of data currently in use and those needed for more effective service delivery. The interview responses were then synthesized using natural language processing (NLP) methods, supplemented by manual adjustments, to identify critical data elements and their interrelationships. This process informed the development of an ontology that provides a structured framework for categorizing and securely sharing data across organizations. Our solution not only addresses the immediate coordination challenges faced by HSOs in Singapore but also offers a model that is potentially generalizable to other urban contexts worldwide, where the needs of older adults are often similar. The ontology lays the groundwork for future technological innovations aimed at enhancing service coordination for elderly populations.

15:50-16:15

91263 | *Data-Driven Approach to Understanding Senior's Needs: An Automated Unsupervised Learning Solution for Feedback Analysis in Singapore*

Joycelyn Yun Ting Woo, Synapxe, Singapore
Juan Zhen Koh, Synapxe, Singapore
Yu Heng Tan, Agency for Integrated Care, Singapore
Winston Zhao Yang Ma, Agency for Integrated Care, Singapore
Andy Wee An Ta, Synapxe, Singapore
Hock Lin Sng, Agency for Integrated Care, singapore

The Silver Generation Office (SGO), under the Agency for Integrated Care, supports seniors in Singapore through home visits to understand their situation and connect them with services to address their needs, if any. Through these visits, valuable qualitative feedback on policies affecting them are collected. This study aims to develop a self-help tool using unsupervised natural language processing to analyse uncategorised free-text feedback to reduce manual effort required in summarising the feedback. A total of 41,891 anonymised and uncategorised free-text feedback collected from April 2022 to March 2023 were analysed using topic modelling algorithm, Non-Negative Matrix Factorisation (NMF), developed on Anaconda JupyterLab. The feedback was analysed by creating a Document-Term Matrix which represents the frequency of terms in each feedback, followed by applying NMF to extract topics with representative keywords. Human evaluation with inter-rater reliability (IRR) assessment was conducted with ten evaluators to assess its accuracy. Results showed that the model achieved over 75% accuracy, with high IRR coefficient above 0.876 after two rounds of evaluation. The model uncovered valuable insights that were previously challenging to obtain through manual efforts. The extracted topics help SGO to better make sense of the data, facilitating sharing of insights with stakeholders to highlight seniors' needs and preferences which will improve existing policies, programs, and services for seniors.

Thursday Onsite Parallel Session 4

Technology Integration in Services for the Aging

Session Chair: Hansen (Cindy) Tang

(continued from previous page)

16:15-16:40

89681 | *Evaluating the Effectiveness of Online Training for Nursing Staff and Health Outcomes in Geriatric Care: A Systematic Review*

Hansen (Cindy) Tang, Western Sydney University, Australia
Kazem Razaghi, Western Sydney University, Australia
Yu(Carrie) Cheng, university of wollongong, Australia
Fung Kuen(Tebbin) Koo, Western Sydney University, Australia
Huichen (Rita) Chang, Western Sydney University, Australia

Aim: The aim of this systematic review was to critically analyze existing research on the effectiveness of online training programs in improving the health outcomes of older people and enhancing the knowledge, skills, attitudes, and behavior of nursing staff in geriatric care. By synthesizing data from different studies, this review sought to provide a comprehensive understanding of how online training interventions contributed to the well-being of older people, identified gaps in current research and practice, and established a foundation for future initiatives in online training for healthcare professionals in geriatric care. Design: A systematic review was undertaken. Methods: Articles were sourced from PubMed, Web of Science, and Clinical databases. Two independent researchers rigorously assessed study quality using PRISMA guidelines, Cochrane Handbook, JBI tools, and MMST tools. A narrative synthesis was conducted as a method of synthesis. Results: The review included 18 publications, highlighting limited geographical diversity (predominantly in the US and Australia) and focus topics: dementia, nutrition, managing unwanted behaviors, and delirium. Online training intervention methods varied, including Online modules, WeChat, Electronic record-keeping and information systems, and Remote monitoring systems. Conclusion: In conclusion, while online training holds promise for supporting aged care, its full potential remains unrealized. Future research efforts should expand beyond current geographic limitations to enhance understanding. By strategically implementing online training interventions, there is potential to significantly improve the health and well-being of older adults through enhanced nursing staff knowledge, skills, attitudes, and behaviors across diverse care domains.

15:00-16:40 | Room 708 (7F)
Thursday Onsite Parallel Session 4
Selected Case Studies in Asia
Session Chair: Masood Badri

15:00-15:25
89323 | *Urban Ageing and Policy Preferences: A Case Study from India*
Debashis Mitra, Diamond Harbour Women's University, India

The present study explores how urban ageing impacts the policy preferences of senior citizens in two of India's major cities, Mumbai and Delhi. Utilizing multilevel modelling and regression analysis, data from 1014 respondents reveal significant differences in how demographic factors such as age, gender, income, and city-level characteristics shape preferences for healthcare, social security, and employment policies. The findings indicate that respondents in Mumbai hold more favourable views on senior citizen welfare and healthcare services than those in new Delhi. These results suggest that urban environments and infrastructures play a crucial role in determining the well-being of an ageing population. Policymakers must consider city-specific dynamics when designing policies that cater to the needs of elderly citizens. The study contributes to the broader discourse on how ageing cities adapt to the demands of their ageing populations, offering insights for urban planners and policymakers in India and beyond

15:25-15:50
90153 | *Aging in Malaysia: Exploring Newspaper Discourses on Vulnerability and Responsibility*
Lai Fong Yang, Beijing Normal University-Hong Kong Baptist University United International College, China
Rosaline Fernandez, Xiamen University Malaysia, Malaysia
Linda Tan, Xiamen University Malaysia, Malaysia

Studying the media's portrayal of older people provides valuable insights into the dominant narratives and cultural patterns surrounding aging in society. Monitoring these depictions is crucial in addressing and combating ageism and its consequences. This study explored how Malaysian newspapers represent aging, with a particular focus on the vulnerabilities faced by older adults and the assignment of responsibility for mitigating them. Using qualitative content analysis, four major publications—Harian Metro, Sin Chew Daily, The Star, and Malaysiakini—were examined to assess the use of episodic versus thematic frames, the types of vulnerabilities emphasized, and the entities portrayed as responsible for addressing these issues. The findings revealed variation in framing approaches across the newspapers, with a predominant focus on material and physical vulnerabilities. Healthy lifestyles were promoted as individual solutions to aging-related challenges, while the government was frequently portrayed as the primary actor responsible for addressing these vulnerabilities at the societal level. The different discourses on aging by Malaysian newspapers reflect distinct editorial policies and cultural influences. The study also highlighted the media's role in shaping public perceptions of aging, emphasizing its impact on societal attitudes toward older adults.

15:50-16:15
88191 | *Palliative Care in Taiwan*
Mengjung Chen, Chi-Mei Medical Center, Taiwan

Taiwan has the best Quality of Death Index ranked by The Economist in Asia. The National Health Insurance in Taiwan covers almost every person and provides palliative care at a very low cost. Palliative care was provided to patients with cancers in the beginning, later shifting to patients with other terminal illness or aging. Taiwan encourages community-based healthcare and provides palliative care at home or in the nursing home without the need to go back to the hospital, ensuring adequate medical, spiritual care and other support for both the patients and their families. Palliative care in Taiwan has been flourishing due to good communication and education to the general public by the medical society and support from the National Health Insurance. After the pass of Patient Autonomy Act and Natural Death Act, terminal patients can choose not to receive futile treatment and die by nature. Palliative care aims to improve the life quality of terminal patients by using all kinds of medication or other methods to reduce their discomfort by frequent visits if needed with special attention and care also to their families which greatly reduce the overall cost of medical expenses and save the troubles of going back to the hospital.

16:15-16:40
91998 | *Home Accessibility and Aging-in-Place: Exploring Well-Being and Housing Policies for Abu Dhabi's Elderly Population*
Masood Badri, Department of Community Development and UAE University, United Arab Emirates

This study explores the intersection of home accessibility, aging-in-place, and well-being among elderly residents in Abu Dhabi; focusing on individuals aged 65 and older. Using data from the 5th Cycle Quality of Life Survey, the research analyses elderly respondents' perceptions of home features and their current and anticipated needs. The study analyses the availability of nine critical home modifications: ground-floor bedrooms, non-slip flooring, grab bars in bathrooms, wheelchair-accessible showers, wide hallways and doorways, personal emergency response systems, non-stair entrances, adapted kitchens, and sufficient lighting. These features are essential for ensuring safety, mobility, and independence, supporting aging-in-place initiatives. Descriptive statistics highlight gaps in accessibility across demographic groups and regions, while ANOVA results reveal significant differences in well-being determinants—such as housing satisfaction, subjective health, and social support—between those with and without key accessibility features. Findings indicate that homes with these modifications are associated with higher well-being outcomes. The study concludes with actionable recommendations for policymakers and stakeholders to prioritize inclusive housing policies and interventions tailored to the needs of Abu Dhabi's aging population.

16:55-18:35 | Room 603 (6F)
Thursday Onsite Parallel Session 5
Development in Industry-Academia Collaboration
Session Chair: James Kaizuka

16:55-17:20
91782 | *A Study on the Requirements of Private Sector on Research Investment Ratio and Intellectual Property Ownership for Collaborative Research*
Thanaporn Ngamprapasom, Chiang Mai University, Thailand
Manissaward Jintapitak, Chiang Mai University, Thailand

This research aims to investigate the preferred research investment ratios and intellectual property ownership requirements of small and medium-sized enterprises (SMEs) involved in collaborative research with the College of Arts, Media, and Technology, Chiang Mai University. It also examines the research topics businesses are interested in pursuing collaboratively within Upper Northern Provincial Cluster 1, focusing on Chiang Mai Province. Data were collected through questionnaires and in-depth interviews with 29 SME owners in Chiang Mai who expressed interest in commercial research and development (R&D) collaboration with the college. The findings reveal that 58.6% of the surveyed SMEs operate as registered companies, 27.6% as community enterprises, and 13.8% as unregistered. The businesses are primarily engaged in manufacturing (75.9%), followed by services (13.8%) and trading (10.3%). Regarding collaborative research topics, most respondents expressed interest in content and media (44.8%), followed by tools and equipment (24.1%), platform systems (17.2%), new products (10.3%), and multiple topics (3.4%). Regarding funding, 55.2% of the respondents were willing to contribute 25% of the total research costs. Concerning intellectual property (IP) ownership, 79.3% preferred negotiating ownership arrangements post-research, while 17.2% were willing to assign full IP ownership to Chiang Mai University. These findings provide valuable insights into SMEs' investment and IP ownership expectations, which can help inform the design and execution of collaborative research projects between academia and the private sector.

17:20-17:45
88975 | *Responsible CSR and ESG Management Competencies: Design of Innovative Alternative Credentials in Higher Education Institutions*
Vera Betz, Catholic University of Eichstätt Ingolstadt, Germany
Milena Zosso, Université de Fribourg, Switzerland

With a general shift in education from pure knowledge transfer to teaching competencies, many learners acquire relevant sustainability knowledge in business, such as corporate social responsibility (CSR) and environmental social governance (ESG) practices, by using alternative credentials and innovative technologies outside of traditional academic programs. The design of lifelong up- and reskilling formats helps those facing complex challenges by staying up-to-date. Based on an implementation triangle between learners, market/employers, and higher education institutions (HEI) as alternative credential providers, this research investigates the factors influencing teaching CSR and ESG competencies in alternative credentials of HEIs. Within a data set of 166 universities in the DACH region of Germany, Austria, and Switzerland, the authors identify 68 alternative credentials that offer CSR and ESG course content. Using four codes within MAXQDA, named cognition, functional, social, and meta-oriented, the results show that the competencies most taught are function-oriented. At the same time, HEIs in Switzerland and Austria offer more communication-related content within the social-oriented domain, and HEIs in Germany offer more reflective course elements within the meta-oriented domain. These results reveal cultural differences within similar HE systems as factors in setting up alternative CSR and ESG credentials, from which various education systems can benefit.

17:45-18:10
92145 | *Developing a Triple-win Strategy: An Industry-academia Cooperation Program to Bridge the Education-to-practice Gap Through Enhanced Outreach*
Yu-Li Wang, Chinese Culture University, Taiwan
Chen-Yi Lee, Chinese Culture University, Taiwan
Tai-Jui Wang, Chinese Culture University, Taiwan

The media convergence has blurred the boundaries between different media sectors. The rise of digital technologies and AI presents substantial challenges, demanding a transformation in Taiwan's journalism and communication education.
This study employed the Albert Bandura's Social Learning Theory and taken the case of the Department of Mass Communication at Chinese Culture University in Taiwan. This theory highlights that learning through observation and modeling enhances self-awareness and self-efficacy. The research aims to develop a strategic framework that achieves mutual benefits for three key stakeholders: university journalism and communication education, the media industry, and students' professional development. This paper proposes a one-year experimental program in which the department will collaborate with several media companies to offer the paid internship positions. The department commits to designing three courses which are "Public Relations Image Management", "Digital Content Production", and "AI Virtual Filmmaking: The Technological Magic of Future Cinema" with 9 credits. These courses aim to train students with the professional skills required by the industry. Students will be selected to work in the internship companies, and the companies have agreed to prioritize hiring those who perform well as future full-time employees. However, experts from the industry, with expertise in new technologies and AI applications will be invited to conduct the courses through lectures or hands-on sessions. Due to lack of additional budget, the program is seeking funding from government agencies. The implementation of this program will help bridge the gap between communication education and industry needs, providing valuable insights for communication education.

18:10-18:35
91904 | *Making Japan's Business Africa's Business: Assessing the Socioeconomic, Human Resource and Soft Power Impacts of Japan's ABE Initiative Scholarship Program*
James Kaizuka, Japan International Cooperation Agency, Japan

Kenya, South Africa and Egypt are the three largest target countries in Africa for Japanese investors, with Japanese capital increasing rapidly and with the Japanese government also showing increasing interest. Nonetheless, investing companies identify numerous barriers which remain, such as a shortage of trained staff, challenging regulatory and political environments, a lack of familiarity with Japanese business practices, and geopolitical risks. As part of its efforts to strengthen business links between Japan and Africa, Japan offers the ABE Initiative scholarship program. Since its conception in 2014, the ABE Initiative has hosted more than 2000 students across various management, governance, engineering and other programs at Japanese universities, with the aim of addressing the socioeconomic, human resource, and soft power needs of both recipient countries and Japan itself. This exploratory study, the first to focus specifically on the ABE Initiative, uses a three-phase exploratory approach to assess the impacts of the program on these three areas. This presentation focuses on the results of recently completed fieldwork in Kenya, South Africa, and Egypt, incorporating and thematically analyzing extensive interview data from alumni and other stakeholders involved in implementing the ABE Initiative. In doing so, it contributes a unique perspective to the international aid scholarship literature by focusing on a program formulated around on business development, and will through the presence of case data allow policymakers and program coordinators to make informed decisions on the ABE Initiative and similar programs in the lead to the flagship high level Japan-Africa TICAD-9 conference in August 2025.

Thursday Onsite Parallel Session 5

Pedagogy and Technology Development for Inclusive Education

Session Chair: Lucie Zundans-Fraser

16:55-17:20
92202 | *Online Platform to Help Children with Special Needs*
Anchleeporn Lopprasert, Ramkhamhaeng University, Thailand

This research aimed to develop an online platform to support children with special needs in the New Normal era using a mixed-methods approach, primarily qualitative with supplementary quantitative methods. The study was conducted in three phases: (1) a needs assessment phase that gathered data through in-depth interviews with parents and caregivers to identify essential features for the platform, (2) a development phase that employed a hierarchical or tree-structured design to create the online platform, and (3) an evaluation phase to assess the platform's effectiveness and user satisfaction through focus groups and pilot testing. The findings revealed that the platform effectively met structural and accessibility requirements, with a user-friendly interface, compatibility with various electronic devices, and visually appealing design. It offered four key services: educational content in articles and videos, online expert consultations, a Q&A channel, and a centralized database of special needs services in Thailand. These services were rated highly beneficial, providing broad support for children with special needs and their families. User feedback, with over 80% being parents of children with special needs, highlighted the platform's ease of use and the significant value of its information and consultation services. The study demonstrated the platform's potential to enhance care for children with special needs and suggested its scalability for future development.

17:20-17:45
89184 | *Beyond the Façade of Inclusion: Rethinking Special and Inclusive Education Models*
Hajar Ouknider, Higher School of Technology & Hassan II University Casablanca, Morocco

People with disabilities have been marginalized worldwide for a long time. Calls for their full inclusion in mainstream education have been the subject of many education policies in many countries. More and more governments are pushing towards inclusive education and moving away from special education. This paper argues that the two philosophies, special and inclusive education, can be merged to meet the needs of all students with disabilities. To explore this, it examines the perspectives of different in-service stakeholders regarding special and inclusive education in a Southern U.S. public middle school. Utilizing an inductive qualitative methodology with stratified purposeful sampling, open-ended interviews with 16 participants, including paraprofessionals, teachers, and administrators were conducted. Results revealed that full inclusion in mainstream education is difficult in practice and sometimes inefficient. Thus, special education must remain a viable alternative to ensure quality education for all learners. This paper recommends adopting the dual philosophies of inclusive and special education in any future reforms regarding the education of students with disabilities. Despite the attractiveness of the term 'inclusion', it should not be a façade for inequities in education. Instead, both inclusive and special education models should work in tandem to create a truly equitable education system regardless of the (dis)abilities of the students.

17:45-18:10
88394 | *National Reading Panel Strategies for Deaf Students Who Are Experiencing Challenges with Reading*
Ali Alasmari, Prince Sattam University, Saudi Arabia

The aim of this presentation is to explore effective reading comprehension strategies for teaching d/Dhh (Deaf and Hard of Hearing) students in an elementary school setting, based on the National Reading Panel's recommendations. The presentation investigates the decision-making process that teachers go through when selecting and using these strategies. The key question guide the presentation: Which reading comprehension strategies are most suitable for d/Dhh students in an elementary classroom (based on NRP)? This paper uses a case study approach, drawing on data from semi-structured interviews with participants, field notes from classroom observations and information collected through the Experience-Sampling Methodology (ESM) as well as previous studies. I compared the strategies used by each teacher to the reading comprehension strategies recommended by the National Reading Panel (NRP) (2000). Clearly, teachers successfully used some of the strategies recommended by NRP (2000), signifying that recommendations aimed at the nation's general student population (i.e., typical literacy learning hearing students) can be used effectively with d/Dhh students. As such, based on their students' abilities and needs at the time of this. The major finding from the data indicated that most (but not all) of the reading comprehension strategies recommended by NRP (2000) were effectively used by these teachers with their d/Dhh students. The presentation concludes with implications for d/Dhh education programs, administrators and teachers. These include prioritizing reading foundation skills by assessing students' needs, ensuring quality teacher preparation programs, offering ongoing professional development training specific to d/Dhh reading comprehension strategies, providing in-school support for teachers.

18:10-18:35
85386 | *Beyond the Walls: Rethinking Classroom Placement for Inclusive Education*
Lucie Zundans-Fraser, Charles Sturt University, Australia

Often the ways in which teaching environments for students with diverse needs are conceptualised within schools are by their nature exclusionary. Not only have researchers found that at times there is reluctance to make adjustments and accommodations for the educational needs of students with diverse needs, this lack of focus and engagement is similarly reflected in the physical spaces allocated. A high number of dedicated classrooms for students with diverse needs are situated in isolated or unsuitable spaces. Additionally, there are often contradictions between school enrolment policies, how students with diverse needs are supported and how they are potentially excluded through their physical placement in the school setting. Further to this, students with less visible disabilities report experiencing high levels of stigmatisation with limited understanding in educational settings of the difference between equitable access and equal access. The placement of specialist classes needs to be strategically determined taking into consideration optimum support, access and safety for both students and teachers. A case study approach is used in this study to allow for an in-depth investigation of the issue with a snowballing word-of-mouth recruitment process used for participation. Spatial theory utilising an inclusive interpretative lens has been employed to analyse the results. Five illustrative case studies will be used in the presentation to demonstrate how classes supporting students with diverse needs are positioned. The implications of the findings will be discussed as well as solutions proposed.

16:55-18:35 | Room 605 (6F)
Thursday Onsite Parallel Session 5
Teaching Experiences and Professional Development
Session Chair: Sin-Yu Chou

16:55-17:20
87311 | *Fostering High Order Thinking Skill in a Descriptive Text Through Multimodal Pedagogy*
Merry Adrian, Universitas Pendidikan Indonesia, Indonesia
Sri Setyarini, Universitas Pendidikan Indonesia, Indonesia

Multimodal pedagogy seems to be considered something new to EFL teachers in Indonesia although much research had been conducted so far from different educational perspective, however little study focuses on implementing multimodal pedagogy in promoting students' high order thinking skills. Therefore, this study aims: 1) to investigate the benefit of multimodal pedagogy in promoting students' higher-order thinking skills (HOTS) in writing descriptive text, 2) to identify challenges faced by the teacher and strategies to overcome. The research employs Participatory Action Research with three instruments: classroom observation, interview with the teacher and the students and document analysis. The researcher collaborated with the EFL teacher of grade nineth and nineth graders. The collected data were analyzed using multimodal and HOTS framework to found out students' critical descriptive text writing and some challenges and strategies during the implementation. The findings indicated that multimodal pedagogy accommodated teachers' in promoting HOTS, particularly in creating critical descriptive writing that can be seen from students' logical reasons and their argumentation. Dealing with teachers' challenges, they claimed that they still got limited understanding and experience in implementing multimodal pedagogy. To overcome this, they committed to participate in some programs in professional development such as seminars, workshop and focused group discussion in the issue of multimodal pedagogy and HOTS.

17:20-17:45
89251 | *Game-based Learning with Traditional Games: Integration of Local Wisdom to Strengthen Character Education*
Yanuarita Nur Hanifa, Indonesia University of Education, Indonesia
Tutin Aryanti, Indonesia University of Education, Indonesia
Pitriyani Pitriyani, Indonesia University of Education, Indonesia
Rika Fadilah, Indonesia University of Education, Indonesia

Traditional games are one of the Indonesian cultural that are full of local values. The values of local wisdom reflect the values, knowledge, and practices that are passed down from generation to generation and show the cultural identity of the local area that is constructively able to face increasingly dynamic global developments. The rapid development of technology poses challenges for everyone to be adaptive and to provide solutions in responding to every change and problem that has never been faced before. The integration of local wisdom of traditional games in learning can be a learning innovation that strengthens students' character as a provision to face global challenges. The aim of this research is to explore the use of traditional games in a game-based learning approach as a way of integrating local wisdom with character education. This research employed a literature review using ScienceDirect and Google Scholar search engine. The review includes 27 articles published in 2014-2024. The study found four study themes, namely Game-Based Learning (GBL); Traditional Games; Local Wisdom Approach in Learning, and Strengthening Character Education. The use of traditional games in learning includes aspects of physical and spiritual health, child growth and development, as well as religious values, integrity, collaboration, sportsmanship, togetherness, responsibility, and others that are positive in forming children's character.

17:45-18:10
92093 | *Exploring Folk Pedagogy in Preschool Music Education: A Hong Kong and Japan Comparison*
Sin-Yu Chou, St Francis University, Hong Kong

This study aims to investigate the folk pedagogy of preschool teachers in Hong Kong, specifically in the context of music education. It examines how these teachers interact with their students and their responses to influences from Japanese preschool culture. To clarify the concept of folk pedagogy, the research explores the underlying norms, perspectives, and values of selected music teachers from both Hong Kong and Japan. Utilizing a multi-case study approach with an ethnographic design, this research focuses on cultural observation. A key component of the study is to foster professional development for teachers through sharing videos from various countries, engaging in discussions about their values, and broadening their understanding of teaching roles. By conducting individual and group discussions and assessing the evolution of teachers' beliefs over a year, the study identifies and analyzes their pedagogical approaches and implicit behaviors. The findings aim to enhance music teachers' understanding and evaluation of folk pedagogy in Hong Kong.

Thursday Onsite Parallel Session 5

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Peter Mitchell

16:55-17:20

92138 | *Transfer and Development of Knowledge, Skills and Attitudes Through Authentic Assessment: Case Study of 2 Mechanical Engineering Cohorts*
Eugene Tan Egk Chwen, Singapore Institute of Technology, Singapore
Alfred C. H. Tan, Singapore Institute of Technology, Singapore
Christian Della, University of Glasgow, Singapore
Jamil Jasin, Singapore Institute of Technology, Singapore
Elisa Ang Yun Mei, Singapore Institute of Technology, Singapore
Idris Lim Li Hong, National University of Singapore, Singapore
Victor Wang, Singapore Institute of Technology, Singapore
Ong Chee Ming, Singapore Institute of Technology, Singapore
Arturo Molina-Cristobal, University of Glasgow, Singapore

Authentic assessments are integral in mechanical engineering education to develop students' knowledge, skills and attitudes (KSAs). However, there is often a mismatch in expectations between engineering education and industrial work competencies once students begin to apply what was learnt from school in the workplace. The practice of Transfer of Learning (ToL)- transferring KSAs between different contexts and topics with the same underlying engineering principles- will enable students to connect competencies learned from authentic assessments to their careers. This study monitors a cohort of 2024 undergraduate first-year students undertaking a Mechanical Simulation module with an authentic assessment project component. Reflecting on an evaluation in 2023, an enhanced four-component intervention was conceived to increase the awareness and practice of inter-module ToL. Survey data was collected before and after the intervention via a Transfer of Learning Questionnaire which measured attitudes to transfer, obstacles/barriers to transfer, and learning retention. An open-ended section was also designed to further extract general perceptions and experiences of ToL. Our results suggest the intervention improved attitudes towards ToL. Students were more aware of the module's significance and were able to relate it to other modules within the degree programme, finding greater ease employing inter-module ToL. The findings support employing a scaffolded, structured approach to ToL and authentic assessments that sets concrete practical expectations, which would be better received by foundational-year students. This research contributes towards understanding engineering students' learning transfer needs and expectations, alongside proposing a framework to develop and design engineering education for the future.

17:20-17:45

91930 | *Exploring Teachers' Perspectives on Process-Based Assessment in South Korea's Secondary School Music Classrooms*
Joo Hyun Kang, Korea National University of Education, South Korea
Jihae Shin, Ewha Womans University, South Korea
Joo Yeon Jung, Gyeongin National University of Education, South Korea

This study explores the experience of applying process-based assessment in middle and high school music education in South Korea. As core competencies such as creative problem-solving, critical thinking, and adaptability become increasingly important in modern society, it is essential for students to engage in learning processes that go beyond mere knowledge acquisition. In South Korea, process-based assessment plays a crucial role in supporting students' qualitative growth by continuously monitoring and guiding their progress toward learning goals (Cho et al., 2023). However, applying this approach in music education presents challenges, including limited class time, unclear assessment criteria, and the difficulty of providing personalized feedback. Given the growing importance of process-based assessment in education, further research is needed to explore how it can be effectively implemented in music classrooms.
This study aims to fill that gap by investigating how process-based assessment has been applied in real classroom settings. Through semi-structured interviews with nine middle and high school music teachers in South Korea, the research analyzes both the positive effects and challenges of this approach. The findings show that teachers applied process-based assessment more often in composition and appreciation than in performance. They valued it for documenting students' musical experiences and growth, allowing students to reflect on their learning. However, challenges included observing and providing individual feedback within limited class time. The study emphasizes the need for specific, practical assessment tools and improvements in the educational environment to facilitate effective implementation of process-based assessment in music education.

17:45-18:10

90038 | *Exploring the Knowledge Quartet as a Framework for Supporting Teacher Reflection*
Peter Mitchell, Majan University College, Oman

This paper examines how a teacher education programme using a particular evaluative framework, the Knowledge Quartet (KQ) (Rowland et al., 2005), supported early-career English as a Foreign Language (EFL) teachers in becoming more reflective practitioners. A pilot programme was designed for the individual mentoring of two early-career EFL teachers from Kazakhstan, working with adult learners. This involved three cycles including: examining a recently planned and taught lesson in order to explore the teachers' knowledge; the collaborative planning of a lesson along with subsequent collaborative reflection; and individual lesson planning by the teacher with reference to the KQ as well as subsequently reflection on the lesson. A follow-up interview explored the teachers' perceptions of the use of the KQ as a reflective tool. The findings indicate that the focus on real-life classroom practice, grounded in participants' own work rather than 'generic' or 'non-contextualised' ELT practice, made the programme more relatable to teachers. Explicit examination of teacher knowledge supported teachers in reflecting on their approach to planning and teaching lessons. Specifically, the teachers perceived that the KQ drew their attention to those aspects of teacher knowledge that they had either considered too superficially (e.g., connection knowledge and transformation knowledge) or to which they had given little consideration (e.g., contingency knowledge). Additionally, the teachers perceived that the KQ acted as a useful guide to structure their reflection effectively and efficiently, exploring possible discrepancies between their espoused beliefs and classroom practice, paving the way for reconciling them.

Thursday Onsite Parallel Session 5
Teaching Experiences, Pedagogy, Practice & Praxis
Session Chair: Peter Mitchell

18:10-18:35
89264 | *EFL Teacher Agency in Navigating Curriculum Changes in the Rural Indonesian Secondary School Context*
Nailul Author Restu Pamungkas, Massey University, New Zealand

This study aims to use a qualitative case study approach to explore how English as Foreign Language (EFL) secondary teachers in the rural regency Wonosobo, Indonesia, perceive and utilize their agency to develop their understanding of formative assessment practices, a newly mandated requirement as part of the Merdeka curriculum which became the official national curriculum in March 2024. These preliminary findings explore how teachers perceive their agency in navigating the curriculum change through interviews with seven EFL teachers, the head of the EFL teacher community, and two school supervisors. The findings reveal that EFL teachers have diverse strategies to learn the new mandated curriculum and adapt their teaching and assessment to meet the requirements of the curriculum reform. They emphasize the role of the EFL teacher community and the digital learning platform provided by the Ministry of Education in accommodating professional development programs and resources they need. Three EFL teachers also acknowledge that removing high-stakes examinations and allowing flexibility in their teaching scenarios offer their agency in designing lessons and applying formative assessment practices to accommodate a student-centered teaching approach. This study provides insights into the unique experiences of rural EFL teachers, emphasizing the need for targeted support to implement curriculum reforms in under-resourced settings effectively.

Thursday Onsite Parallel Session 5

Gambling

Session Chair: Xavier Noel

16:55-17:20
89014 | *Gambling Preferences Across Age Groups*
Ho Keat Leng, National Tsing Hua University, Taiwan

Gambling is a popular recreational activity across generations. The aim of this study is to examine whether there are gambling preferences across age groups. Respondents were recruited from subway stations in Singapore. The survey found that 428 respondents had gambled in various games in the past 12 months. Lotteries or games involving chance were favoured by the older demographic segment. In all of the three popular lotteries in the country (i.e. 4D, Singapore Sweep, and TOTO), a larger proportion of respondents in the oldest group i.e. 50 years old and above, participated in these games (4D = 92.86%; Singapore Sweep = 32.14%; TOTO = 67.86%) as compared to respondents in the youngest group i.e. 29 years old or younger (4D = 46.39%, x^2 = 49.51, p < .01; Singapore Sweep = 6.08%, x^2 = 35.15, p < .01; TOTO = 39.16%, x^2 = 30.33, p < .01). In comparison, younger gamblers were more likely to participate in games with a social element such as mahjong and table games played in casinos (Social = 67.30%; Table = 24.72%) when compared to respondents in the oldest group (Social = 33.93%, x^2 = 43.28, p < .01; Table = 8.93%, x^2 = 17.65, p < .01). This suggests that there are gambling preferences across age groups.

17:20-17:45
91947 | *The Role of Mind-Wandering in Learning and Decision-Making Under Uncertainty*
Sathya Narayana Sharma, Indian Institute of Technology, India
Saba Siddiqi, Indian Institute of Technology, India

Mind-wandering (MW), a cognitive state where one's thoughts shift away from the current task is a commonly experienced phenomenon. Existing literature indicates that the effect of MW on cognitive performance is mixed. While MW impairs performance in various contexts such as reading comprehension and educational settings, it may have a beneficial effect on creativity and certain types of problem solving. The effect of MW on learning and decision making under uncertainty remains underexplored and the present study aimed to fill this gap. The present study used Iowa Gambling Task (IGT) to examine the impact of MW on learning and risky decision making. This task simulates real-world decision making by requiring participants to choose from decks with varying reward and loss patterns. IGT can capture an individual's propensity for risky decision making as well as their ability to distinguish advantageous and disadvantageous decks over time (learning). A sample of 101 individuals (mean age = 21.44 years) participated in the study, completing 200 trials of IGT. Deck selections and learning scores were analysed along with state and trait MW, assessed through thought probes and questionnaires. Regression analyses revealed a significant interaction effect of state and trait MW on learning (b = 1.08, p = .004, η^2 = .04). Spotlight analysis showed that state MW significantly enhanced learning under uncertainty in individuals with moderate to high levels of spontaneous MW traits. The findings suggested that MW supports adaptive learning under uncertainty by enabling flexible, trial-and-error exploration and unconscious integration of information.

17:45-18:10
89087 | *In Search of the Different Facets of Chasing Behaviors Among Gamblers*
Xavier Noel, Université Libre de Bruxelles, Belgium

Loss-chasing, a behavior critical for the diagnosis of gambling disorder and prevalent among at-risk individuals, demonstrates significant definitional variability across research studies. Our systematic scoping review (Banerjee, Chen, Clark & Noël, 2023) recently sought to explore and categorize the operational definitions of loss-chasing within academic literature, uncovering two primary conceptual frameworks: between-sessions and within-sessions. The former is often quantified through self-reported intentions to recoup losses in future sessions, time intervals between sessions, or observed increases in bets in subsequent sessions. The latter is characterized by the continuation or escalation of gambling within a single session, marked by increased risk-taking, stake sizes, or speed of play. Notably, the review reveals considerable diversity in the contexts of gambling studied, the specific interpretations of losses, and the consideration of win-chasing behaviors. Many cognitive, behavioral, and neurobiological mechanisms could be explored to elucidate the enduring nature of gambling behaviors. An important implication of such research is the ability to identify chasing behaviors early on in digital gambling platforms, highlighting a critical area for inquiry to improve comprehension and intervention methods for gambling disorders.

16:55-18:35 | Room 704 (7F)
Thursday Onsite Parallel Session 5
Psychology and Culture
Session Chair: James Lappeman

16:55-17:20
88725 | *Indigenized Conception of Mental Health: The Expression, Etiology and Help-Seeking Behavior of Indigenous People in Southern Palawan, Philippines*
Krisette Romero, Polytechnic University of the Philippines, Philippines

This research delineates the mental health of indigenous people in Southern Palawan, Philippines with the aim to understand how they conceptualize it from their cultural orientation. Using culturally responsive indigenous research methods with emphasis on Sikolohiyang Pilipino (Filipino Psychology), it explored their culturally relevant and subjective experiences using a phenomenological approach. Findings support the view that culture helps shape the lived experiences of indigenous people relative to their mental health and their expression, understanding of the etiology of illness, and their help-seeking behavior. Specifically, mental health problems are understood as having ecological and subjective causes. The mountains and forests are sacred and inhabited by deities and spirits and acquiring illnesses are consequences of their actions when hunting, farming, and harvesting. There is minimal acknowledgment of biological or medical causes. Assessment is done through using culture-specific measures. In the Palaw'an culture, poor mental health is expressed in one's inability to manage emotions, difficulty maintaining positive relationship with family and community members, diminished productivity with livelihood, failure to take care of oneself, and other culturally inappropriate behaviors. Meanwhile, treatment for these illnesses are spiritual and ritual-oriented procedures such as pag-ubat, tawar, and sagda. It is critical to gain phenomenological understanding without which the portrayal of indigenous groups will be distorted considering their mental conditions including pathology or wellness. Indigenous knowledge systems are significant, valid, and deserve more recognition and integration to different perspectives in psychology. More scholarly efforts are encouraged to further achieve a more in-depth understanding of indigenous peoples' mental health.

17:20-17:45
87263 | *Exploring the Culture of a Police Rape Investigation Team (RIT): A Mixed-Methods Case Study*
Zoe Callon, Bournemouth University, United Kingdom
Miranda Horvath, University of Suffolk, United Kingdom
Kari Davies, Bournemouth University, United Kingdom

In England and Wales, high-profile convictions of serving police officers for rape and murder have raised serious questions relating to the culture and legitimacy of policing. These sparked the Baroness Casey Review that concluded the Metropolitan Police have widespread "institutional racism, misogyny and homophobia" (HMIC, 2023; pp.17); spotlighting negative cultural attitudes in all corners of the countries. These attitudes negatively affect how Rape and Serious Sexual Offence (RASSO) investigations are conducted (Shaw et al., 2017). Cultural Psychology suggests that an individual's culture is an interaction of their experience and the collective cultures they are part of (Bendassolli, 2019; Valsiner, 2014). Therefore, to understand police culture, it is important to explore the individuals within police. There is currently limited research surrounding police culture of a RIT from an individualistic perspective. A mixed methods case study design was used; a quantitative survey measuring the relationship between police culture and rape myth acceptance across England and Wales, embedded within a qualitative case study, collected through semi-structured interviews of multiple ranks within the team. Both qualitative and quantitative findings were merged, to give a contextual description of the culture of the RIT. Analysis is ongoing (to be completed by the presentation), but early themes constructed surround the cynicism and distrust towards the public, the importance of team comradery, and a mission of improving knowledge of RASSO. This research will aid in creating a more subjective picture of the culture of one RIT, through understanding the experiences, attitudes, and culture of a specialist team.

17:45-18:10
92358 | *Cultural Factors Influencing Mental Health and Coping Strategies: Examples from Tibetan Refugees*
Dilwar Hussain, Indian Institute of Technology Guwahati, India

This study explores the role of cultural resources in shaping mental health and coping strategies among Tibetan refugees. Tibetan refugee communities have adapted well and managed to preserve their cultural identity in exile and have been cited as models of successful coping with refugee life. Tibet is renowned for its rich culture and traditions. A defining aspect of Tibetan culture is its deep-rooted devotion to Buddhism, which influences nearly every facet of life. This study is a qualitative investigation of 12 Tibetan refugees coming from diverse background (students, businessmen, activists, and ex-prisoners). Interpretive phenomenological analysis was used to analyse the narratives of case studies in order to explore various cultural factors promoting healthy coping. Results indicated that certain cultural factors and resources that significantly influence the mental health and promote healthy coping are– protective hand of Dalai Lama and other Lamas, Buddhist philosophy and practices, community bonding and support, and historical exemplars of strength and resiliency.

18:10-18:35
89163 | *Cultural Code-Switching in Psychologist-Patient Relationship: Evidence from Impoverished Communities in South Africa*
James Lappeman, University of Cape Town, South Africa
Maura Lappeman, University of Cape Town, South Africa

This in-progress investigation explores cultural code-switching between psychologists and patients in an impoverished community in South Africa. Vast socio-economic differences exist between highly skilled government psychologists and impoverished patients. The deep cultural divides in post-apartheid South Africa also challenge the creation of an emotionally supportive atmosphere in cross-cultural therapy, and this study fills a crucial gap in understanding these barriers by exploring cultural code-switching. This form of code-switching occurs when people change their speech, behaviours, mannerisms, and attire, to conform with a different cultural norm. To date no study has specifically explored the phenomenon of patient-psychologist cultural code-switching, even though authors like Molinsky have highlighted how mediating psychological states and emotions influence an individual's ability to successfully cross-culturally code-switch. A qualitative sample of fifteen patients and fifteen psychologists were chosen using a convenience, quota sampling method. The study employs free association narrative interview (FANI) method and thematic analysis. Provisional findings show that cultural code-switching can both create barriers to effective therapeutic bonds, but also can facilitate the co-creation of shared understanding. Although there was a limited sample, the study has many applications in the training of psychologists and better understanding barriers to the therapeutic process. Future research will need to explore this form of code-switching in therapy in different cultural settings in order for more generalisable results to be found.

Thursday Onsite Parallel Session 5
Parenting Psychology
Session Chair: Concepcion Liza Corotan

16:55-17:20
92330 | *The Pathway from Maternal and Paternal Mindful Parenting to Adolescent Development: The Mediating Role of Social-Emotional Learning*

Diya Dou, The Hong Kong Polytechnic University, Hong Kong
Guoxing Xiang, Lingnan University, Hong Kong
Jieqi Li, The Hong Kong Polytechnic University, Hong Kong
Xiaoqin Zhu, The Hong Kong Polytechnic University, Hong Kong

Mindful parenting has emerged as a prominent approach in developmental research, emphasizing parental attentiveness and awareness in interactions with children. Empirical evidence indicates that mindful parenting can promote positive developmental competencies in adolescents, such as social-emotional learning (SEL), while also influencing behavioral outcomes. Despite this, the underlying mechanisms driving these associations remain insufficiently explored. This study employs structural equation modeling (SEM) to investigate the mediating role of SEL in the associations between mindful parenting and adolescents' behavioral outcomes, including prosocial behaviors, conduct problems, and social media addiction. The analysis was conducted on data from 605 adolescent-parent dyads in China, with adolescents aged 13 to 17 (M = 14.41, SD = 1.32), and 47.1% identifying as female. Mindful parenting data were obtained via self-reports from parents, while SEL, prosocial behaviors, conduct problems, and social media addiction were assessed through adolescent self-reports. The results revealed that both paternal and maternal mindful parenting were indirectly associated with prosocial behaviors, conduct problems, and social media addiction, with these associations mediated by SEL and controlling for adolescent gender. Specifically, mindful parenting practices were linked to improved SEL, which in turn was associated with increased prosocial behaviors, reduced conduct problems, and lower levels of social media addiction among adolescents. These findings suggest that mindful parenting may promote positive behavioral outcomes and mitigate negative ones by improving SEL. The study highlights the potential of incorporating mindful parenting interventions as a strategy to support the development of adolescents.

17:20-17:45
92020 | *Gender Differences in Adolescents' Perception of Parental Support*
Ling Ling Kueh, National Sun Yat-Sen University, Taiwan

Parental support is a cornerstone of adolescent development, holding particular significance in psychology for its impact on emotional well-being, academic success, and social adjustment. This study focuses on how Taiwanese adolescents perceive parental support, with a specific emphasis on the role of gender—drawing on data from PISA 2018, which includes 7,243 students from 192 schools (50.03% girls and 49.97% boys). Decision tree analysis explores the main effects of explanatory variables and their interaction on the outcome within the clustered dataset. Key findings reveal that family SES is the most critical determinant of perceived parental support. Gender differences are evident across SES groups, with boys and girls experiencing support differently depending on their family's background. Notably, in middle and upper-middle SES families, girls' perceptions are significantly influenced by their mother's education level. These findings highlight the need to address gender disparities in parental support, shaped by traditional roles and societal stereotypes. Understanding these dynamics might promote gender equality in family education. Practical implications emphasize the role of schools in supporting low-SES students through counseling, mentorship, and strengthened school-family communication. Ensuring equal access to extracurricular activities and resources is also essential for fostering an equitable environment. Additionally, future qualitative research could further explore the complex dynamics of maternal education, particularly in the mother-daughter relationship, to deepen understanding and guide effective interventions.

17:45-18:10
92323 | *Profiles of Parental Psychological Control and Developmental Outcomes Among Chinese Mainland and Hongkong Adolescents*
Xiaoqin Zhu, The Hong Kong Polytechnic University, Hong Kong
Canjie Lu, The Hong Kong Polytechnic University, Hong Kong

Psychological control (PC), which encompasses different manipulation tactics, such as invalidation, love withdrawal, or guilt induction, has been widely practiced by Chinese parents. However, previous studies did not consider the multidimensionality of PC, and profiles of Chinese parents' multifaceted PC remain largely unknown. To identify the latent profile of PC among Chinese parents and its relation with adolescent developmental outcomes, two studies were conducted in the Chinese mainland (n = 1404) and Hong Kong (HK, n = 1461), respectively, using a validated indigenous PC measurement including three dimensions, namely relational induction, social comparison shame, and harsh psychological control. Maternal and paternal scores in these dimensions were used as class indicators in latent profile analyses. In both samples, five classes best characterized parental PC: high PC group that exhibited the highest maternal and paternal PC across all dimensions, high maternal PC group showing the second highest maternal but relatively low paternal PC, medium-to-high PC group displaying medium to high levels of maternal and paternal PC, moderate PC group with the second lowest level of PC, and low PC group showing the lowest PC at all dimensions. Further analyses revealed that adolescents with higher socioeconomic status were more likely to perceive their parents as members of the moderate and low PC subgroups. In addition, high PC was associated with poorer development outcomes as indicated by lower self-esteem and life satisfaction, more emotional distress, and increased conduct problems. The findings shed light on Chinese parents' PC patterns and the associated predictors and impacts.

18:10-18:35
91672 | *We Rise Where We Stumbled: Exploring the Phenomenology of Adolescent Parenting in the Philippines*
Concepcion Liza Corotan, University of Santo Tomas, Philippines

Despite the extensive evidence regarding the primary drivers and outcomes of teenage pregnancy, there remains a significant gap in understanding the essential structure of the phenomenon of adolescent parenting. To address this knowledge gap, the current study employs a phenomenological approach to exploring the perceptions and lived experiences of purposively selected adolescent parents as its participants (N=24). Through a qualitative thematic analysis of the interviews, we identified one overarching theme namely, "we rise where we stumbled" and five sub-themes that characterized it namely, "a baby turns our world upside down", "keeping a level head", "beating the odds", "in good company", and "our pride and joy". These themes illuminate the interconnected transitional spaces where each theme influences the others. Despite their initial fears and uncertainties, the adolescent parents discovered positive meaning in their experiences by concentrating on their children and deriving genuine fulfillment from their roles. The findings suggest potential applications for psychosocial interventions to support adolescent parents' similar circumstances.

16:55-18:35 | Room 707 (7F)
Thursday Onsite Parallel Session 5
Selected Case Studies in Gerontology
Session Chair: Paulomi Sudhir

16:55-17:20
89331 | *Appropriate Prescribing for Older Adults with Multimorbidity (Pro-M): A Feasibility Study*

Jia Ying Tang, Geriatric Education & Research Institute, Singapore
Poh Hoon June Teng, Geriatric Education & Research Institute, Singapore
Christine Yuanxin Chen, Changi General Hospital, Singapore
Wendy Ang, Pharmacy, Changi General Hospital, Singapore
Alexis Guat Cheng Ang, Changi General Hospital, Singapore
Xin Yong Tay, Changi General Hospital, Singapore
Wrenzie Del Valle Espeleta, Changi General Hospital, Singapore
Huimin Lin, Changi General Hospital, Singapore
Yew Yoong Ding, Tan Tock Seng Hospital, Singapore
Penny Lun, Geriatric Education & Research Institute, Singapore

Medication review (MR) has been shown to reduce potentially inappropriate medications (PIMs) among older adults but is not being routinely done in outpatient settings in Singapore. Hence, a study was conducted to assess the feasibility of implementing a collaborative intervention between physicians and pharmacists using MR in outpatient clinic. This is a single-arm, non-randomised pre-post study with a mixed-methods evaluation. Thirty older adults were recruited from a geriatric medicine clinic to undergo a pharmacist-led MR. An implementers survey was followed up by selected interviews for qualitative analysis. Quantitative results from the patient data and surveys were also triangulated to better understand its feasibility. Overall, implementers and patients regard the intervention as being acceptable and appropriate. Patients reported satisfaction with the intervention, with a median rating of 5 on a 5-point Likert-scale. Similarly, implementers agreed that the collaboration between physicians and pharmacists (Median=4.5), facilitated by discussions (Median=4.5) were appropriate and acceptable. Decreases in prescribed PIMs (23.3%) and other medication issues (26.7%) were observed post-MR among 30 patients. Challenges and barriers faced were also pointed out. For instance, the scheduling of MR will need to be more structured as ad-hoc scheduling gave pharmacist little time for preparation. Our study shows that MR in a busy outpatient clinic is implementable. Nevertheless, a larger study involving more outpatient clinics will be needed to provide further clarity on the feasibility of embedding MR in routine outpatient care, as well as its effectiveness.

17:20-17:45
91931 | *A Preliminary Study on the Associations Among Technology Readiness and Positive Technology Dependence in Older Adults in Rural Areas*

Tung Chun Chen, National Cheng Kung University, Taiwan
HsinPing Hsu, National Cheng Kung University, Taiwan

Past research indicates that participation in online interactions or mobile digital technology benefits older adults' mental health. As society ages and birth rates decline, the interaction between older adults and technology has become a crucial research area.
This study examines older adults' attitudes toward technology, using the Technology Readiness Index and Technology Dependence Scale in a 50-item survey. The sample consisted of 507 participants aged 65 and older from rural areas in southern Taiwan. Descriptive statistics, reliability and validity tests, and regression analysis were conducted using SPSS 25.0. Results showed that optimism ($\beta = 0.469$, $t = 12.585$, $P < .001$) and innovativeness ($\beta = 0.379$, $t = 10.364$, $P < .001$) positively predicted older adults' positive dependence on technology, while discomfort and insecurity had no significant predictive effects. Promoting positive attitudes toward technology among older adults is vital. Introducing products incorporating automation and AI, such as health monitoring and home safety tools, can help older adults experience technology's convenience, fostering curiosity, optimism, and learning enthusiasm. This can enhance their sense of accomplishment and reduce negative attitudes toward technology. Industries should design technology products tailored to older adults, helping them adapt to daily life and new technologies. Positive dependence on technology can bring physical and psychological benefits. Finally, the study discusses its limitations and provides reflections.

17:45-18:10
91653 | *Active or Passive? Exploring the Impact of Social Media Usage on Life Satisfaction Among Older Adults in Thailand*

Yokfah Isaranon, Chulalongkorn University, Thailand
Juthatip Wiwattanapantuwong, Chulalongkorn University, Thailand
Ravita Rayanil, Chulalongkorn University, Thailand

The rise of social media use among older adults has raised concerns about whether such consumption could affect their well-being. Based on Self-Determination Theory, this study was the first to explore the relationship between different types of social media use and life satisfaction among Thai senior citizens by focusing on the mediating roles of the fulfillment of the need for autonomy, competence, and relatedness. Using a cross-sectional research design with a convenience sampling, a total of 173 Thai older adults aged 60-75 (38 males and 135 females) were asked to complete a set of questionnaires to assess their active (e.g., generating content) versus passive (e.g., consuming content without interaction) social media usage, fulfillment of psychological needs, and life satisfaction. Results showed that active social media use positively predicted life satisfaction (B =.34, p < .001). Notably, such relationship was fully mediated by fulfillment of the need for relatedness (B =.13, p < .01), but not of the need for autonomy or competence. In contrast, passive social media use did not predict life satisfaction. Findings from this study suggest that interactive engagement on social media platforms can foster psychological well-being among the elderly. They also highlight the pivotal role of relatedness in digital lives, offering potential strategies to promote well-being in an aging population through technology.

Thursday Onsite Parallel Session 5

Selected Case Studies in Gerontology
Session Chair: Paulomi Sudhir

(continued from previous page)

18:10-18:35
92257 | *Enhancing Social Connectedness and Mental Well-Being Among Older Adults: Preliminary Findings from Awareness, Courage, and Love Online Group Intervention*
Cheong Yu Stephen Chan, Saint Francis University, Hong Kong
Qi Lu Huang, City University of Hong Kong, Hong Kong
Wing Shan Ho, Saint Francis University, Hong Kong
Rachel Chan, Independent Scholar, Canada
Crystal Yeung, The Hong Kong Polytechnic University, Hong Kong
Serena Wong, University of Western Ontario, Canada
Mavis Tsai, University of Washington, United States

The COVID-19 pandemic has significantly exacerbated loneliness and mental health challenges among Hong Kong Chinese older adults. This study investigates the preliminary effects of online Awareness, Courage, and Love (ACL) group intervention on their social connectedness, loneliness, and psychological well-being. The intervention, originally designed as a randomized controlled trial (RCT), has been delivered to four treatment groups of Chinese older adults (n = 26; 73.1% female; mean age = 67.15, SD = 4.42). Data collected at pre- and post-intervention from the treatment groups through validated measures, including the Inclusion of Other in the Self (IOS) Scale, de Jong Gierveld Loneliness Scale, Patient Health Questionnaire-9 (PHQ-9), Generalized Anxiety Disorder 2-item (GAD-2) Scale, and World Health Organization—Five Well-Being Index (WHO-5). Data from the waitlist control group are still being collected. Preliminary findings from paired sample t-tests demonstrate significant improvements in social connectedness ($p < .05$), along with substantial improvements in mental health indicators, including statistically significant reductions in depressive and anxiety symptoms, and a significant increase in overall well-being (ps < .05). While reductions in emotional loneliness, social loneliness, and overall loneliness were observed, these changes were not statistically significant. These results underscore the potential benefits of the online ACL intervention in addressing the psychosocial needs of older adults and improving their mental health in the post-pandemic era. Further research, including data from the waitlist control group, is needed to validate these findings and explore their sustainability over time.

Thursday Onsite Parallel Session 5

Selected Case Studies in Gerontology

Session Chair: Paulomi Sudhir

16:55-17:20

89330 | *Exploring the Prevalence and Association Between Malnutrition and Frailty Among Older Adults at Old Age Homes in Karachi Pakistan*

Muhammad Mudasar, Aga Khan University, Pakistan
Rubina Barolia, Aga Khan University, Pakistan
Laila Cassum, Aga Khan University, Pakistan
Yasmeen Nadeem Parpio, Aga Khan University, Pakistan

This study aimed at exploring the prevalence and association between malnutrition and frailty among older adults residing in old age homes of Karachi, Pakistan. A cross-sectional research design was adopted and 160 participants from two old homes of Karachi (42.5% from Edhi Old Homes & 57.5% from Sahara Village) were selected to collect data using convenience sampling technique. Data was collected using Mini Nutrition Statement & Clinical Frailty Test from 160 participants. 67.5% of participants were malnourished, 32.5% were at risk of malnourishment, 75.6% were pre-frail and 21.3% were frail. A strong association was found between centre of residence and financial status (p = 0.00) and comorbidity (0.02). On the other hand, gender, province, and marital status were not significantly associated with malnutrition. Furthermore, significant association of frailty was also found between centre of residence and frailty (0.03), education level (p = 0.000), malnourishment (p = .000) and financial status (p = 0.03). Gender and ethnicity were not strongly associated with frailty. ANOVA also showed that frailty and malnourishment are closely associated (0.00). The results highlighted that malnourishment and frailty are strongly associated with financial status and education levels. These findings highlight the need of customized and targeted care and nutrition interventions to combat the risks of malnutrition and frailty in elderly. Such interventions could play a valuable role in improving quality of life and health outcome for elderly living in old homes.

17:20-17:45

92016 | *Effectiveness of Curcumin in Sarcopenia: A Systematic Review*

Maria Grace De Guzman, University of Santo Tomas, Philippines
Raymond Rosales, University of Santo Tomas, Philippines
Steve Milanese, University of South Australia, Australia

Background: Sarcopenia is a generalized disorder affecting the skeletal muscle, commonly associated with aging and characterized by a progressive decline in muscle mass, strength, and physical performance. Curcumin is considered a safe nutraceutical that may help alleviate symptoms of sarcopenia and improve muscle mass and function. Objective: This systematic review aimed to gather more conclusive evidence on the effectiveness of curcumin for improving muscle strength, performance, and muscle morphology among adults aged 40 and above with sarcopenia. Methods: The review was conducted according to the PRISMA Statement. It focused on any interventional studies on curcumin for adults diagnosed with sarcopenia, with the following outcomes: significant improvement in muscle strength and performance, and improvement in muscle morphology. The databases searched were PubMed, CENTRAL, CINAHL Plus (EBSCOhost), Embase, and Web of Science. Two independent researchers screened the literature based on the predefined inclusion and exclusion criteria following the PICO process. The quality of evidence and the risk of bias were evaluated utilizing the CASP Randomised Controlled Trial Standard Checklist and the Cochrane Risk of Bias (ROB) tool, respectively. Results: Three RCTs involving 143 participants were included in the review. After 12 weeks of treatment, there was a significant increase in muscle strength, particularly in handgrip, as well as an improvement in performance measures like gait speed and the distance covered before feeling fatigued. The results support that curcumin has the potential to be an effective nutraceutical for improving physical performance and muscle strength. Keywords: sarcopenia, curcumin, systematic review

17:45-18:10

89017 | *Exploring Pain Intensity and Non-Pharmacological Strategies Among Middle-Aged and Older Adults with Chronic Pain*

Jiafan He, Hong Kong Metropolitan University, Hong Kong
Mimi Mun Yee Tse, Hong Kong Metropolitan University, Hong Kong
Tyrone Tai On Kwok, Hong Kong Metropolitan University, Hong Kong

Chronic pain is a growing issue among older adults. This study aims to investigate pain intensity and non-pharmacological strategies used among middle-aged and older adults with chronic pain. A cross-sectional study was conducted using a self-administered online questionnaire, involving 212 participants recruited through social media platforms and a pain clinic in Guangzhou, China. Participants included middle-aged adults (45–59 years) and older adults (60–78 years) with smartphones who reported chronic pain for more than three months. Data on pain intensity, non-pharmacological interventions, and demographic characteristics were collected. Results showed that pain intensity did not significantly differ between middle-aged adults (mean = 3.87, SD = 3.73) and older adults (mean = 3.45, SD = 3.48; p >0.05). Massage, deep breathing and analgesic oil were the most frequently used interventions. Middle-aged adults reported significantly higher use of massage, hot/cold compress, analgesic oil, recreation, and acupuncture compared to older adults (p < 0.05), indicating that older adults tend to use non-pharmacological interventions less frequently. Regression analysis found that age alone did not predict pain intensity (β = -0.11, p = 0.176), but including specific pain management interventions, recreation, acupuncture, and psychotherapy were significantly associated with reduced pain intensity (p < 0.05). The lack of significant differences suggests that pain severity is influenced more by individual factors than by age. Preventive education should be emphasized from middle age through older adulthood, combining with multimodal approach that includes non-pharmacological strategies such as physical rehabilitation and lifestyle modifications, can further reduce pain intensity.

16:55-18:35 | Room 708 (7F)
Thursday Onsite Parallel Session 5
Older Adults and Health

Session Chair: Cheong Yu Stephen Chan

18:10-18:35
89343 | *Examining Efficacy of Transdiagnostic CBT in Older Adults with Common Mental Disorders: A RCT Protocol*
Paulomi Sudhir, National Insititute of Mental Health and Neurosciences, India
Manjula Munivenkatappa, National Insititute of Mental Health and Neurosciences, India
Ajay Kumar, National Insititute of Mental Health and Neurosciences, India
Ravikesh Tripathi, National Insititute of Mental Health and Neurosciences, India
Alwin Alias Paul, National Insititute of Mental Health and Neurosciences, India
Deepthi Bisoi, National Insititute of Mental Health and Neurosciences, India
VijayKumar Harbishettar, National Insititute of Mental Health and Neurosciences, India
Sailaxmi Gandhi, National Insititute of Mental Health and Neurosciences, India
Krishna Prasad M, National Insititute of Mental Health and Neurosciences, India
Sivakumar PT, National Insititute of Mental Health and Neurosciences, India
Thennarasu K, National Insititute of Mental Health and Neurosciences, India

The population of older adults has been estimated to be doubled by 2050 (UN DESA, 2022). In India, elderly have an increasing timeline as compared to younger adults. The rise of common mental disorders (CMDs) among older adults has become a public health concern. Comorbidity of non-communicable diseases (NCDs) among elderly are prominent. While the interactions between mood, metabolism, sleep, activation and stress have been well established, these are common areas of concern reported by elderly as well. Cognitive behaviour therapy (CBT) has demonstrated efficacy across CMDs. However, based on the understanding of shared mechanisms and vulnerabilities across CMDs and other NCDs, interventions that address multimorbidity would be important. More recently transdiagnostic CBT has been recommended to address comorbidity and shared vulnerabilities. The evidence for tCBT, is growing, however there is need examine the efficacy of tCBT in older adults in addressing multimorbidity. In this paper we present the designing and development of a randomized controlled trial to address transdiagnostic mechanisms associated with mood, including repetitive negative thinking, sleep and metabolic outcomes in older adults living in India. In view of need for cultural adaptations and consider processes unique to older adults, intervention will be codesigned with stakeholders. The presentation will highlight the rationale and need for systematic psychological interventions for older adults, that are culturally relevant and developmentally appropriate.

Notes

Friday, March 28

Parallel Sessions

All times are Japan Standard Time (UTC+9)
Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

Friday Onsite Parallel Session 1

Approaches to Language Teaching

Session Chair: Emmanuelle Soucy

09:00-09:25
91977 | *Thai EFL Student Teachers' Challenges of Classroom Implementation Using Cooperative Learning Practices*
Tawanshine Penthisarn, Phuket Rajabhat university, Thailand
Khanita Limhan, Phuket Rajabhat University, Thailand

To foster pre-service English language teachers' positive motivation for their teaching practicum is a must as English language teachers training in Thailand faced various challenges including, training content, knowledge and experiences and training activities (Damnet,2021). This study therefore investigated the challenges of using cooperative learning practices to enlarge Thai EFL student teachers' implementation the approach in Thai elementary school as it promotes students' collaboration, academic achievement, positive attitudes toward teaching, and social skills (Johnson and Johnson, 1991; 2009; Slavin, 1996). However, challenges in implementing were found in their classrooms, such as teachers' lack of confidence, insufficient administrative support, and training of the Cooperative learning approach (Blatchford et al., 2003; Buch et al., 2017). Therefore, 19 Thai student teachers of the English language were selected through purposive sampling to get training in CL based on the framework for Language Teacher Education in Thailand and (RE) Making a Modular Model which divided into three stages of developing cooperative learning practice. The data were gathered through semi-structured interviews, classroom observation protocols, and reflective journal protocols. The thematic analysis was used to analyze the essential challenges in implementing cooperative learning. The research findings indicated five important challenges were student teachers' low confidence and content knowledge, student teachers' preparation and planning, classroom management, students' engagement, and individual classroom assessment respectively. These challenges pointed out the complexity of implementing cooperative learning and highlighted the proper need to support student teachers for effective implementation and facilitate successful implementation.

09:25-09:50
89550 | *Development of Young Learners' English Speaking Skills*
Robbie Lee Sabnani, National Institute of Education, Nanyang Technological University, Singapore

Speaking is important for young English language learners' mastery. This is because a significant portion of classroom instruction is delivered through the verbal mode, and in fact, speaking is perhaps the main way in which most students present their understanding of content, or even clarify misconceptions and seek assistance on areas they require guidance on (Mercer & Littleton, 2007). Effective speaking is essential for their comprehension of curricular subjects, and in honing critical thinking as they identify their gaps in knowledge. This paper discusses the development of young learners' oral skills and examines considerations in speaking with respect to conceptualisation, formulation and articulation of ideas (Levelt, 1989). It illuminates factors in the scaffolding of content and language and creation of conducive contexts to encourage participation in teacher-led as well as small group discussions. Finally, it underscores the value of activities aligned with students' interests and the incorporation of authentic tasks to make lessons fun and enhance engagement in learning. This presentation offers an introspective awareness of not only the cognitive, but also the affective facets of speaking. The insights on the nuanced processes involved in the structuring, mapping and delivery of ideas in a warm environment promoting classroom talk can serve as a useful resource for speaking.

09:50-10:15
91261 | *Development of Thai Reading Skills of Primary Level Students by Using the Concept of School as Learning Community*
Chananporn Areekul, Srinakharinwirot University, Thailand
Laksika Sutthiwaree, Srinakharinwirot University, Thailand

This research aimed to develop an instructional package of Thai reading skills by using the concept of school as a learning community and efficiency of 80/80 and compare the Thai reading skills of students before and after using an instructional package of Thai reading skill by using the concept of school as a learning community. This research is an experimental research. The sample group was 30 students in grades 1 - 6, who had problems reading Thai, which was obtained from purposive sampling. The research tools consisted of activities learning to read Thai using the concept of school as an effective learning community according to the 80/80 criteria and a Thai reading skills test for primary school students. The experiment took 4 weeks, totaling 20 periods. Statistics used in data analysis were percentage, mean, standard deviation, and t-test for dependent samples. The research results found that; 1) The effectiveness of the Thai reading learning activity set by using the concept of school as a community Learning efficiency equals 80.06/81.72, higher than the standard criteria of 80/80, and 2) Comparison results of Thai reading skills of students before and after learning with an instructional package of Thai reading skills by using the concept of school as a learning community. The reading skills test results after studying were higher than before studying. Statistically significant at the .05.

10:15-10:40
89099 | *Adoption and Implementation of an Integrated Approach to Teaching French by Primary School Teachers*
Emmanuelle Soucy, Université du Québec à Trois-Rivières, Canada
Annie Presseau, Université du Québec à Trois-Rivières, Canada

Teaching according to an integrated language approach means, among other things, highlighting the connections between different components, in this case, of the French language. Writing workshops are specifically structured to emphasize the links between reading and writing. After all, do we not write to be read? Throughout the writing modules, close ties are woven between authors and readers. But what about the role of oral communication in these workshops? Is its role limited to peer sharing? Is it possible to integrate specific teaching of oral communication into the modules offered to students? What connections can be established between writing, reading, and speaking? This presentation aims to describe the results of an action research study conducted with five primary school teachers in Quebec. The findings from collaborative meetings and individual semi-structured interviews will be presented to highlight teachers' understanding of this approach and the adjustments they made to better integrate oral communication teaching.

09:00-10:40 | Room 604 (6F)
Friday Onsite Parallel Session 1
AI and Technologies in Comparative Education
Session Chair: Nugraheti Sismulyasih Sb

09:00-09:25
89499 | *Artificial Intelligence in the History Classroom: Friend or Foe*
Sharon Law, CHIJ St Nicholas Girls' School, Singapore
Fatmah Binti Ismail Talib, CHIJ St Nicholas Girls' School, Singapore

Artificial intelligence (AI) is transforming the education landscape. It is imperative for history educators to embrace its potential to enhance teaching and learning. In Singapore, the widespread availability of students' digital learning devices such as iPads and Chromebooks in the classroom facilitate access to AI resources. We will be showcasing how generative AI tools such as ChatGPT and Gemini have been used in Singapore's history classroom for students between 12-16 years old. We'll share how students' understanding of historical thinking concepts (Seixas, 2017) such as perspective-taking and cause-consequence, allow them to customise and tailor various prompts while interacting with the AI tools. With the familiarity of these prompts, students were able to make decisions on which prompts to deploy to support their interaction with AI. Based on our findings, we concluded that as long as the teacher is able to place the intent of the history curriculum at the forefront, AI if properly deployed and managed in the classroom can be a highly effective, engaging tool to support the learning of history. Another subsidiary benefit of using AI is also to enable students to be better equipped to deal with the extensiveness and misinformation AI is capable of generating. We aim to showcase our journey in a Singapore school of how we have attempted to navigate the evolving landscape of AI, the pitfalls we encountered, the little wins we gained and recommendations on how we intend to integrate AI tools in the teaching and learning of history.

09:25-09:50
86940 | *Empowering Human-Centered Skills in Journalism Education Amidst Generative AI Integration*
Li Yann Long, Temasek Polytechnic, Singapore

The rapid rise of generative AI has necessitated a re-evaluation of education. The widespread impact of GAI on job roles and workflows has created a tension between automated processes and human capabilities, underscoring the increasing importance of "power skills"—or human-centered skills—such as critical thinking, communication, and collaboration for the future workforce. This study explores the effectiveness of a two-step methodology to strengthen these skills: first by integrating peer review, followed by reflective essays, into a first-year journalism curriculum at Temasek Polytechnic. Grounded in constructivist and situated cognition theories, this intervention utilises FeedbackFruits to facilitate anonymous peer review guided by detailed rubrics, focusing on clarity and coherence of the assignment. Subsequently, the students submit a reflective essay on the impact of the peer review process on their learning and future development. A quantitative survey and qualitative analysis of the reflective essays will explore the impact of the two assessment methods on student learning. Preliminary analysis of the reflective essays indicate improvement in critical thinking, communicating and editing skills, and an increased awareness of strengths and weaknesses through peer feedback. This study contributes to the ongoing dialogue on preparing students for an AI-augmented landscape. By measuring the effectiveness of this approach, the paper offers valuable insights for educators seeking to foster essential human-centered skills alongside technological adaptation. Additionally, the research lays the groundwork for future studies examining the impact of such interventions, such as their effect on students' career readiness, and exploring best practices to complement integrating AI into education.

09:50-10:15
89878 | *Evaluating the Efficacy of Immersive Technologies in Biology Education: A Meta-Analysis*
Raianne Joy Maulion, De La Salle University, Philippines
Maricar Prudente, De La Salle University, Philippines

As we approach Industry 5.0 where utilization of immersive technologies emerges education should also benefit on it. This meta-analysis aimed to investigate the effectivity of the use of Immersive Technologies in improving Biology learning outcomes. It employed a meta-analysis research design and used PRISMA protocol to ensure a comprehensive and unbiased search. 13 empirical studies are included in this meta-analysis that were procured from different meta-search engines including Google scholar, OpenAlex, Semantic Scholar and SCOPUS. SPSS Software was used to analyze the sample size, mean, and standard deviation were analyzed to determine the effect sizes (Hedge's g) and the results of forest plot, funnel plot and Begg-Mazumdar test. The findings reveal a statistically significant positive effect (effect size = 0.730) of Immersive Technology on Biology learning outcomes. Notably, the analysis revealed that the use of Virtual Reality to be the most effective type of Immersive technology to use (ES = 0.85) compared to Augmented Reality (ES = 0.80) and Mixed Reality (ES = -.32). Additionally, the study suggests that the use of Immersive Technology is most effective with Tertiary level students (ES = 0.87), next would be with Secondary level students (ES = 0.73) and lastly with primary level students with effect size of (ES = 0.59).

10:15-10:40
92182 | *Development of Mobile-Story Calender Media Based on Conservation to Improve Narration Writing Skills and Eco-Literacy Knowledge for Elementary School Students*
Nugraheti Sismulyasih Sb, Universitas Negeri Semarang, Indonesia
Moh Farizqo Irvan, Universitas Negeri Semarang, Indonesia
Sukarir Nuryanto, Universitas Negeri Semarang, Indonesia

The aims of the research were 1) developing the Mobile Story Calender (MSC) learning media based on conservation was worth improving narration writing skills and eco-literacy knowledge for elementary school students; 2) knowing the effectiveness of MSC learning media based on conservation to develop narration writing skills and eco-literacy knowledge for elementary school students. The method of research was research and development (R&D). The research subject was a 4th-grade student in SD Lab School UNNES. The data collection techniques were interview, observation, questionnaire, scale, test, and paperwork. The data analysis techniques were descriptive analysis, t-test, and n-gain. The research results showed that the development of MSC learning media is based on conservation in accordance with needs questionnaire analysis and producing media with an interesting and colorful cover, teaching material, narration text, quizzes, and evaluation. The student character customizes the teaching material; the narration text is equipped with Activity 1, listening to the story. Activity 2 creating the mind map, activity 3 knowing the character; Activity 4 is composing the outline of narration; (2) the result of the feasibility test got 97 points from the media expert while 98 points from the material expert; (3) Mobile Story Calendar (MSC) media based on conservation was effective to develop the narration writing skill and eco-literacy knowledge with n-gain score was 0.77 and 0.72 in high criteria. So, it is recommended to use this media to improve writing narrative skills and eco-literacy knowledge for elementary school students.

09:00-10:40 | Room 605 (6F)
Friday Onsite Parallel Session 1
Hybrid and Self-Instructional Module
Session Chair: Crisanto Daing

09:00-09:25
91841 | *Understanding the Athletic and Academic Motivation of Student-Athletes in Martial Arts Sports During the COVID-19 Pandemic*
Dianne Rodriguez, University of the East, Philippines

The qualitative study explores the experiences of student-athletes in martial arts sports during the COVID-19 pandemic, focusing on their motivation and how they navigated their dual responsibilities as students and athletes. The research aims to understand how these student-athletes made sense of their experiences and identify the best ways to support their needs during times of uncertainty. The research employs a descriptive qualitative design, utilizing in-depth interviews to capture the experiences of six student-athletes in martial arts during the pandemic. The findings reveal significant disruptions and highlight the remarkable resilience of student-athletes and their ability to maintain their dual roles. The findings highlight the importance of goal orientation, attention regulation, and social support in maintaining motivation. The study concludes that understanding the experiences and needs of student-athletes in martial arts sports is crucial for developing effective support systems that promote their well-being and academic success, especially during challenging times. The study also proposes an integrative support framework to address the holistic needs of student-athletes in martial arts sports. This framework emphasizes the importance of personalized support systems that cater to the academic, athletic, and mental health concerns faced by student-athletes.

09:25-09:50
90466 | *Adapting Creative Education to Hybrid Teaching Modalities: Evolutionary Trends During and Post-Pandemic*
Chung Yin Henry Yu, Technological and Higher Education Institute of Hong Kong, Hong Kong
Chi Hang Lo, The Hong Kong Polytechnic University, Hong Kong

The abrupt cessation of in-person classes during the COVID-19 pandemic posed substantial challenges to creative design education, compelling a swift transition from conventional design studio-based practices to a hybrid learning model. This shift required design educators to tackle the complexities of hybrid teaching amidst ongoing uncertainties. In the post-pandemic context, a critical question emerges: how can students readjust to fully face-to-face instruction after becoming accustomed to hybrid learning environments? This pilot study investigates the effects of these changes on the learning experiences of students in 3 different Design programs at a higher education institution in Hong Kong. It also examines the perspectives of teaching staff who are at the forefront of design education, focusing on the significance of inclusive design education, creativity, and design thinking. By synthesizing these aspects, the study underscores the necessity of cultivating an inclusive learning environment that fosters creativity and utilizes design thinking to improve educational outcomes in the shifting landscape of design education.

09:50-10:15
85266 | *The Impact of COVID-19 on Health Science Undergraduate Students' Academic Experience and Mental Health: A Pilot Study*
Jahar Bhowmik, Swinburne University of Technology, Australia
Evie Kendal, Swinburne University of Technology, Australia
Faith Kwa, Swinburne University of Technology, Australia

The COVID-19 pandemic has created significant disruptions in teaching and learning at universities. The anxieties and restrictions associated with the pandemic predispose university students to developing mental health issues which may impact their academic experience. Therefore, it is important to investigate the academic experience and mental health status of undergraduate students who continue their studies during the closure of university campuses. This study evaluated the academic experience and mental health status of students enrolled in Health Science courses at Swinburne University of Technology via a mixed-method cross-sectional survey conducted on 36 students (18+ years). Out of these 36 students, 10 students participated in the focus group interviews. Results obtained from both quantitative and qualitative data analyses found high levels of stress, anxiety and depression, with more than 50% experiencing levels above the clinical thresholds. About 39% of the participants reported feeling able to concentrate on their learning when materials were delivered via an online mode. However, students' learning experience on engagement through online learning was significantly disrupted, 97.2% of the respondents found it difficult to perform group work and 75% of the participants were not able to engage with their peers. Higher levels of stress, anxiety and depression were significantly associated with a compromised learning experience. Spearman's Rank Correlation showed a significant negative association between stress and students' engagement with online learning (Spearman's rho=-0.49, p=0.003). Supporting the learning experiences along with monitoring of mental health of all university students should be of high priority for university authorities.

10:15-10:40
91297 | *Development and Validation of Self Instructional Module in English for Academic and Professional Purposes for Private Higher Education Institution*
Crisanto Daing, Our Lady of Fatima University, Philippines

The study developed and validated a self-instructional module in English for Academic and Professional Purposes (EAPP) for a Private Higher Education Institution to help Senior High School students in their asynchronous sessions. The researcher employed the ADDIE model and the 5E Framework in the arrangement of learning activities in the module. The researcher used DepEd's MELCs to plan objectives, content, and learning activities for a self-instructional module. The module's components were determined in the designing and developing stage, including a course description, objectives, and learning activities. Two sets of participants, the experts and students, evaluated the module in terms of Objectives, Content, Format and Language, Presentation and Usefulness of the Module. The expert participants had an Excellent evaluation of the self-instructional modules. The sub domains such as Objectives, Contents, Format and Language, Presentation and Usefulness also had an Excellent evaluation. On the other hand, the student- participants had a Good evaluation of the self-instructional module. The sub-domains such as Objectives, Contents, Format and Language Presentation and Usefulness had a Good evaluation. There were significant differences between the evaluation of the experts and students in the sub-domains considered in the development of the module except for the Usefulness of the Module. It is recommended that Senior High School teachers in a university use a developed module for the fourth quarter and monitor student responses to assess their knowledge, process, understanding, and products (KPUP). School administrators and principals should collaborate to develop relevant learning materials and organize seminars, workshops, and trainings.

Friday Onsite Parallel Session 1

Comparative Approaches to Academic Achievement

Session Chair: Hilary Ng

09:00-09:25
91070 | *Comparison of Peer Versus Teacher Feedback in Physical Education: Hit Maps as Visualization of Performance Gaps*
Edna Tay Chee Joo, Naval Base Secondary School, Singapore
Kellie Kok Yu Feng, Naval Base Secondary School, Singapore

In physical education, feedback is critical to fostering skill improvement and enriching student learning experiences. This is particularly true in sports like badminton, where students benefit from timely, actionable insights to build competency. Traditionally, feedback is provided by teachers, who bring subject-matter expertise; however, peer feedback presents a complementary approach that supports learning, though lacking the technical precision of teacher feedback. This comparative study examines students' receptivity to both peer and teacher feedback, assessing how each impacts their engagement and understanding of badminton skills and concepts. Using a mixed-methods design, the study employs the Receptivity to Instructional Feedback (RIF) survey — adapted to capture how students experienced giving and receiving feedback— to gauge cognitive and behavioral engagement along with attitudes toward feedback. A hit map which tracked and recorded students' performance was utilized as a data visualization tool to clarify performance insights, serving as a common reference for identifying learning gaps, and enabled explicit and easy comparison between subsequent feedback by teachers and peers. Findings show students generally value feedback from both peers and teachers but prefer teacher feedback for its perceived accuracy and effectiveness. However, peer feedback also proves valuable, as it offers more immediate and individualized support, which teachers alone cannot consistently provide. Despite potential biases and limitations in technical expertise, peer feedback contributes to active learning and supports the development of feedback literacy. The study suggests that improved peer feedback practices can enhance peer-to-peer learning, creating richer learning experiences and better supporting student learning in physical education

09:25-09:50
85074 | *Growth in Mathematical Understanding: Task Design*
Efuansyah E, Universitas Negeri Surabaya, Indonesia
Reny Wahyuni, Universitas Negeri Surabaya, Indonesia

The growth of students' mathematical understanding is strongly influenced by the learning tasks given. The task design must follow the goals or objectives to be measured. This research aims to produce a valid task with a property noticing level on the material of the system of linear equations of two variables. The method used in this research is the ADDIE development model, which consists of five stages, but in this article, only until the fourth stage, namely the implementation stage. At the development stage (third stage), the validation results by the validators showed that the questions developed were declared quantitatively valid with an average value of all aspects of 0.78, meeting the established validity criteria. Furthermore, a limited trial was conducted at the implementation stage (fourth stage) with three junior high school students in grade 8th with varying mathematical abilities: low, medium, and high. The results showed that a student with low mathematics ability could form two new equations that were equivalent to the previous equation but could not solve the problem. A student with moderate math ability could form two new equivalent equations and understand the process. However, the student still needed help determining the variables' value. Meanwhile, a student with high mathematics ability solved the problem well, including obtaining the value of each variable. Based on the trial results, the developed task is feasible and can be used. This research implies that it can be a reference for educators in developing problems to improve students' mathematical understanding.

09:50-10:15
89876 | *Effectiveness of Inquiry-based Approach in Improving the Secondary Students' Academic Achievement in Science: A Meta-analysis*
James Ollero, De La Salle University Manila, Philippines
Maricar Prudente, De La Salle University Manila, Philippines

Science education requires students to be inquisitive and logical thinkers to understand phenomena. The inquiry-based approach, which allows students to investigate science-related themes, is increasingly popular for improving academic achievement. However, there is a growing demand for studies to determine the effectiveness of this approach across various secondary grade levels and scientific disciplines. Thus, the researcher employed meta-analysis to assess, analyze and explore the effectiveness inquiry-based approach specifically on secondary students' academic achievement in science. In following the inclusion and exclusion criteria, 13 empirical studies in Africa, Asia, and Eurosia conducted form 2011 to 2023 have qualified for this study. Eleven of which focused on JHS (n = 1,126) and the other two studies focused on SHS (n = 278). These empirical studies were procured from different meta-search engines including Google scholar, OpenAlex, Semantic Scholar and SCOPUS. Further, the researcher utilized Harzing's Publish or Perish software to exhaust the searching process. Using the JAMOVI software, the sample size, mean, and standard deviation were analyzed to determine the effect sizes (Hedge's g) and the results of forest plot, funnel plot and Begg-Mazumdar test. Comprehensive Meta-Analysis version 4 was utilized to compute for the moderator analysis of this meta-analysis. Findings revealed that inquiry-based approach in science instruction has a large and positive effect (ES = .760) on the students' academic achievement. The study found no significant difference in students' academic achievement based on their grade levels, suggesting the need for future comparative educational research in science education to explore these factors.

10:15-10:40
92176 | *Generational Differences in Sequential Versus Global Learning Styles: Insights from First-Generation and Continuing-Generation College Students*
Hilary Ng, Hong Kong Metropolitan University, Hong Kong

The education attainment of first-generation students is usually more challenging than their continuing-generation peers. However, there is insufficient attention to understanding the learning experiences unique to first-generation students, which are crucial for creating inclusive educational practices that support their academic success. This exploratory study addresses this gap by examining their learning styles, as these styles reflect how students organize and process the learnt information. Specifically, using the Index of Learning Styles Questionnaire, this study focuses on the sequential-global dimension. This dimension is important because it captures distinct cognitive approaches: sequential learners favour structured, step-by-step strategies, and global learners adopt a holistic perspective. A sample of 318 university students (68% first-generation students) participated in this study. First-generation students showed a higher mean score (mean = 2.74, SD = 0.75) than continuing-generation students (mean = 2.55, SD = 0.69). Results from an independent samples t-test showed that the difference was significant, $t(316) = -2.246$, $p = 0.025$. This suggests that first-generation students tend to adopt the sequential approach to learning. Such preferences likely reflect adaptive strategies that emphasize clarity and predictability. In contrast, continuing-generation students, usually with prior exposure to the norms in higher education, maybe more inclined toward a slightly global orientation. These findings highlight the need for inclusive teaching practices, such as structured instruction and scaffolded learning opportunities, to accommodate diverse learning preferences. Finally, this study calls for future research to explore the long-term implications of these differences and their impact on academic success so that everyone can succeed.

09:00-10:40 | Room 608 (6F)
Friday Onsite Parallel Session 1
Teaching Approaches in Childhood Education
Session Chair: Lok Tung Suzanne Leung

09:00-09:25

91436 | *Personality in Performance: Grade 3 Students' Personality Type in Relation with Academic Performance in Science*
Khristine Joy Gersabelino, Assumption Antipolo, Philippines
Zarah May Buyan, Miriam College, Philippines
Maria Lilet Medina, Miriam College, Philippines

As different innovations about teaching continuously emerge, the study aims to approach science teaching based on the development and personalities of students ranging from 8 to 9 years of age. A correlational study on how personality types relate to academic performance in Science was conducted in a private school in Quezon City, Metro Manila, Philippines among 201 third grade students at the end of the school year. Data from the reports of the Murphy-Meisgeier Type Indicator for Children (MMTIC), Achievement Posttest in Science, and their final average in the subject were analyzed using descriptive statistics, Spearman's rank correlation and one-way analysis of variance. The results indicate that (a) most personality types of the students in this developmental age fall under the Feeling (focused on emotions) and Judging (prefer structure and organization) types, (b) about 95% revealed satisfactory to above average performance in Science as measured by their grades and achievement test scores, and (c) the variables show positive relationships with certain personality types exhibiting differences in their final average. Establishing class routines guided by the personality and behavioral profiles help students to excel academically. Moreover, provision for hands-on experiences that cater to students of different personality types hone their creative and communication skills. With these, recommendations for varied instructional methods and classroom management techniques to tailor to the developmental needs and personality traits of the students were presented.

09:25-09:50

92084 | *Effects of Group Process-Based Instruction Through Paper Toys Making on Enhancing Holistic Learning of Fourth Grade Students*
Pornpana Thongsak, Phuket Rajabhat University, Thailand
Anchalee Thasook, Phuket Rajabhat University, Thailand

Holistic development enables elementary school students to reach their full potential, as it cultivates individuals who embody the three-fold nature of human being and can adapt to various situations while establishing a foundation for lifelong learning. This research aimed to study the effects of group process-based instruction through paper toys making on promoting holistic development among fourth-grade students. The study employed a purposive sampling method to select 16 students from a school in Phuket Province. Data collection methods included artifacts collection, detailed documentation of toy design planning processes, student reflective journals, and satisfaction assessments. Throughout the implementation period, students engaged in collaborative group activities focused on designing and creating paper toys as a medium for skill development. The findings revealed significant improvements in holistic development across three key dimensions: (1) Thinking domain - demonstrated enhanced design thinking, creative problem-solving, and analytical skills, (2) Feeling domain - exhibited empathy in teamwork, enjoyment, and appreciation of others, and (3) Willing domain - displayed initiative, persistence in task completion, and goal-oriented behaviour. Student satisfaction with the learning process was notably high, with positive feedback on both the collaborative aspects and creative outcomes.

09:50-10:15

90478 | *Character Building Through Songs: A Study in Indonesian Elementary Schools*
Ela Suryani, Yogyakarta State University, Indonesia
Hermanto Hermanto, Yogyakarta State University, Indonesia

This study focuses on the habitual activity of singing songs as an effective way to instill a love for culture among elementary school students. The type of research is Classroom Action Research (CAR) using the Kemmis and McTaggart model. Data collection methods include interviews, questionnaires, observation, and documentation. Data validity was ensured using data triangulation. Data analysis was conducted using Miles and Huberman's interactive model, involving data reduction, data display, verification, and conclusion drawing. The results show that the effective duration for the habitual activity of singing songs for elementary students is 15 minutes before the learning process begins; students who memorized folk songs increased by 36%; the frequency of singing songs increased by 18%; and students who understood the meaning of folk songs increased by 46%. The more accustomed students become to singing songs daily, the easier it is for teachers to instill character in elementary school students. However, further research is needed to explore whether increasing the duration of the habitual activity of singing songs will significantly effect character building in elementary school students.

10:15-10:40

89514 | *Promoting Children's Number Sense and Early Patterning Skills Through Music-Based Learning*
Leung Lok Tung Suzanne, Hong Kong Metropolitan University, Hong Kong

Music serves as a relaxed and engaging medium for children's learning. Limited but supportive quantitative evidence was found regarding the relationship between early rhythm and early mathematics development. This connection may enhance the development of mathematical proficiency in young learners. Given the argument that music is a unique way of knowing with its own set of understandings and skills, it stands to reason that music could be considered an effective learning approach in early mathematics. This study aims to examine the impact of integrating music into mathematics instruction in preschool settings. Children (aged 5-6) were invited from a local kindergarten in Hong Kong. A pretest-posttest control group design was adopted. Children of the experimental group (n = 20) were invited to participate in a 6-session Music-Based Early Mathematics Training, and the data were compared with data collected from the control group (n = 20), which did not receive any Music-Based training. The training sessions incorporated mathematical concepts through six specifically chosen kindergarten songs. Early Grade Mathematics Assessment and Patterning Tasks were used to evaluate children's number sense and early patterning skills. The results indicate that children in the experimental group exhibited higher proficiency in counting and number recognition compared to the control group. Additionally, the experimental group demonstrated improved abilities in identifying and creating patterns. The implications of this study suggest that music-based learning can be an effective strategy for enhancing early mathematics, highlighting the potential benefits of integrating musical elements into traditional teaching methods in early childhood settings.

Friday Onsite Parallel Session 1
Leadership and Management in Education
Session Chair: Mary Gene Saudelli

09:25-09:50
89023 | *Successful Leadership Within Higher Education*
Leslie Haas, New Uzbekistan University, Uzbekistan
Jill Tussey, Buena Vista University, United States

Higher education institutions face a range of challenges, from student enrollment to faculty development and engagement, requiring effective leadership to foster a supportive and inclusive academic environment. Over the past decade, both presenters have cultivated leadership experience and will share strategies for building strong relationships with faculty and students, supporting faculty in developing as authors and presenters, and engaging faculty within online platforms. The shift toward online learning, accelerated by COVID-19, has necessitated new approaches to faculty support, and we will outline proven methods for navigating these changes successfully. Attendees will gain practical insights, resources, and actionable strategies that can be applied within their own institutions. Additionally, we will share professional development topics that promote equity and engagement, demonstrating how faculty can modify courses and instructional practices to create more inclusive learning environments.

09:50-10:15
91458 | *Pitching Performativity: Developing Managerial Leadership Through Drama*
Harrison Campbell, Saint Mary's University, Canada
Sonja Johnston, Southern Alberta Institute of Technology, Canada

Working in management and performing on stage are not so different in the fact that they are both experiential learning opportunities (Dunn, 2016; Kolb & Kolb, 2017). In management, leadership is often an individual journey of development (Knight, 2023). Whereas, in dramatic contexts leadership is attributed to the ensemble working towards a collective goal (Lang, 2002). Relatedly, management education is often focused on individual development (Kolb & Kolb, 2017) and the intention is not to lose sight of collective purpose and social impacts. Therefore, management education may benefit from a movement towards the collective, process-oriented sensibilities of drama which allow for scaffolded and interactive learning. How then might these worlds come together within educational contexts? In response, it is important to commit to the interdisciplinary possibilities of performativity in relation to management education (Fayolle et al., 2016; Jones, 2019). The authors took up this call by utilizing a unique drama-oriented approach that had students exploring businesses through interactive performances that focused on social impact (Kassean et al., 2017). Students evaluated existing businesses by creating a strategic re-design or re-orientation to strengthen the possible social impacts. Doing this through performances, involving reflective artist statements and script generation, allowed students the opportunity to develop their skills in idea generation, action and integration, administering presentations, awareness of audiences, and summary writing. As an ensemble, with a process-orientation, students were better able to foster creativity, innovation, risk-taking, and leadership within a management education context.

10:15-10:40
90134 | *Harmonizing Leadership: Higher Education, Equity, Inclusion, & Engagement*
Suzan Snaggs-Wilson, Independent Scholar, Canada
Mary Gene Saudelli, University of New Brunswick, Canada

Educational leadership that harmonizes across divides has never been more important globally. As we continue this time of recovery from the pandemic, addressing environmental crises, unrelenting ideological tensions and geopolitical tensions, global education leaders face unprecedented challenges with a multiplicity of cross-cutting factors. Racism, genderism and many other forms of exclusion and micro and macro aggressions continue to prevail across human relations and professional workplaces. Higher education functions within and among these sectors and social relations. It is through the lens of mending broken spirits, and uniting human relationships, the researchers have approached this study. Qualitative research that incorporates storytelling methods is crucial to understand the voices of marginalized women leaders. The researchers are leaders in their respective fields whose lives in many ways mirror each other as they climbed the leadership ladder. The research question guiding this collection of narratives is: How do storied and lived experiences of EDI, anti-racism, and women's leadership across sectors inform the future of leadership studies? Findings reveal that leadership studies need to move beyond discussions of mentoring relationships to sponsorship as an integral component for harmonizing leadership for complex times. Sponsorship was described as: Asking the provocative questions at various leadership spaces in relation to the 'concrete ceiling' and aspects of silencing and marginalization; being an uplifter and sponsoring women of difference to fulfill leadership roles; creating space to honour and promote voices that speak with different lenses in decision making; and engaging in allyship with an intent to harmonize converging perspectives.

09:00-10:40 | Room 703 (7F)
Friday Onsite Parallel Session 1
Leadership and Identity
Session Chair: Jungeun Kim

09:25-09:50
89012 | *The Appeal of Extremist Groups: Exploring Identity Complexity, Uncertainty, and Belongingness*

Michelle Blaya Burgo, Claremont Graduate University, United States
Michael Hogg, Claremont Graduate University, United States

Radicalization and violent extremism have emerged as a significant societal threat in the last decades, yet the specific factors that drive people to join radical groups are not fully understood. Previous studies have looked into various factors influencing individuals' involvement using social identity theory and uncertainty-identity theory. However, the connection between uncertainty and identity complexity remains underexplored. This study examined how these variables interact to potentially influence positive attitudes and willingness to join radical groups. Participants (N = 332; Mage = 29.9; SDage = 7.4; 44.3% women) completed an online survey. Two independent variables, social identity complexity and self-uncertainty, were manipulated to examine their effects on attitudes toward and willingness to join a radical group, the multi-item dependent variables. Analyses of variance and simple main effects were carried out. Results revealed that individuals with complex identities were more inclined to join the presented radical group under conditions of high uncertainty, while those with simple identities were more receptive under low uncertainty. Although no significant differences were found in attitudes toward the group, additional analyses suggested a potential relationship between willingness to join a radical group and perceptions of its leader. While belonging to groups is a human need, the process is not left to chance. Understanding how multiple (vs. singular) group identities shape belonging opens up opportunities for strategies that offer healthier social alternatives. This research has the potential to inform preventing and countering violent extremism (PCVE) efforts. Implications of the findings and future directions of this research are discussed.

09:50-10:15
91969 | *Navigating Leadership and Mental Wellness: A Qualitative Study on Self-Care Among Lasallian Student Leaders*

Mary Marjiemae Lorenzo, De La Salle University Manila, Philippines
Ajocrivipor Agojo, I, De La Salle University Manila, Philippines
Melvin Macuha, St. Paul University Manila, Philippines

Lasallian leaders embody character and responsibilities that are fundamentally connected to the institution's core values and identity. As a Lasallian leader, one must uphold faith in all their actions, provide service to the community, and cultivate a sense of communion for all. These factors sometimes provide benefits and challenges to the student leaders. The reason why the researchers explore the self-care practices of the Lasallian student leaders and their influence on mental wellness. The student leaders often juggle significant academic, organizational, and personal responsibilities, making self-care critical to their mental health and leadership effectiveness. The researcher aims to investigate the experiences, assess the self-care practices, and understand the difficulties faced in maintaining mental well-being as a student and leader. A phenomenological technique was used to conduct in-depth interviews with 18 Lasallian student leaders from various student organizations, which were then analyzed using thematic analysis. The findings of the study reveals that the Lasallian student leaders engage in unique self-care practices consistent with Lasallian values. Nevertheless, barriers to effective self-care emerged, including cultural expectations, role conflicts, and limited institutional resources. The significance of strengthening programs that prioritize self-care and mental well-being for student leaders is underscored by the study. Through the cultivation of a supportive environment, the Lasallian community can more effectively prepare its student leaders to execute their responsibilities while prioritizing their well-being.

10:15-10:40
90577 | *From Accompanying to Leading: Introducing a Mental Health Program for Expat Partners*

Jungeun Kim, Independent Scholar, South Korea

In today's competitive business environment, enhanced professional mobility significantly impacts not only individual employees but also their partners, often referred to as expat partners. The relocation process can be challenging, as studies indicate that while over 41% of expat partners had jobs related to their careers before relocating, only 15% find paid employment in their new location (Brookfield Global Relocation Trends Survey, 2013). This disruption threatens their sense of identity, as professional careers are key to self-worth, often leading to diminished empowerment, self-esteem, and overall family dynamics. While many studies emphasize the importance of pre-departure training (Sterle, Fontaine, De Mol, & Verhofstadt, 2018), practical support systems post-arrival are limited. To address this gap, the proposed workshop integrates three essential components: 1) multicultural identity theories, 2) the biopsychosocial model of human behavior, and 3) principles of positive psychology. These elements empower expat partners in their global leadership journeys while acknowledging their unique challenges. In collaboration with a non-profit organization run by expat partners in East Asia, an interactive mental health program has been developed, receiving positive feedback and demonstrating successful outcomes. Participants engage in activities designed to help them navigate identity challenges, build resilience, and cultivate leadership qualities. By strengthening their problem-solving skills and enhancing their leadership capabilities, this program empowers expat partners to thrive in their new roles. I am introducing this research-based workshop to help mental health providers gain: 1) a concrete understanding of identity navigation, and 2) the necessary skills to facilitate successful transitions for this often-overlooked population.

Friday Onsite Parallel Session 1

Psychology and Technology

Session Chair: Sanchita Singh

09:00-09:25

91776 | *Acceptance and Psychological Impact of AI Go Robots on Young Children and Their Parents*
Hsuehfang Huang, National Taipei University of Technology, Taiwan
Minghsiu Tsai, National Taipei University of Technology, Taiwan

This study, grounded in the Technology Acceptance Model (TAM), explores the acceptance and psychological impacts of AI Go-playing robots among young children, school-aged children, and their parents. Through semi-structured interviews with six children (preschool to elementary school) and their parents, the study examines factors such as perceived usefulness, perceived ease of use, attitudes, and behavioral intentions when interacting with the AI robot. The results show that young children found the robot fun and enjoyable, though they occasionally perceived its speed in setting and clearing the Go pieces as slow. They preferred playing Go with teachers or peers, valuing interpersonal interactions, and hoped for increased interactivity from the robot. School-aged children appreciated the AI robot for both learning and entertainment but still preferred challenging human teachers in strategy, followed by AI or online opponents. Parents recognized the AI robot's value in increasing their children's practice frequency, improving their Go skills, and saving time spent on accompanying or transporting them. However, they noted that AI cannot replace human teachers, particularly in fostering emotional connections and social interaction skills. Parents recommended using the AI robot as a supplementary learning tool, rather than a substitute for traditional teaching methods. The study recommends improving the robot's interactivity and ability to simulate human teaching for better engagement and learning motivation. Overall, while AI Go-playing robots offer convenience and enjoyment, they also provide effective learning support. However, parents should guide children to develop self-directed learning abilities while enhancing their skills alongside AI technology.

09:25-09:50

89320 | *Impact of SNS Usage and In-Person Interaction on Social Connectedness Among Young People During the COVID-19 Pandemic*
Takuto Okada, Nara University of Education, Japan
Ryo Ishii, Nara University of Education, Japan

This study aims to investigate how the frequency of SNS use and in-person interaction affected the sense of social connectedness among young people during the COVID-19 pandemic (2020–2023), a period marked by significant social restrictions and changes in communication habits. Large-scale data from the Cabinet Office were utilized to analyze the relationship between SNS usage, in-person interaction, and social connectedness among young people under 19 and those aged 19 to 24. The analysis incorporated data from 5,857 respondents over four years (2020–2023). Cross-tabulation, correlation analysis, and multiple regression analysis were performed based on survey items related to SNS usage, in-person interaction, and social connectedness. The results indicated that in 2020, SNS usage was positively correlated with social connectedness, particularly during the early phase of the pandemic. However, by 2022, this effect diminished, and the significance of in-person interaction increased. By 2023, both SNS usage and in-person interaction functioned complementarily to influence the sense of connectedness. These findings demonstrate that the role of SNS in maintaining social connectedness during the pandemic evolved over time. As in-person interactions recovered, SNS increasingly served a complementary function. The results provide valuable insights into how SNS and in-person interaction can be balanced in future educational practices and social support systems.

09:50-10:15

92308 | *Online Communities and Identity Exploration: Insights from Gender-Diverse Youth in Canada*
Julia Toews, The University of British Columbia, Canada
Kirsten Graham, Fielding Graduate University, United States
Teija Yli-Renko, The University of British Columbia, Canada
Wallace Wong, Diversity and Emotional Wellness Centre, Canada
Momoka Nabatame, Kwantlen Polytechnic University, Canada

Social media platforms and online communities serve as valuable resources for gender-questioning youth to explore different identities and connect with supportive networks. Experimenting with different gender identities and expressions anonymously online can offer these youth a sense of safety, which is crucial for identity development and may encourage later disclosure to family and peers. However, online spaces also carry risks, such as cyberbullying, exposure to misinformation, and the potential for youth to be outed before they are ready. This study builds on existing research by exploring how gender-diverse youth (i.e., transgender, non-binary, and gender-questioning) navigate online gender experimentation and offline coming-out processes. As part of a broader study on factors influencing disclosure decisions, qualitative accounts from over 100 gender-diverse youth who attended a gender health clinic in British Columbia, Canada, were analyzed using thematic analysis. The findings reflect both the benefits and challenges of online gender exploration identified in prior studies. However, participants differed in their platform choices and how their engagement influenced offline coming-out decisions. This study provides insights into how social media platforms and online communities can both support and complicate identity development and coming-out experiences for gender-diverse youth. Conclusions emphasize the need for safe, supportive online spaces and stress the importance of digital literacy education for both youth and their support networks.

10:15-10:40

89098 | *A Study of Problematic Internet Use and Self-esteem Among Adolescents: An Exploration into the Impact of Sahaja Yoga Meditation*
Sanchita Singh, O P Jindal Global University, India
Navin Kumar, Delhi University, India

In the globalized era of 24/7 internet access, adolescents are increasingly experiencing problematic internet use, adversely affecting their cognitive processes, emotions, and behaviour. This study investigates Sahaja Yoga Meditation (SYM) as a school-based intervention to address this issue. The research is divided into two phases. Phase 1 employed an exploratory design with 1000 students (ages 12-17) from Delhi, NCR, India. It aimed to identify problematic internet use prevalence and analyze its correlation with self-esteem. The results indicated a high prevalence of problematic internet use, negatively correlated with self-esteem. Regression analysis showed that low self-esteem contributes to problematic internet use, explaining 12.7% of its variance. Mediation analysis revealed that maladaptive coping mediates the relationship between self-esteem and problematic internet use. Gender differences were noted, with males using maladaptive coping more frequently than females. Phase 2 used a quasi-experimental design with 119 students to evaluate SYM's effectiveness over 12 weeks (five times a week). Results demonstrated that SYM significantly reduced problematic internet use and maladaptive coping while enhancing self-esteem and adaptive coping. ANCOVA results showed a large effect size, particularly in reducing problematic internet use (effect size = 0.50). The study highlights SYM's potential as an effective intervention for mitigating problematic internet use by improving self-esteem and coping strategies. The findings suggest that SYM can be a valuable tool for mental health professionals in school settings in the Indian context.

Friday Onsite Parallel Session 1

Mental and Emotional Health

Session Chair: Yue Tian

09:00-09:25
89243 | *The Effect of Chemotherapy on the Quality of Life of Head and Neck Cancer Patients*
Aashruti Pathania, Banaras Hindu University, India
Manoj Pandey, Banaras Hindu University, India

Introduction: Due to the unique location of the HN cancers and its treatment, there is often interference with basic primary functions thus leading to poor quality of life. In patients with loco-regionally advanced disease chemotherapy is a treatment option. This study was carried out to evaluate the quality of life in patients undergoing chemotherapy for head and neck cancers. Method: This is a longitudinal study. The quality of life (QOL) was measured using the FACT-H&N Questionnaire before the 1st cycle and post-3rd cycle of chemotherapy. The Cronbach's alpha for the scale is 0.92 and it measures four subscales or domains of QOL and fifth head neck specific domain. A total of 70 patients were studied and data analysis was carried out using a paired samples t-test. Results: Majority of lesions were reported in the oral cavity and the majority (38) had stage IV disease followed by stage III (26). The intention of treatment is palliative in 54% of the patients. At the baseline, the quality-of-life score was 61.06 which increased to 109.99 post 3rd cycle of chemotherapy (paired t-test =30.55, significant at 0.00 level). The initial QOL was lowest in stage IV and highest in stage II which shows global improvement in QOL score across all stages. Conclusions: The results of the study suggest that the use of palliative chemotherapy in HN cancers is associated with improved QOL and appears to be associated with functional improvement and control of pain.

09:25-09:50
91683 | *Resilience in Caregivers of Schizophrenia Patients While Dealing with Caregiver Stress*
Nirmitasha Bora, Sikkim University, Gangtok, India
Sumnima Rai, Sikkim University, Gangtok, India

Background: Family caregivers of patients with schizophrenia often experience significant distress, impacting their physical, psychological, social, and financial well-being. Purpose: This cross-sectional study aimed to investigate the relationship between caregiver stress, resilience, mental health, and quality of life (QOL) among caregivers in Assam, India. Methods: The study involved 192 primary caregivers and utilized various assessment tools, including the Brief Resilience Scale, Caregiver Self-Assessment Questionnaire, Mental Health Continuum-Short Form, and WHOQOL-BREF. Results: Results revealed that lower caregiver stress and higher resilience were associated with better physical and environmental QOL. Resilience played a significant mediating role in the effect of stress on various aspects of QOL and mental health. Higher resilience was linked to improved physical, environmental, social, and psychological outcomes. Contributions Of The Present Study: This research contributes to the development of culturally appropriate rehabilitation programs and family interventions aimed at enhancing resilience, reducing burden, and improving caregivers' quality of life. By focusing on caregiver resilience, it may be possible to provide better care for individuals with schizophrenia in the region. Understanding resilience within the Indian cultural context can inform the development of tailored approaches to support family caregivers effectively.

09:50-10:15
92266 | *Underlying Behavioral Mechanism Between Emotion and Task-Switching Performance: Diffusion Model Analysis*
Ka Lon Sou, Singapore University of Technology and Design, Singapore
Adharsha Sam Edwin Sam Devahi, Singapore University of Technology and Design, Singapore
Wei Quin Yow, Singapore University of Technology and Design, Singapore

The broaden-and-build theory (Fredrickson et al., 2004) posits that positive emotions enhance cognition, enabling individuals to process more information and switch attention more flexibly. Evidence shows positive emotion improve switching cost compared to neutral/negative emotion (e.g., Zhou & Siu, 2015), while higher anxiety correlates with worse mixing cost (e.g., Hartanto & Yang, 2022). However, the mechanisms underlying the effect of emotion on task-switching remain unclear. This study used diffusion model analysis (DMA; Voss et al., 2007) to decompose task-switching performances into drift rate (information accumulation efficiency), boundary separation (decision threshold), and non-decision time (duration for non-decision processes). Fifty-three participants (Mage=22.49; 26F) completed a Number-Letter Task-Switching paradigm (Yow et al., 2015) and reported emotional valence and arousal using the Self-Assessment Manikin (Bradley & Lang, 1994). Results showed significant relationships between arousal and improved mixing costs in accuracy (rs=-.461, p=.002) and reaction time (rs=-.349, p=.041). After decomposing the task-switching responses using DMA, arousal was revealed to be correlated with better mixing cost in drift rate (rs=-.488, p=.001) and switching cost in boundary separation (rs=-.384, p=.027). Valence was correlated to better mixing cost in drift rate (rs=-.389, p=.024). Mediation analysis showed drift rate fully mediated the relationship between arousal and mixing cost in accuracy (indirect effect: β=-.381, p=.005; direct effect: β=-.251, p=.158). These findings expand the broaden-and-build theory, showing high arousal enhance proactive control via efficient information accumulation, and its association with implicit tendencies like speed-accuracy trade-offs as quantified by boundary separation. This study informs the potential behavioral mechanism underlying the emotion-cognition relationship.

10:15-10:40
92316 | *Factors Affecting Shared Decision-Making: A Mixed-Method Study Among Specialist Outpatients in Hong Kong*
Yue Tian, The Chinese University of Hong Kong, Hong Kong
Annie Cheung, The Chinese University of Hong Kong, Hong Kong
Pui Tam, The Chinese University of Hong Kong, Hong Kong
Judy Sze, The Chinese University of Hong Kong, Hong Kong
Eliza Wong, The Chinese University of Hong Kong, Hong Kong

Actively involving patients in shared decision-making (SDM) is vital for patient-centered care and better health outcomes. However, the implementation of SDM in routine medical care remains problematic. This study examined factors influencing SDM participation among specialist outpatients in Hong Kong. A two-phase study was conducted. Phase I involved in-depth interviews (June–July 2024) based on Social Cognitive Theory, exploring factors affecting SDM participation. Phase II was a cross-sectional survey (September–October 2024) informed by Phase I findings and existing literature, collecting data on patient demographics, SDM experiences, and influencing factors. Multivariable regression analyses identified factors affecting SDM involvement. In Phase I, interviews with 30 patients (14 males, 16 females; 19 below 60 years, 11 aged 60+) revealed key barriers and facilitators, including doctor communication skills, consultation time, patient trust, communicative health literacy, demographics, and health status. In Phase II, 300 patients (47% males, 53% females; 54% aged 18–64, 46% over 64) completed the survey. Among them, 54 reported uncertainty about SDM involvement. Regression analyses showed significant positive associations between SDM participation and higher communicative health literacy (β = 0.74, p < .001), better doctor communication skills (β = 0.49, p = .001), and perceived care quality (β = 0.67, p = .025). No other variables were significantly associated. This study underscores the importance of communicative health literacy, doctor communication skills, and care quality in promoting SDM. Interventions targeting these factors are crucial for advancing SDM and achieving patient-centered care in specialist outpatient settings.

Friday Onsite Parallel Session 1

Altruism and Affect

Session Chair: Per Andersson

09:25-09:50
91264 | *When Numbers Speak: The Role of Person and Thing Orientation in Altruistic Response*
Malika Malika, IIM Bangalore, India
Durairaj Maheswaran, New York University, United States

Extant research on altruism shows that emotional responses to victims paradoxically decrease as the number of victims increases (Cameron & Payne 2011). The present study investigates the moderating role of person and thing orientation on how the number of victims affects compassion. We examine how person and thing-oriented individuals respond to single versus multi-victim scenarios. Specifically, participants read about an elderly woman who became destitute after losing her husband and family support and how donations met her basic needs and enabled her to live with dignity. In the multiple-victims condition, participants were informed about many (100 (in Study 1) or 1000 (Study 2)) women with similar stories. The findings from two studies suggest that PO drives compassion in single-victim scenarios, while TO moderates responses in large-scale (multiple victim) suffering. This research underscores the nuanced interplay of orientations in shaping altruistic behavior.

09:50-10:15
89080 | *Karma or Altruism? Donor Motives and the Power of Recipient Identity in Charitable Giving*
Natnicha Laoongkaew, Khon Kaen University, Thailand

Discussions on the motives for making financial donations to charitable organizations sometimes arise regarding the contrasting notions of karma and altruism. While there are individuals who believe that donors are mainly motivated by altruistic motives, an alternative perspective suggests that people may also be influenced by the concept of karma, which believes that charitable acts lead to beneficial consequences for oneself. The objective of this research is to examine how contributors' intentions, which may be categorized as either karma or altruism, influence their distribution of money towards charities. Furthermore, the present research investigates the influence of identified victims on individuals' giving behavior. A laboratory study was conducted, including a total of 242 people who were randomly assigned to one of three conditions: a control group, an altruism framing group with a recipient who was identified, and a karma framing group. Participants were presented with persuasive messages with the goal of persuading them to contribute to underprivileged students. The results showed that donors who knew the organization's name and the recipient's identity donated more. Furthermore, the study found that karma framing would encourage participants to donate more when compared to those who received only the recipients' identities. In addition to karma framing, various motives behind karma, which involved people pursuing favorable outcomes for themselves, had an important effect on donation behavior. This study ultimately enhances our awareness of the details associated with donation behavior and identifies ways to persuade people to support charitable organizations.

10:15-10:40
91863 | *Positive Anticipated Affective Reactions Increase Pro-environmental Behavior*
Per Andersson, Linköping University, Sweden
Camilla Strömbäck, Linköping University, Sweden
Erkin Asutay, Linköping University, Sweden
Hulda Karlsson, Linköping University, Sweden
Daniel Västfjäll, Linköping University, Sweden

With households accounting for 75 percent of global carbon emission, we need to find ways to motivate people to increase their climate change mitigating behaviors in their everyday life. One path to such change is through affect. Here we focus on anticipated affect (i.e. expected feelings) related to enacting pro-environmental behaviors (PEBs). The present study addresses three gaps in the literature: it uses measurements at multiple time points, captures behavior rather than intention, and focus on both positive and negative affect felt in relation to the relevant behaviors. In this pre-registered study we collected a unique longitudinal dataset from a Swedish sample (n = 1605) to investigate these issues. Our results reveal that positive affect predicts more engagement in pro-environmental behaviors, and negative affect predicts less engagement in PEBs. The effect of affect remains when adding previous behavior and behavioral intentions to the model. A mediation model also suggests that anticipated positive affect is related to past pro-environmental engagement and could partly predict future PEBs. Hence, affective reactions may be one way to increase the intrinsic motivation for a more sustainable lifestyle. The results are consistent with theories suggesting an affective feedback loop, which can be used to better understand climate change mitigating behaviors.

Friday Onsite Parallel Session 1

Aging and Cognition

Session Chair: Hariklia Proios

09:00-09:25

92247 | *Association of Psychological Resilience and Cognitive Function Among Community-dwelling Middle-aged and Older Adults in China: A Cross-sectional Survey*

Xiaoxia Wei, Peking Union Medical College, China
Fangqin Tan, Peking Union Medical College, China
Enying Gong, Peking Union Medical College, China
Ruitai Shao, Peking Union Medical College, China

Background: Previous studies have shown that older adults with higher psychological resilience tend to have better cognitive function. However, most studies were concentrated on those aged 60 and above. Identifying their relationship at an earlier stage could provide critical insights for early intervention strategies to maintain cognitive health. Objectives: Our objective was to investigate the relationship between psychological resilience and cognitive function among community-dwelling individuals aged 50 years old and above in China. Methods: A cross-sectional study was conducted in one rural (Wuyuan county) and urban (Beijing city) setting between July and August in 2023. Community-dwelling residents who were aged 50 years and above, lived in the selected 36 communities/villages of nine townships by following a stratified sampling approach, and completed face-to-face survey. Psychological resilience was measured by using 10-item Connor-Davidson Resilience Scale, and cognitive function was measured by using Mini-Mental State Examination. All data analysis was performed by using STATA. Results: A total of 3,058 participants (mean aged:61.29 ± 8.05 years, 54.8% female) completed the survey. The average score for psychological resilience and cognitive function are 26.76 (SD=9.27) and 24.97 (SD=4.96), respectively. The results from the Generalized Linear Regression Model indicate a positive correlation between psychological resilience and cognitive function (coef:0.004, 95% CI:0.003, 0.004, P<0.05), after adjusting socio-demographic characteristics and lifestyle factors. Conclusion: This study identified the relationship between psychological resilience and cognitive function at an earlier stage, providing new insights for enhancing the psychological resilience of middle-aged and older adults to maintain cognitive health.

09:25-09:50

89104 | *Analysis of the Meaning Cognition and Concerned Actions of Elderly People on Agrifood Safety in Taiwan*

Ho-Huei Hsieh, National Kaohsiung University of Hospitality and Tourism, Taiwan
Ho-Hsueh Hsieh, National Chung Hsing University, Taiwan
Tsuilien Shen, National Formosa University, Taiwan

Taiwan's population will enter a super-aged society in 2025. With age, most elderly people's body immunity and disease resistance will decline. Good food safety sources are an important cornerstone of health care for the elderly. This study aims to explore the differences and related situations in the demographic attributes, meaning cognition and concerned actions of the elderly towards agrifood safety. This study adopted questionnaire survey method and semi-structured interview method, purposively sampling a total of 151 elderly people over 65 years old; semi-structured interview method interviewed 3 elderly people. Quantitative data processing was carried out through statistical methods such as descriptive statistics, t-test, ANOVA, and Pearson correlation analysis; semi-structured interviews were conducted using qualitative analysis. This study found: 1. The purchasing behavior of "people who only buy when there is a label" is higher in "meaning recognition" and "action orientation" than "people who never consider the need for labels when purchasing". 2.There is a positive, high correlation between the elderly's awareness of the meaning cognition of agrifood safety and their concerned actions. 3.The interview revealed that the elderly are obviously less clear about the meaning of food safety, including food utensils, containers and packaging, food additives, etc.; the elderly have insufficient concerned actions about reasonable food safety standards, derived concerns, and food safety issues. Finally, this study will draw conclusions based on the research results and provide some suggestions for the safety of agrifood for the elderly.

09:50-10:15

92205 | *Cognitive Reserve Effects on Cognitive and Discourse Production Processing in Healthy Aging*

Andrea Marini, University of Udine, Italy
Giulia Gasparotto, University of Udine, Italy
Francesco Petriglia, University of Udine, Italy
Silvia D'Ortenzio, University of Udine, Italy

105 adults formed three groups according to their levels of cognitive reserve (CR) as assessed by the Cognitive Reserve Index Questionnaire assessing work activity, leisure time and education history (CRIq, Nucci et al. 2011): 35 with extremely high CR (mean age: 70 years); 35 with high CR (mean age: 72 years;); 35 with mild to moderate CR (mean age: 73 years). The three groups did not differ in age. They were enrolled in a wider project entitled "Standardization of the multilevel procedure for discourse analysis and training program for narrative production in healthy adults" supported by PRIN2022PNRR, Proj. Number G53D23007250001. They received tasks assessing phonological working memory skills (Backward Digit Recall), sustained attention (Trail Making), lexical selection (Phonological Fluency) and a narrative discourse production task requiring them to describe the stories portrayed in five picture stimuli. These discourse samples were analyzed with a multilevel procedure of discourse analysis (Marini et al. 2011). Adults with extremely high CR produced stories with more words per utterance and grammatically complete sentences and fewer false starts and semantic errors than adults with mild to moderate CR. Furthermore, they also produced fewer errors of local and global coherence and more informative words than both adults with high and mild to moderate CR who did not differ from each other. A similar advantage was found also on a task assessing sustained attention and inhibitory control in lexical selection. This suggests that CR enhances sustained attention, inhibitory control and specific aspects of discourse production in healthy aging.

10:15-10:40

91627 | *Protecting Our Brain to Reduce the Burden of Stroke: Stroke Alliance for Europe*

Hariklia Proios, Adelphi University, United States
Arlene Wilkie, Independent Scholar, Belgium

For many individuals, achieving a healthy life expectancy beyond the age of 65 is not possible due to health and social determinants including stroke. Stroke not only reduces life expectancy but also disproportionately affects healthy life years, especially for those with significant risk factors. Stroke contributes to a significant burden on general health, social and economic systems. Reducing the number of strokes must be a global priority. The Stroke Alliance for Europe (SAFE), a non-profit European umbrella organization of over 35 stroke support organizations since 2004), advocates for equitable access to stroke care and support along the entire care pathway. In 2024 SAFE relaunched a prevention focused website which provides information about intentional and modifiable risk factors. It explains what we can and cannot do to improve our brain health and it can be used as a guide for individuals and policy makers to reduce the likelihood of a first and recurrent strokes. The European Stroke Organization, the World Stroke Organization and SAFE continue to involve multinational stakeholders in addressing knowledge gaps in stroke and risk factors. An example is the development and implementation of action plans such as the Stroke Action Plan for Europe (SAP-E) 2018-2030. Using proper prevention, early intervention, and rehabilitation, it is possible to reduce the impact of stroke on overall health and in turn also help with "democratizing the concept of longevity".

Friday Onsite Parallel Session 2

Contemporary Issues in Teaching and Learning EFL

Session Chair: Julie Li-Ju Shiu

10:55-11:20
87571 | *Fostering Students' Cultural Awareness Through Critical Literacy Pedagogy: Opportunities and Challenges for EYL Teachers*
Sri Setyarini, Universitas Pendidikan Indonesia, Indonesia
Keizha Veriz Viandra, Universitas Pendidikan Indonesia, Indonesia
Surya Aulia Sukarman, Universitas Pendidikan Indonesia, Indonesia

Research on critical literacy has been conducted from different educational perspectives. Some of them focus on critical literacy pedagogy, and some others highlight critical literacy skills bringing some benefits to promote students' language and cultural awareness which are necessary to support their participation in social daily life. Therefore, this study aims at: 1) investigating how critical literacy pedagogy was implemented by the EFL teachers in promoting students' cultural awareness; 2) identifying some challenges are faced by the teacher during the implementation. Participatory Action Research (PAR) was employed with three instruments to collect the data, namely classroom observation, interview with the teacher and students, and document analysis. The collected data were analyzed using critical literacy pedagogy framework and cultural awareness. The findings revealed that critical literacy pedagogy with four resources modal seemed to be able to promote students' cultural awareness. It can be seen from the way the students perceived and interpreted the cultural value found in the text, evaluated from different point of view related to their social political practices which can built social justices in their neighborhood. In addition, dealing with teachers' challenges due to their limited understanding how to implement critical literacy pedagogy and their insufficient experience as well. Therefore, it is recommended for teacher to improve their understanding and experience in implementing critical literacy pedagogy.

11:20-11:45
88942 | *HOTS-Based Multimodal Pedagogy: An Innovative Learning Strategy to Promote EFL Young Adolescents' Critical Social Awareness*
Nurul Anggraini, Universitas Pendidikan Indonesia, Indonesia
Sri Setyarini, Universitas Pendidikan Indonesia, Indonesia

Globalization exerts a profound impact on EFL young adolescents particularly their social skills. Currently, this phenomenon can be identified in the daily life practices in which they tended to be egoistic, intolerant, and disrespectful behaviors. To avoid those negative social attitudes, the students should be trained through employing Multimodal pedagogy (MP) to promote critical social awareness. Therefore, this research paper presented three aims, namely: to investigate MP's implementation; find out students' responses; and identify challenges in fostering students' critical social awareness. Using participatory action research, data were collected through classroom observation, document analysis, and interview with both teachers and students. The findings revealed that Multimodal pedagogy integrated with Higher-Order Thinking Skills (HOTS) was effectively implemented through various learning strategies such as storytelling, playing videos, role-playing, and critical questioning strategies integrated with analytical, evaluative, and creative skills evidenced in their critical writing. Their critical social awareness were performed through critical opinions, arguments, reasons based on their daily life practices. The majority of students responded positively to the classroom activities, displaying their engagement and favorable feedback during the interview. However, the teachers faced some challenges including less experiences in applying Multimodal pedagogy, insufficient pedagogical and professional knowledge, and less critical thinking skills. To overcome these, the teacher should join some professional development programs by attending workshops and conferences, pursuing further study, improving their critical thinking and social awareness grounded from the students' social life.

11:45-12:10
89103 | *An Investigation of Teacher's Questioning Strategy to Promote Critical Literacy in English Young Learners' Classroom*
Surya Sukarman, Indonesian University of Education, Indonesia
Sr Setyarini, Indonesia University of Education, Indonesia
Gingin Gustine, Indonesia University of Education, Indonesia

Currently, learning English as foreign language does not only refer to understand the structure and meaning of words but also understanding the implied meaning of the text. One of the strategies to obtain this goal is learning through Critical Literacy using teacher's questioning strategies. Therefore, the research paper presents 1) How is teacher's questioning strategies promote young learners' critical literacy 2) Investigate students' perspective toward the Critical Literacy based learning. This study employed Classroom Action Research design in which teacher as researcher and involved three instruments such as classroom observation, documents analysis and interview with the students. The findings reveal that teacher questioning strategies within the implementation of The Four Resources Model can promote students' critical literacy. The findings underscore the role of thoughtfully designed questioning strategies within The Four Resources Model of Critical Literacy, which includes: a) Breaking the Code, b) Meaning Making, c) Using Text Functionally, and d) Analyzing Text Critically. The inclusion of effective questioning strategies—such as focusing, prompting, probing, and redirecting—enriched classroom discussions. Focusing and prompting questions helped guide learners towards understanding the literal meaning of words and their practical use, aiding their development from basic readers to proficient code breakers and meaning-makers. Subsequently, probing and redirecting questions encouraged deeper analysis of word functions and critical engagement with texts. This approach significantly promoted learners' abilities as text users and analysts, highlighting the substantial impact of well-implemented questioning strategies on promoting critical literacy skills in young learners.

12:10-12:35
91829 | *University Students' Attitudes Towards First Language Use in Second Language Learning and in English as a Medium of Instruction Contexts*
Julie Li-Ju Shiu, National Chi Nan University, Taiwan

This study explored and compared Taiwanese university students' attitudes towards first language (L1) use in second language (L2) learning and English as a medium of instruction (EMI) contexts. The study also explored under what EFL (English as a foreign language) and EMI classroom situations the students might accept teachers' L1 use. The study employed an online questionnaire survey and semi-structured interviews. One hundred and eighty-eight students completed the questionnaire, and 12 students participated in the interviews. The questionnaire results show that students had a positive attitude towards L1 use both in L2 learning and in EMI, and they preferred more English instruction time in EMI than that in L2 learning. The interview data analysis reveals that the interviewees mostly welcomed EFL and EMI teachers' moderate L1 use, and they valued L1 multi-functionality. However, the interviewees preferred greater L1 use in EMI than in L2 learning. Moreover, the questionnaire results show that the top five EFL classroom situations where students might accept teachers' L1 use match the top five EMI classroom situations. The findings suggest that students primarily valued the scaffolding role of L1 use. Pedagogical implications are discussed at the end of the paper.

10:55-12:35 | Room 604 (6F)
Friday Onsite Parallel Session 2
AI and Assessment in Education
Session Chair: Jonathan Loo

10:55-11:20
89151 | *Exploring the Potential of Generative Artificial Intelligence in Enhancing Teacher Feedback on Digital Multimodal Compositions*

Kai Guo, The University of Hong Kong, Hong Kong
Danling Li, The Chinese University of Hong Kong, China
Lianjiang Jiang, The University of Hong Kong, Hong Kong

Digital advancements have triggered a significant shift, transforming traditional writing into digital multimodal composing (DMC), a practice increasingly prevalent in English as a foreign language (EFL) classrooms. However, the provision of feedback on DMC, which includes both linguistic and non-linguistic elements, poses a significant challenge for teachers. Generative Artificial Intelligence (GAI) offers a promising solution to automate the evaluation of DMC, potentially enhancing the quality and quantity of feedback and reducing the burden on teachers. Despite the potential, current research predominantly focuses on large language models for providing linguistic feedback on traditional essays, overlooking multimodal compositions. Our study addresses this gap by exploring the potential of multimodal GAI in supporting teachers' feedback on digital multimodal compositions. We analysed feedback from both GAI and teachers on 88 posters, a popular DMC genre, created by university students in China. Five EFL teachers and GPT-4o, a multimodal generative pre-trained transformer developed by OpenAI, provided feedback on these posters. We compared the characteristics of feedback from both sources, referring to a genre-based evaluation model, and investigated teachers' perceptions of using GAI-generated feedback to supplement their own. Our findings shed light on the strengths and weaknesses of each feedback approach, indicating the potential of GAI to support teachers' feedback practices in DMC. We propose a collaborative GAI-teacher feedback framework, offering practical guidance for teachers to effectively use GAI for enhancing feedback on students' DMC. This research promotes the integration of GAI within educational settings and improves the overall quality of feedback on DMC.

11:20-11:45
85914 | *A Bibliometric Analysis of Equating Research: Unveiling Trends, Collaborations, and Influential Works*

Siti Nurjanah, Yogyakarta State University, Indonesia
Supahar Supahar, Yogyakarta State University, Indonesia
Heri Retnawati, Yogyakarta State University, Indonesia
Nurul Aulia Martaputri, Yogyakarta State University, Indonesia

Equating in standardized testing is essential for guaranteeing equitable outcomes for test-takers across various test versions, facilitating accurate decision-making based on test scores. This study aims to assess scientific publications on equating through the application of bibliometric methods. This analysis will focus on the research ecosystem, collaborations between countries and institutions, popular topics and their evolution over time, characteristics of influential research, and the most recent emerging theme within the equating literature. Data selection was conducted using the Scopus database, identifying 327 relevant papers using a methodical screening process. The complete bibliometric studies utilized the Biblioshiny and VOSviewer tools. The findings revealed a robust research environment, with the United States and Turkey being the primary providers. The study discovered collaboration networks and critical institutions, emphasizing the significance of international cooperation. The research uncovered prevalent subjects like item response theory, simulation studies, and population invariance. It also identified thematic clusters that involve methodological intricacies, accuracy evaluation, and the development of equating methods. The distinguishing features of highly cited papers were their meticulous evaluation of equating methods, incorporation of item response theory, and creation of proper equating instruments. Future research should prioritize the development of international collaborations, the promotion of interdisciplinary perspectives, and the utilization of advanced statistical tools and computational resources to enhance existing equating techniques, create new approaches, and tackle emerging challenges in the field of equating.

11:45-12:10
91801 | *Enhancing Critical Thinking Assessment in Medical Education: A Comparative Analysis of GPT-4 and GPT-3.5-Turbo for Automated Scoring and Quality Feedback*

Yvette Nkondo Hlophe, University of Pretoria, South Africa
Sumaiya Adam, University of Pretoria, South Africa
Masikisiki Baphumelele, University of Pretoria, South Africa
Vukosi Marivate, University of Pretoria, South Africa

The rapid expansion of Large Language Models (LLMs), such as Generative Pre-trained Transformer 3, commonly known as GPT-3, has captured the attention of numerous researchers. This keen interest is focused on evaluating the potential benefits that these models might offer across diverse communities and research domains. The field of education stands to gain significantly from certain features provided by these models, as they can streamline teaching processes that are currently hindered by manual tasks. This study aimed to explore the potential of GPT-4 and GPT-3.5-Turbo in aiding instructors from the School of Medicine at the University of Pretoria (UP) to streamline the manual scoring procedures associated with evaluating students' critical thinking reflections. We further assess the quality of feedback returned by the models in terms of alignment with the given essay context and their ability to offer guidance to students in relation to rubric that was made available to students. Both models were instructed using Zero-shot prompting as an instructional approach for carrying out the given task. Our findings indicate that GPT-3.5-Turbo is the least effective, exhibiting the highest mean squared error of 1.82 compared to GPT-4. The survey findings, disseminated among specific academics and teaching assistants involved in evaluating reflections within the School of Medicine, reveal that feedback generated by the two models demonstrates a higher degree of formative quality when contrasted with feedback provided by human markers, with an 84.6% agreement rate.

Friday Onsite Parallel Session 2

AI and Assessment in Education

Session Chair: Jonathan Loo

12:10-12:35

90750 | *Integrating GenAI Into Authentic Assessment to Enhance Embedded Systems Design Education*

Jonathan Loo, Queen Mary University of London, United Kingdom
Yue Chen, Queen Mary University of London, United Kingdom
Michael Chai, Queen Mary University of London, United Kingdom

This study introduces an innovative assessment framework for a Year 3 Embedded Systems Design module in a four-year Electronic Engineering program, leveraging GenAI as a catalyst to enhance student learning and engagement. Traditional assessments, such as exams and programming tasks, often fail to capture students' ability to apply theoretical knowledge to complex, real-world engineering scenarios. To address this, we are developing a GenAI-supported, group-based project that combines authentic assessment with challenge-based learning and the CDIO (Conceive-Design-Implement-Operate) framework. Students work in teams to design a two-wheeled balancing robot, applying PID (proportional-integral-derivative) control to manage stability—an advanced precision engineering task requiring knowledge and skills beyond the explicit module's curriculum. GenAI supports each CDIO phase: in the Conceive phase, it helps clarify project goals, including sensor integration and control; during Design, it aids in system architecture creation with a focus on real-time task prioritization under the constraint of time. In the Implement phase, GenAI provides debugging feedback and optimizes PID control, while in the Operate phase, it offers insights for performance evaluation. This assessment mirrors real-world industry practices, challenging students to engage in higher-order thinking as they tackle multifaceted engineering problems involving precision, system integration, and performance trade-offs. The marking criteria incorporate group marks and peer assessments, reflecting individual contributions within the team. To promote responsible GenAI use and avoid over-reliance, reflective tasks and structured guidance are included. This framework fosters critical thinking, adaptability, and problem-solving, equipping students with essential skills for an evolving engineering landscape while advancing assessment methodologies in engineering education.

Friday Onsite Parallel Session 2
Hybrid and Self-Regulated Module
Session Chair: Krinnaphat Argasvipart

10:55-11:20
89255 | *Student Satisfaction and Engagement in Hybrid Math Classes: Insights from a Needs Assessment*
Generie Mae San Pablo, De La Salle University, Philippines

This needs analysis aimed to investigate student satisfaction and engagement factors in hybrid learning environments, focusing on an appreciation mathematics course for first-year students. With the growing adoption of hybrid learning models, accelerated by the COVID-19 pandemic, understanding student experiences is essential for optimizing learning outcomes. Data were collected during the first trimester of A.Y. 2023-2024 through an adapted online survey of 77 respondents. The survey utilized a five-point Likert scale and centered on three core areas: hybrid learning implementation, student satisfaction, and engagement. Descriptive statistics and thematic analysis were employed to interpret both quantitative and qualitative data. Findings revealed that students valued the flexibility, convenience, accessibility, and technological integration that hybrid learning offers, along with the balanced learning experience it creates. However, both online and onsite students faced significant challenges, such as technical difficulties, communication gaps, and engagement issues. Onsite students struggled with logistical problems related to commuting, while online students experienced distractions and feelings of isolation, which negatively affected their satisfaction and engagement with classmates and instructors. To enhance the hybrid learning experience, the analysis recommends incorporating more interactive teaching methods, improving technical support and infrastructure, and redesigning hybrid math courses to foster inclusivity and engagement. Additionally, developing a validated and reliable survey instrument tailored specifically to hybrid learning in mathematics is recommended. Such an instrument should encompass students' diverse needs and suggestions in this analysis, providing a comprehensive measurement tool for ongoing improvement in hybrid learning environments.

11:20-11:45
92156 | *The Effect of Self-Regulated Learning Activities on Learners' Scientific Literacy*
Jergen Romulo, Mindanao State University-Iligan Institute of Technology, Philippines
Amelia Buan, Mindanao State University-Iligan Institute of Technology, Philippines
Manuel Barquilla, Mindanao State University-Iligan Institute of Technology, Philippines
Chokchai Yuenyong, Khon Kaen University, Thailand
Ellen Inutan, Mindanao State University-Iligan Institute of Technology, Philippines
Rhea Confesor, Mindanao State University-Iligan Institute of Technology, Philippines

Self-regulated learning (SRL) has been found to be crucial in achieving success in the learning process. It includes the utilization of self-regulated learning strategies (SRLS) in doing academic tasks, which include the cognitive, metacognitive, and motivational. The point of this study was to explore how self-regulated learning activities (SLRAs) affect students' ability to understand and use cognitive-metacognitive SRLAs (CogMet) and cognitive-metacognitive-motivational SRLAs (CogMetMot). The two groups utilizing the SRLAs were compared to a control group. The SRLAs were used in classroom instruction upon teaching the concepts of chemical reactions. After four weeks of utilization, learners' scientific literacy was assessed using a 10-item PISA-like test, which has an inter-rater reliability of 83%. It was found that the CogMet and CogMetMot groups significantly outperformed the control group. There was a significant difference between CogMet (M=8.78, SD=4.35) and the control group (M=5.75, SD=3.96) and between CogMetMot (M=7.40, SD=3.08) and the control group. Furthermore, there was no significant difference in the performance between the CogMet and CogMetMot groups, implying that the two approaches can be used to promote scientific literacy in classroom instruction.

11:45-12:10
90267 | *Assessment of Post-Pandemic Learning Through Hybrid Modality in the Context of Community of Inquiry (CoI)*
Christian Dave De Leon, De La Salle University, Philippines
Maricar Prudente, De La Salle University, Philippines

The Community of Inquiry (CoI) model by Garrison, Anderson, and Archer (2001) has been widely known for the implementation of technology-based instruction, which involves the integration of cognitive, teaching, and social presences for enhancing the educational experience for students. This study primarily focused on how the CoI model was maximized in assessing the implementation of a technology-based hybrid learning modality as part of post-pandemic instructional design within the Philippine educational context. Descriptive survey research was conducted using a modified 5-point Likert scale which measures the CoI presences. In this case, it was aimed to assess how a private non-sectarian university fully implementing a hybrid-learning modality integrates the said model through a technology-based instruction, where respondents were selected from junior and senior high school levels. The findings suggests that students have positive perception towards the implementation of hybrid learning modality on the context of CoI model on how their teachers prepare their learning tasks. Student demographics have no direct influence, but social interaction can be an attribute for the use of more collaborative learning tasks in a technology-based instruction. In a nutshell, the community of inquiry (CoI) framework can be integrated towards the implementation of technology-driven classroom instruction in conformity with the needs of the learners in the post-pandemic response. Instructional designs must be grounded on the demands of Education 5.0 such as personalized learning environment through integration of more adaptive and immersive forms of educational technology.

12:10-12:35
90838 | *Personalized Blended Learning Experiences for English Communication Skills and Self-Regulated Learning Skills: A Case Study in a Secondary School in Thailand*
Krinnaphat Argasvipart, Srinakharinwirot University Prasarnmit Demonstration School (Secondary), Thailand

This study aimed to investigate secondary students' experiences with a personalized blended learning platform focused on 1) English communication skills and 2) self-regulated learning skills. The sample consisted of nineteen lower secondary students from a Thai school with Common European Framework of Reference (CEFR) English proficiency levels at A1, all enrolled in a remedial English course aligned with CEFR standards. Conducted as an intrinsic case study, the research utilized qualitative data analysis, employing coding and thematic analysis to examine student experiences over a 3-month course comprising 10 lessons. The findings revealed two key insights: 1) Students reported positive experiences with the personalized blended learning environment, particularly appreciating the integration of Microsoft Teams as a tool for enhancing listening, speaking, and reading skills. Specific features such as Immersive Reader for listening and self-recording capabilities for speaking practice were highlighted as beneficial. This blended approach provided a flexible and supportive learning atmosphere with personalized feedback from teachers, which in turn increased student confidence and English proficiency. 2) The majority of students found that MS Teams promoted self-regulated learning skills. Students were encouraged by the platform's flexibility and control over their learning pace. Overall, the study indicated that students had a positive experience of using MS Teams as personalized blended learning platform.

10:55-12:35 | Room 607 (6F)
Friday Onsite Parallel Session 2
Student Competency in Theory and Practice
Session Chair: David Matas

10:55-11:20
89262 | *The Effect of Holistic Thinking on Students' Belief and Interdisciplinary Competence in Vocational Education*
Tran Hoang Thuy Duong, National Taiwan Normal University, Taiwan
Lee Yi-Fang, National Taiwan Normal University, Taiwan

This study examined the influence of students' holistic thinking on their beliefs—specifically, their beliefs about the value of interdisciplinary learning and their self-efficacy in interdisciplinary skills—and their interdisciplinary competencies, using expectancy-value theory as the framework. Additionally, the study explored the mediating role of students' beliefs regarding interdisciplinary education. A survey was conducted with 412 vocational high school students in Taiwan, and Partial Least Squares Structural Equation Modeling (PLS-SEM) was utilized for data analysis. The findings indicated that holistic thinking had a significant positive effect on students' beliefs and interdisciplinary competencies. Moreover, students' beliefs mediated the relationship between their holistic thinking and interdisciplinary competencies. Together, holistic thinking and beliefs explained 61% of the variance in students' interdisciplinary competencies, suggesting that these variables offer a robust explanation of students' competencies. The study contributes to theory by integrating students' holistic thinking into the expectancy-value framework and advancing the understanding of interdisciplinary education within vocational and educational training contexts. Practically, the research underscores the importance of fostering holistic thinking in vocational education. Educators are encouraged to design activities that help students recognize the value of interdisciplinary learning and develop their confidence in their abilities.

11:20-11:45
90315 | *Promotion of Lateral Thinking as a Learning Strategy in High School Students*
Cecil Ramos, Universidad Nacional Autónoma de México, Mexico
Maria Becerril, Universidad Nacional Autónoma de México, Mexico

In Mexico there is a diversity of upper secondary education systems, one of them is the one created for the National Autonomous University of Mexico, this school is recognized for its academic level. The graduate profile indicates that the student has developed critical thinking, in addition to being able to correlate the acquired learning with his own context, being able to give different responses to different situations. The previous idea corresponds to Lateral Thinking. With this type of thinking, the student shows a higher cognitive process, which also develops his creativity. However, in the study plans there are no explicit methods on how to develop this thinking, or how to use learning strategies that motivate the student to be creative. Because of this, action-research was proposed, this is a qualitative method that focuses on solving problems in social systems, such as schools. The actions were developed in three different moments. In the first one, the project-based learning strategy was applied with three different creativity methods, the second action includes a new modification on how to present the projects and how to integrate the creativity methods, finally, the third action was modified due to the observation, based on the students' recommendations, leading to the development of a hybrid model that unites the three proposed methods and project-based learning. Preliminary results indicate that this type of strategy promotes lateral thinking and can also help teachers create better learning environments where students can develop creativity and are able to integrate the subject topics.

11:45-12:10
92187 | *Dual Use Education*
David Matas, University of Manitoba, Canada

Would be students from a repressive country with widespread human rights violations want to learn a subject which is dual use. The training can be used both for human benefit. Yet, this training is used systematically in the country of the would-be students to inflict gross human rights violations. What should be the response of the learning institutions to which these students apply? Should the students be rejected on the basis of the risk that their education could be turned to nefarious ends? Should the issue be ignored? Should the students be accepted subject to certain conditions, ethical commitments and ethical instruction? The presentation would address these questions through a case study - student applicants from China wanting to learn abroad how to perform organ transplant surgery. There is overwhelming evidence that in China prisoners of conscience are being killed systematically for their organs for transplantation through organ extraction. The organs are sold to transplant tourists and wealthy and well-connected Chinese. What should be the response of learning institutions outside of China to these student applications? The presentation will set out what various learning institutions outside of China have already done in answer to this question. The conclusion would be that, where the skill sought to be learned is abused in the country of the student applicants in a widespread and systematic manner, as is the case in China with organ transplantation surgery, the student applicants should not be accepted for training.

10:55-12:35 | Room 608 (6F)
Friday Onsite Parallel Session 2
Health Education and Community Outreach
Session Chair: Kevin Tan

10:55-11:20
91591 | *Community-Based Risk Communication for Raising Awareness of Rabies in High-Risk Communities in Thailand: A One Health Perspective*
Pahurat Kongmuang Taisuwan, Ministry of Public Health, Thailand
Saengduan Moonsom, Mahidol University, Thailand

Rabies remains a critical public health challenge in high-risk communities where awareness and preventive practices are often inadequate. This study explores the implementation of a One Health perspective to improve rabies awareness by integrating human, animal, and environmental health dimensions. Using an ethno-epidemiological framework, we examine the cultural beliefs, practices, and local knowledge surrounding rabies in these communities. Our research underscores the importance of engaging local stakeholders, such as healthcare professionals, veterinarians, and community leaders, to effectively disseminate information and promote vaccination and responsible pet ownership. Through targeted educational initiatives by the Thailand One Health University Network (THOHUN) and community outreach activities, we aim to enhance understanding of rabies transmission and prevention strategies. Our findings emphasize the critical need for interdisciplinary collaboration in addressing rabies in vulnerable populations, ultimately contributing to improved public health outcomes. This study also provides a useful model for future awareness campaigns targeting other zoonotic diseases in similar contexts.

11:20-11:45
89238 | *A Systematic Review Defining the New Skills Required of General Practitioners to Improve Program Learning Outcomes of Medical Science*
Pagmadulam Sarantuya, Etugen University, Mongolia
Batchuluun Purev, Etugen University, Medical Department, Mongolia
Sarangua Surlegbaatar, Etugen University, Basic Medical Department, Mongolia
Jargalsaikhan Erdenebat, Etugen University, Basic Medical Department, Mongolia
Nasanbayar Baavgai, Etugen University, General Committee of the Program, Mongolia
Tuul Myatav, Etugen University, Office of Postgraduate Studies, Mongolia

The 4th Industrial Revolution is creating new skills for general practitioners. Keeping up with the development of artificial intelligence creates great opportunities, while not being able to master it risks being pushed out of the profession. This study was carried out to determine the skills required of general practitioners in the future and re-determine the results of the "Medicine" program learning outcome (PLO). New skills were determined based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses model based on electronic scientific databases (PubMed Central, Medline, Library of Medicine, etc.). A total of 7,592 research articles were identified as a result of the search of international scientific electronic databases. Articles that did not include keywords in the title or abstract, were duplicated, paid for, or were not available in full text were excluded according to the criteria. A total of 17 articles were included in the study. The results of the study showed that the ability to use artificial intelligence, mining data from big data, create health mobile applications, face-to-face consultation in a telemedicine online environment, improve and manage others' emotions, communication, technology knowledge, and clinical skills were considered important skills. Because there was a need to pay more attention to mastering the new skills revealed by the results of the research, the 19 skill sub-criteria of the PLO were improved. In the curriculum, the courses "Artificial Intelligence", "Entrepreneurship", and "Business Project" have been increased. As a result, PLO's communication skills, professional leadership, and entrepreneurial skills increased student satisfaction.

11:45-12:10
92114 | *Development of an Exercise Program Based on Thai Traditional Wisdom Integration for Physical Education Undergraduate Students in Elderly Exercise Course*
Parichat Pragobmas, Phuket Rajabhat University, Thailand

The objectives of this research were: 1) to develop an exercise program based on Thai traditional wisdom integration for physical education undergraduate students in elderly exercise course, and 2) to evaluate the appropriateness of the exercise program. The sample consisted of five experts who possessed knowledge and expertise in physical education or related fields studies. The research instruments were: 1) the developed exercise program, and 2) a program appropriateness assessment form. Data were analyzed by calculating the mean scores of program appropriateness ratings. The research findings revealed that: 1) the developed exercise program based on Thai traditional wisdom integration for physical education undergraduate students in elderly exercise course consisted of three activities: Activity 1 consisted of 22 warm-up, cool-down, and stretching integrating Thai traditional wisdom through the use of Pha Khao Ma; Activity 2 included 18 individual exercises integrating Thai traditional wisdom through the use of Pha Khao Ma; Activity 3 contained 10 partner exercises integrating Thai traditional wisdom through the use of Pha Khao Ma. The program followed four steps, all integrating Thai traditional wisdom through the use of Pha Khao Ma: Step 1 warm-up and stretching; Step 2 individual exercises; Step 3 partner exercises; Step 4 cool-down and stretching. 2) The evaluation of the developed program's appropriateness yielded the highest level of appropriateness with a mean score of 4.60. Consequently, physical education undergraduate students can implement this exercise program integrating Thai traditional wisdom in the exercise for the elderly course to promote better health behaviors among elderly individuals.

12:10-12:35
92517 | *Continuous Learning and Education Through Master's by Coursework at the National University of Singapore Medical School*
Kevin Tan, National University of Singapore, Singapore
Wen Shan Yew, National University of Singapore, Singapore
Geetha Warrier, National University of Singapore, Singapore

In the rapidly evolving field of medicine, continuous education is imperative for healthcare professionals to remain at the forefront of medical advancements and to provide the highest quality of care. This paper explores the role of the National University of Singapore's Yong Loo Lin School of Medicine in promoting lifelong learning through its master's programs.
Although these programs are still in their early stages, they are carefully designed to meet the diverse needs of medical and biomedical professionals, including clinicians, researchers, and educators. The curriculum aims to deepen expertise, encourage interdisciplinary collaboration, and foster innovation in healthcare practice and research. Key features include an integration of cutting-edge healthcare knowledge with practical applications, as well as opportunities for international collaborations and research initiatives.
This talk will delve into the lessons learned from developing such programs in a competitive academic market, highlighting the challenges faced and strategies employed to ensure their relevance and attractiveness. In conclusion, the master's programs at NUS Medicine exemplify the institution's commitment to fostering lifelong learning. Moving forward, as these programs mature, their refinement alongside the integration of new technologies and pedagogical approaches will be crucial to enhancing their effectiveness and impact in the medical community.

10:55-12:35 | Room 609 (6F)
Friday Onsite Parallel Session 2
Professional Development: Competency and Well-being
Session Chair: Nuttaporn Takhet

10:55-11:20

89268 | *On Mathematics Pre-Service Teachers' Readiness to Teach for Creativity: A Needs Analysis*

Crispin Jr. Ebal, De La Salle University, Philippines
Alexis Michael Oledan, Mindanao State University - Iligan Institute of Technology, Philippines

Mathematical creativity is essential for developing students' problem-solving and critical-thinking skills, yet it is often neglected in traditional teacher education programs. This study explores the readiness of pre-service mathematics teachers to incorporate creativity into their teaching practices. The research involved thirty-three third-year mathematics education students and thirty-five high school students, who provided feedback on the creativity demonstrated by pre-service teachers during their internships. A mixed-method approach was used, combining surveys and open-ended questions to examine the pre-service teachers' experiences with creative teaching methods and their perceptions of readiness to teach for creativity. The findings indicate that pre-service teachers frequently engage with creative teaching strategies in their coursework and strongly support the integration of creative activities in teaching practices. Strategies commonly introduced and developed during the teacher education program include problem-solving tasks, collaborative learning, and the integration of technology to enhance student engagement. However, it is revealed that their confidence in fostering creativity in the classroom varies. This research recommends expanding teacher education programs to include a stronger focus on creativity, reflective practices, and student-centered teaching methods to better prepare future educators. By developing their confidence and competence in teaching creatively and enhancing students' creativity, future teachers will be better equipped to engage students and encourage innovative and divergent thinking in mathematics.

11:20-11:45

91603 | *Workplace Happiness of Teachers in Lop Buri, Thailand: A Study Based on the Workplace Well-Being Concept*

Phuwadon Chulasukhont, Thepsatri Rajabhat University, Thailand
Namthip Ongardwanich, Naresuan University, Thailand
Wanwisa Yamkrachang, Thepsatri Rajabhat University, Thailand
Jitlada Rodploy, Thepsatri Rajabhat University, Thailand
Khemika Sa-nguanpuak, Thepsatri Rajabhat University, Thailand

Workplace happiness plays a pivotal role in enhancing teachers' performance and the overall quality of education. Despite its importance, research on teachers' workplace well-being in rural provinces of Thailand, such as Lop Buri, remains limited. This study adopts Workplace Well-being framework to evaluate workplace happiness among teachers and analyze variations based on demographic factors. The research aims to: 1) assess the level of workplace happiness among teachers in Lop Buri Province, and 2) compare workplace happiness across demographic variables. A quantitative research design was employed, with a sample of 357 teachers selected through stratified random sampling. Data were gathered using a structured questionnaire derived from the Workplace Well-being model, incorporating dimensions such as autonomy, skill utilization, social support, and work-life balance. The findings revealed that workplace happiness among teachers was moderate overall, with significant differences observed across demographic categories. Younger teachers and those with less experience reported lower levels of happiness, while social support and work-life balance emerged as key factors influencing happiness. The study underscores the need for educational institutions to create supportive work environments and promote work-life balance to improve teachers' well-being. These findings provide valuable insights for policymakers and administrators to develop interventions that enhance workplace happiness, thereby contributing to better educational outcomes in Lop Buri Province.

11:45-12:10

86995 | *Preservice Teachers Competencies in Solving Mathematical Modelling Problem*

Sri Irawati, Universitas Negeri Surabaya, Indonesia
Manuharawati Manuharawati, Universitas Negeri Surabaya, Indonesia
Abadi Abadi, Universitas Negeri Surabaya, Indonesia

This study aims to describe the modelling competency of pre-service mathematics teachers in solving mathematical modelling problem. The subjects in this study were 34 pre-service mathematics teachers. To obtain research data, subjects were given mathematical modelling problem and then interviewed based on their written answers to obtain more information. This study used time triangulation to test the validity of the data. Furthermore, the data was analyzed through condensation, presentation, and conclusion. As a result, subjects were grouped into six levels based on Ludwig and Xu's mathematical modelling competency. Level 0 is a subject who does not understand the problem. Level 1 are subjects who understand the problems, level 2 are subjects who can simplify the problem, level 3 are subjects who can create mathematical model, level 4 are subjects who can solve mathematical models, level 5 are subjects who can interpret, validate, and present answers. The results showed that out of 34 pre-service mathematics teachers, there were 5.88% at level 5, 2.94% at level 4, 5.88% at level 3, 11.76% at level 2, 64.71% at level 1 and 8.82% at level 0. From these results, it is known that the modelling competence of pre-service mathematics teacher is still relatively low because most of them are at level 1. The subject can understand the problem but does not proceed to the next step in solving it. To overcome this, pre-service mathematics teachers need to receive mathematical modelling learning and get them used to solve mathematical modelling problems.

12:10-12:35

92092 | *Investigating the Influences of Linguistic Insecurity on Pre-Service English Language Teachers' Teaching Performance in Thai EFL Classrooms*

Nuttaporn Takhet, Phuket Rajabhat University, Thailand
Aeknarin Yokchawee, Phuket Rajabhat University, Thailand
Jaruwan Kaewwiriya, Phuket Rajabhat University, Thailand
Pakawat Wipamart, Phuket Rajabhat University, Thailand

Speaking anxiety is a crucial difficulty experienced by pre-service English language teachers in the Thai context. Therefore, this study investigated the influence of linguistic insecurity on the teaching performance of Thai EFL pre-service teachers majoring in English education programs at six Rajabhat universities in Thailand. The questionnaire was adapted from Jantri & Phusawisot (2021) and the professional standard for Thai pre-service teachers by the Teachers' Council of Thailand (2021), which included three factors: Lack of Confidence (LC), Poor Performance (PP), and Negative Self-Concept (NSC). A quantitative approach was adopted in this study; thus, 100 participants were selected through convenience sampling due to their teaching experience. The data were collected using a questionnaire. Descriptive statistics and multiple regression techniques were employed, using SPSS statistic version 29, to examine factors affecting the teaching performance of Thai EFL pre-service teachers. The results revealed that the correlation coefficient (R) is .649, and the coefficient of prediction (R square) is 42.20 percent, indicating that one of those factors predicted the teaching performance of Thai EFL pre-service English teachers. The adjusted coefficient of prediction (Adjusted R square) is 0.403. Consequently, a Negative Self-Concept (NSC) significantly influenced the teaching performance of all Thai EFL pre-service teachers from Rajabhat Universities (P< 0.05).

10:55-12:35 | Room 609 (6F)
Friday Onsite Parallel Session 2
Psychedelics
Session Chair: Daniele Zullino

10:55-11:20
90257 | *Motivational Drivers of Recreational Psilocybin Use: A Study of Social and Substance Interaction Patterns*
Louise Penzenstadler, University of Geneva & University Hospital of Geneva, Switzerland
Océane Humel, University Hospital of Geneva, Switzerland
Federico Seragnoli, University Hospital of Geneva, Switzerland
Gabriel Thorens, University Hospital of Geneva, Switzerland
Daniele Zullino, University Hospital of Geneva, Switzerland

In recent years, the growing interest in psychedelics, particularly psilocybin, has raised important questions about its recreational use. While the therapeutic potential of psilocybin is being increasingly recognized, understanding the motives behind its recreational consumption is critical for informing public health policies and intervention strategies. This study investigates the various motivational drivers of psilocybin use through an online survey, targeting individuals who reported using the substance within the past 12 months. A total of 160 participants from French, Portuguese, and English-speaking countries completed the survey, which explored sociodemographic data and consumption motives using an adapted version of the Marijuana Motives Measure (MMM) tailored to psilocybin. The results indicate that the primary motive for psilocybin use is Expansion, reflecting users' desire to broaden their consciousness and perceptual experiences. Enhancement motives were the second most significant, while Social, Coping, and Conformity motives played a lesser role. Regression analyses revealed significant associations between concurrent substance use and specific consumption motives. Amphetamine and opioid use were linked to Coping motives, while smoking was associated with Social motives. The study's findings suggest that psilocybin use is primarily driven by intrinsic motives related to consciousness expansion rather than external social pressures. These results emphasize the need to consider specific consumption motives when developing harm reduction and preventive interventions for psilocybin users. Future research should focus on longitudinal designs and explore the interplay between substance use and psilocybin in diverse sociocultural contexts.

11:20-11:45
92260 | *Altered States and Life Paths: How Psychedelics Shape Development in Emerging Adulthood*
Polina Bedrina, University of Duisburg-Essen, Germany

In recent decades, the use of serotonergic psychedelic substances (e.g., LSD, psilocybin, mescaline) among young adults has significantly increased worldwide, highlighting the need for an in-depth exploration of consumption motivations during this developmental stage. The present mixed-methods study examines the motivations for using psychedelics as well as the relationship between substance use and coping with age-specific developmental tasks. The theoretical framework draws on Prepeliczay's (2016) distinction between hedonistic (e.g., enjoyment, pleasure) and heuristic (e.g., insight, self-therapy) motivations. Additionally, I integrate classical age-specific developmental tasks, such as establishing a household, starting a career, and forming a family (Seiffge-Krenke, 2015), and modern tasks such as self-realization and the search for a meaningful life (Mayseless & Keren, 2014). To address the lack of research in these areas, I conducted 53 semi-structured interviews with 20 women and 33 men aged 18 to 70 who used serotonergic psychedelics during their young adulthood. I analyzed motivations and modern developmental tasks using qualitative content analysis (Mayring, 2022) and quantified the mastery of classical tasks with a self-developed scoring system. Preliminary results highlight curiosity, social environment, and media influence as primary motives for initial substance use, while insight-seeking, gaining experience, and enjoyment sustain further consumption. Participants frequently associated the developmental tasks of self-realization and life meaning with domains such as social relationships, career, creativity, and mindfulness. Kruskal-Wallis-tests suggests that heuristic motivations are associated with greater success in coping with classical developmental tasks. Findings could inform the development of targeted education and prevention programs for this age group.

11:45-12:10
85091 | *Thrill Seekers vs. Mystical Explorers: Inside MDMA User Profiles*
Daniele Zullino, University Hospitals of Geneva, Switzerland
Louise Penzenstadler, University Hospitals of Geneva, Switzerland
Federico Seragnoli, University Hospitals of Geneva, Switzerland
Tamara Corino, University Hospitals of Geneva, Switzerland
Maelle Bisson, University Hospitals of Geneva, Switzerland
Gabriel Thorens, University Hospitals of Geneva, switzerland

In the new millennium, there has been a significant resurgence of scientific interest in psychedelics. This study aims to profile MDMA users based on their motivations, as measured by the Ecstasy Motives Measure, and their psychedelic experiences, as measured by the MEQ-30, while examining demographic and socio-economic factors across different clusters of MDMA users. A web-based survey was conducted, recruiting 107 participants who reported having used MDMA during the last 12 months. The questionnaire included socio-demographic data, MDMA consumption motives, and the Pahnke-Richards Mystical Experience Questionnaire (MEQ-30). Data analysis utilized a 3-cluster K-Means clustering method on combined EMM and MEQ-30 subscores. The analysis identified three distinct clusters of MDMA users: Calm Explorers, Mindful Explorers, and Thrill Seekers. Calm Explorers showed moderate scores in social and enhancement motives, low scores in coping and conformity motives, and moderate scores in expansion motives, with relatively low mystical experiences. Mindful Explorers had low scores in coping, conformity, and social motives, moderate scores in enhancement motives, and high scores in expansion motives, reporting moderate to high mystical experiences. Thrill Seekers exhibited high scores in social and enhancement motives, moderate scores in coping and conformity motives, and high scores in expansion motives, with high mystical experiences. Significant demographic and socio-economic differences were observed across clusters. The 3-cluster model provides meaningful segmentation of non-therapeutic MDMA users based on their motivations and mystical experiences, offering insights for tailored therapeutic approaches.

10:55-12:35 | Room 704 (7F)
Friday Onsite Parallel Session 2
Arts, Media and Psychology
Session Chair: Zainab Chohan

10:55-11:20

91822 | *Swipe Me Tinder: Exploring the Relationship Between Tinder Use and Sexual Self-Esteem in Emerging Adults in Italy and Switzerland*

Jalisse Schmid, University of Basel, Switzerland
Christina Stadler, University of Basel, Switzerland
Marco Lauriola, University of Sapienza Roma, Italy
Eva Unternährer, University of Basel, Switzerland

The use of the dating app Tinder has risen sharply in the past decade, making it the most popular dating platform worldwide. However, its impact on users' self-esteem and sexual well-being remains underexplored. This study therefore examined the relationships between Tinder use, motivations for using the app, and both general and sexual self-esteem among young adults in Switzerland and Italy. A sample of 2162 emerging adults (mean age = 23.8 ± 3 years, 77.4% women, 63% Italians) was examined, comparing Tinder users (64.5%) with non-Tinder users (35.5%). Participants completed an online survey assessing sociodemographic, motivations for using Tinder, self-esteem, and sexual self-esteem. Findings revealed that most Tinder users were females (75.1%) and were using the app 1-3 times per week (29.6%). The primary motivations for using Tinder included fun, passing time, flirting, and meeting new people; 79.9% reported having had a date, and of those, 53.6% reported having had one-night stands. Results indicated that Tinder users reported significantly lower sexual self-esteem than non-users (p<0.001). Furthermore, higher Tinder usage frequency was linked to lower sexual self-esteem (p<0.001), while higher general self-esteem was related to higher sexual self-esteem (p<0.001). These findings suggest that frequent Tinder use may decrease sexual self-esteem or vice versa. Practitioners could integrate online dating behaviors in their assessments, developing interventions to mitigate potential negative effects and promote healthier self-perception among emerging adults. Further research is needed to investigate additional factors impacting general and sexual self-esteem in the context of dating apps.

11:20-11:45

92262 | *Attitude Towards Artificial Intelligence (AI) Moderating the Relationship Between Social Media Engagement and Resilience Among Youths in Metro Manila, Philippines*

Melvin Macuha, St. Paul University Manila, Philippines
Ajocrivipor Agojo, De La Salle University Manila, Philippines
Mary Marjiemae Lorenzo, De La Salle University Manila, Philippines
Jeemon Rey Bacaoco, Ateneo de Manila University, Philippines

As social media usage continues to shape interpersonal interactions and coping mechanisms among youths, understanding its influence on psychological resilience is important. Studies show that attitudes toward AI, a rapidly integrating technology in social media algorithms, may impact how students gain benefits from the use of online platforms. With this, the study examines the moderating role of attitudes toward artificial intelligence (AI) in the relationship between social media engagement and resilience. A correlational research design was employed with 300 student participants aged 18–24 recruited via purposive sampling in Metro Manila, Philippines. Data were collected using valid and reliable scales for social media engagement, resilience, and attitudes toward AI. Moderated regression analysis was performed to evaluate the proposed model. The results show that social media engagement and resilience are correlated, and this relationship varies depending on individuals' attitudes toward AI. Specifically, attitudes toward AI appear to influence how effectively individuals gain resilience from their engagement with social media. Broadly, those who perceive AI positively may experience enhanced adaptive outcomes, while less favorable attitudes could present challenges in leveraging social media for resilience. These findings emphasize the importance of understanding psychological and technological factors in fostering resilience through social media. Implications for designing AI-integrated social platforms that promote mental health are discussed, along with recommendations for future research directions.

11:45-12:10

92163 | *Exploring Female Heroine Individuation, Mourning, and Self-Healing in the Story of the Anime "Frieren": A Jungian Psychology and Narrative Analysis*

Jia-Ling Sun, National Changhua University of Education, Taiwan
Tsung-Chain Huang, National Changhua University of Education, Taiwan

This study explores how the Japanese anime Frieren portrays the process of female heroine individuation and how she copes with trauma and loss, achieving self-healing, and fostering the growth of others. The story begins with Frieren encountering the annihilation of her people and the death of her mentor, which leads her emotional detachment and repression, as Jung's concept of "shadow". Throughout years of adventure, she gradually forms connections with her companions. However, the death of one hero, Himmel, evokes her to confront deep sorrow and embark on an inner journey of self-exploration. The narrative aligns with Jungian psychology, Worden's Four Tasks of Mourning model (2001/2004), and Murdock's Heroine Journey (2022) theory, showing how Frieren, with the support of new companions, accepts loss, processes emotions, adapts to a new life, and ultimately integrates the feminine (Anima) and masculine (Animus) qualities, ultimately achieving insideout harmony and becoming a true heroine. The study employs Labov's (1972) narrative structure analysis method and enhances its credibility through collaboration with the other author. The findings suggest that the anime narrative not only presents the character's inner changes but also manifests the narrative's potential for emotional healing in viewers. It demonstrates the value of applying psychological theories and structure analysis method into anime narratives, offering a new perspective on mourning and healing in pop cultural texts. From the analysis of the protagonist's story, hopefully the mass people can find the meaning and value in life amidst the impermanence of the world.

12:10-12:35

88456 | *The Role of the Blackpink Fandom in the Lives of Filipino 'Blinks'*

Zainab Chohan, Pampanga State Agricultural University, Philippines
Bruno Lovric, De la Salle University, Philippines

This study examines the role of Blackpink fandom in the lived experiences of Filipino fans, combining Uses and Gratification Theory (Katz and Blumler), and the Participatory Culture Theory (Henry Jenkins). These two frameworks elucidate a process in which fans transition from being mere consumers of music and Blackpink merchandise, towards transforming into producers and organizers of vibrant fan communities that engage in a variety of online and offline activities. The study makes a concerted effort to explain fans' sustained participation during the times of Covid-19, and motivation to continue organizing events despite travel restrictions, cancelled social events and reduction of in-person gatherings. Focus groups and in-depth interviews with Filipino 'Blinks' indicate that Blackpink fandom has acted as a buffer against COVID-19 stress and anxiey, but also as an anchor in construction of their personal identities. The research highlights that participation in fandom can act as a coping mechanism for issues like isolation, mental health challenges, and identity formation, contributing to the broader literature on fandom and its impact on personal well-being.

Friday Onsite Parallel Session 2
Mental Health and Gender Differences
Session Chair: Aneesah Nishaat

10:55-11:20
91983 | *Gender-Specific Pathways in the Prospective Relations Between Depression Symptoms and Life Satisfaction Among Young Adults: A Panel Network Model*

Xiaofang Weng, Beijing Normal University, China
Yuxuan Liang, Beijing Normal University, China
Wei Cui, Beijing Normal University, China
Zhuo Rachel Han, Beijing Normal University, China

The transition from adolescence to adulthood is marked by heightened vulnerability to depressive symptoms, particularly among females. Depression can be conceptualized as a complex system of interacting symptoms and has long been linked to life satisfaction. However, little is known about the prospective relations among individual symptoms as a network or their temporal associations with life satisfaction in females and males. Using data from the nationally representative China Family Panel Study (CFPS), we applied panel network analysis to assess depression networks and its associations with life satisfaction among 2,186 females and 2,151 males, aged 18–25, across three waves (2016, 2018, and 2020). This approach distinguished within- and between-person effects and employed a panel graphical vector autoregression model to estimate three types of networks. In the within-person temporal network, the key predictive symptoms for females were not getting going (most stable and outgoing) and effortfulness (ingoing), while for males, depressiveness (most stable and outgoing) and sadness (ingoing) were central. Life satisfaction had prospective and reciprocal associations with loneliness in females and with depressiveness in males. In the within-person contemporaneous network, sadness, depressiveness, and loneliness were strongly covaried with other symptoms for both genders.These findings highlight gender difference in the complex network of depressive symptoms and their prospective pathways with life satisfaction. These underscore the importance of gender-specific interventions to reduce psychopathology and promote well-being during the transition to adulthood.

11:20-11:45
89013 | *Gender Differences in the Impact of Realistic Optimism on Help-Seeking Behavior Among University Students in Japan*

Aneesah Nishaat, Higashi Nippon International University, Japan

This study examines the impact of realistic optimism on help-seeking behavior among university students in Japan. It investigates whether students with high levels of realistic optimism are more inclined to seek help from others when facing difficulties and whether there is a gender difference in this behavior. A survey was conducted on 193 undergraduate students (77 males, 116 females), aged 18-24, from a Japanese university. Participants completed the Realistic Optimism Scale (Nishaat, 2021) which includes 12 items on three factors: "Future Orientation", "Flexibility", and "Will/Courage" and the Help-Seeking Behavior Scale (Tamura & Ishikuma, 2001) which includes 11 items on two factors: " Low Resistance toward Help" and "Desire and Attitude towards Help". Correlation analysis revealed a significant positive correlation between realistic optimism and help-seeking behavior overall. Specifically, male students demonstrated a moderate positive correlation between realistic optimism and help-seeking behavior, including " Low Resistance toward Help" and "desire and attitude toward help". However, no significant correlation was found among female students. The findings indicate that realistic optimism positively influences help-seeking behavior among male students, but not among female students. This difference may be due to females generally possessing higher baseline levels of interpersonal and social support skills, which could make additional optimism less impactful on their help-seeking tendencies. These results also highlight the need for gender-specific strategies, such as educational programs and counseling, to foster realistic optimism and encourage help-seeking behavior, particularly among male students.

Friday Onsite Parallel Session 2

Loneliness

Session Chair: Meng Zhao

10:55-11:20

92166 | *The Effects of Mindfulness-Based Intervention Versus Social Contact Control in Alleviating Loneliness Among Older Adults: A Randomized Controlled Trial*

Elvin Tsz Fung WONG, JC School of Public Health and Primary Care, The Chinese University of Hong Kong, Hong Kong
Eric Kam-Pui Lee, The Chinese University of Hong Kong, Hong Kong
Benjamin Hon-Kei Yip, The Chinese University of Hong Kong, Hong Kong
Samuel Yeung-Shan Wong, The Chinese University of Hong Kong, Hong Kong

Globally, one in five older adults experience loneliness, which is associated with various morbidities and all-cause mortality, making it a global public health challenge. Mindfulness-based intervention for older adults (MBOA) may foster emotional regulation and probably alleviate loneliness. A parallel-arm randomized-controlled trial (RCT) was conducted to examine MBOA's effectiveness for Chinese older adults to mitigate loneliness compared to Social Contact Control (SCC). In the RCT, 245 community-dwelling Chinese older adults were screened and allocated by simple randomisation to MBOA (n= 123) and SCC (n= 122). The primary outcome was loneliness levels. Secondary outcomes were depression, anxiety, and health-related quality of life. Outcome assessments were conducted at baseline (T0), immediately after the eight-week intervention (T1), six months post-randomisation (T2), and 12 months post-randomisation (T3). Results from ANCOVA examining the short-term effects showed no significant between-group differences in loneliness at T1 or any secondary outcome variables. Paired t-tests indicated that overall loneliness, emotional loneliness, depression, and trait anxiety improved at T1 in both conditions. Linear Mixed Models indicated significant long-term improvements in state anxiety at T2 and trait anxiety at T3 in MBOA compared to SCC. Additionally, depression scores (PHQ-9) were significantly lower, and quality of life (EQ5D index) was significantly higher at T2 in MBOA than in SCC. These findings suggest that both MBOA and SCC were effective in alleviating loneliness. MBOA had longer-term effects, and was more effective than SCC in reducing loneliness, depression and anxiety. Both MBOA and SCC appear to be effective in alleviating loneliness among older adults, while MBOA may have the additional benefits for alleviating depression and anxiety. Further research is needed to explore such multi-component intervention.

11:20-11:45

88119 | *Silver Surfers: Unveiling Social Media Habits Among Seniors*

Ksenia Wróblewska, University of Warsaw, Poland
Anna Jupowicz-Ginalska, University of Warsaw, Poland
Martyna Dudziak-Kisio, Univeristy of Warsaw, Poland

Proposed presentation introduces final results from a study that seeks to deepen our understanding of social media habits among the oldest Internet users, uncovering the needs of seniors met by social media (coping with loneliness, finding inspiration etc.) and examining the knowledge older individuals possess regarding the risks associated with Internet use. The study aims to answer the following research questions: 1) Which social media platforms do seniors use?; 2) What goals do seniors aim to achieve on social media? What functions are important to them, and which ones do they tend to ignore?; 3) What social media habits prevail among seniors?; 4) Are seniors aware of the potential dangers associated with social media, and if so, how do they defend themselves?; 5) Do seniors adhere to digital hygiene practices and actively care about their digital well-being? If so, how? We employ a triangulation approach using the following methods: 1) Literature review: exploring senior behavior and needs in the context of social media to identify research gaps; 2) Analysis of existing data: understanding actual social media usage patterns among Polish senior internet users; 3) Focus groups (FGI): conducting interviews with participants aged over 60 to grasp their opinions on social media use; 4) Survey on a representative sample: understanding social media usage patterns among Polish seniors. The main goal of this study is to gather and present results that will provide crucial information for further development of strategies and tools to support this group of users on the Internet.

11:45-12:10

89600 | *An Assessment of Living Arrangement Status and Its Association with Depression Among Older Adults in India*

Manoj Sonune, Tata Institute of Social Science, India
Dhananjay Bansod, International institute for Population Sciences, India
Mahadev Brahmankar, International Institute for Population Sciences, India

In India, the family structure has been shifting from joint to nuclear. Due to a change in family social structure, older people are not given adequate old age care and attention by their family members. Therefore, our study wants to understand the level of depression and living arrangements in India. Moreover, the study determines the association between the elderly's living arrangement and their health status in the Indian population. This study was based on a secondary data source, i.e., Longitudinal Ageing Study in India (LASI, 2020), having respondents aged 45 and above. For analyzing the data, we have used descriptive statistics, binary, and multiple logistic regression techniques, which help to understand the prevalence and association between older adults living arrangement and their health. This study reveals that older adults living alone rise with an increase in age from 1.67% (45-59) age-group to 7.02% in the age group of 75 and above. Similarly, the prevalence of depression among older people rises with the increase in the age of older adults who were living alone. The binary and multiple logistic regression have revealed that the likelihood of depression is significantly higher among older adults who live alone as compared to living with spouses, children or/and others. Our study has evidence that the living arrangements have a profound relation with the level of depression in India. So, maintaining proper family social support and analyzing the impact of various factors on their loneliness and mental health.

12:10-12:35

92244 | *Sex-specific Association of Social Isolation and Loneliness with Life Expectancy at Age 45 Years Among Middle-aged and Older Chinese Population*

Meng Zhao, Shandong University, China

Background: Social isolation and loneliness pose major global public health challenges. However, the impact of these variables on the life expectancy of Chinese individuals has not been explored. Therefore, we aimed to examine the separate and joint associations of social isolation and loneliness with life expectancy and the sex-specific variations in these associations in middle-aged and older adults in China. Methods: This study used the data from the China Health and Retirement Longitudinal Study (CHARLS) that includes a nationally-representative sample of people aged 45 years or above. A flexible parametric Royston-Parmar model was used to estimate hazard ratios for all-cause mortality and predict life expectancy differences. Results: In total, 11,321 participants were included (mean age, 58.40 years; men, 46.63%). During a median follow-up of approximately 9.0 years, 599 deaths were recorded. At age 45 years, men who were socially isolated lost 2.55 (95% confidence interval (CI) 0.08, 5.02) years in life expectancy compared to that in those who were not isolated; combined with loneliness, their life expectancy decreased by 4.15 (95% CI 0.33, 7.97) years compared to that in those without isolation and loneliness. However, social isolation or loneliness did not impact premature mortality or life expectancy in women. Conclusions: Social isolation was significantly associated with reduced life expectancy in men, and this effect was exacerbated when combined with loneliness. These findings highlight the importance of social connection interventions to increase longevity in men who are socially isolated.

10:55-12:35 | Room 708 (7F)
Friday Onsite Parallel Session 2
Retirement and Economic Well-being
Session Chair: Kumudinei Dissanayake

10:55-11:20
89178 | *Financial Capability and Economic Well-Being of Older Americans: Empirical Insights from the Financial Capability Framework*
Yu-Chih Chen, The University of Hong Kong, Hong Kong

Financial capability, the interaction of financial literacy, access, and behavior, can influence individuals' ability to manage finances and build economic stability over the life course. However, empirical evidence linking financial capability and economic well-being in old age is limited. We examine the components and mechanisms of the financial capability framework and investigate the differences between middle-aged (ages 50–64) and older adults (ages 65+) using nationally representative data in the United States. We select 12,840 respondents aged 50 and over from the population-based 2018 National Financial Capability Study. Structural equation modeling and multigroup comparison were used to examine the mechanisms of financial capability on economic well-being and the moderating effects of age. Results indicate that financial literacy and access are positively associated with financial behavior and subsequent economic well-being. The mediation results show that financial literacy and access are equally important in contributing to economic well-being in later life. However, age has no moderating effect, suggesting these associations operate similarly in middle-aged and older adults. The findings suggest that strategies to promote economic well-being in later life through effective finance should be multifaceted, targeting each aspect of financial capability. Practice such as financial coaching and guidance, credit counseling, and financial profile assessments should be integrated into human and social services. Policies and programs that expand financial inclusion, particularly investments in accessible and appropriate financial products, should be developed to reach and cover the financially underserved, especially those with limited financial literacy and restricted access to mainstream financial services.

11:20-11:45
90783 | *How Education Affected Working Life Expectancy at 60: A Longitudinal Study from Health, Aging, and Retirement in Thailand (HART)*
Dararatt Anantanasuwong, National Institute of Development Administration, Thailand
Preecha Vichitthammaros, National Institute of Development Administration, Thailand
Natthaphon Rajcharoenkij, National Institute of Development Administration, Thailand

Population aging in Thailand has evoked an economic challenge in labor market with a significant proportion of population leaving due to mandatory retirement at age 60. While the life expectancy of the Thai at age 60 in 2023 was approximately 22 years. The fiscal burden for social welfare and pensions has brought about policy efforts to reform in the existing pension systems and the mandatory retirement age. The conceptual proposed retirement age for civil servants was 63 years without any evident-based or disaggregated analysis. To bridge the gap, this study is an initial attempt to estimate the working life expectancy (WLE) at age 60 and by incorporating educational status for policy support on promoting older persons' participation in economic activity. Employing the multi-state working life cycle from Markov chain model and the longitudinal data on employment, mortality, and education status from Health, Aging, and Retirement in Thailand (HART) during 2015 – 2022, the working life expectancy at age 60 was estimated. The results from the study indicate that the population-based WLE at 60 was 5 years. For low educational attainment, WLE at 60 for males was longer than that for females, (8.97 years and 6.23 years, respectively); for high educational attainment, WLE for males and females were almost the same, (8.55 years and 8.18 years, respectively). The policy suggestion for extension of retirement age from 60 to 65 years in general and specific policies for gender and education level can be concluded.

11:45-12:10
90303 | *Understanding the Effects of Job Classification on Retirees' Mental Health: Multivariate Insights and Policy Consequences*
Naqeeb Hussain Shah, Kohat University of Science & Technology, Pakistan
Asiya Anwar, University of Sargodha, Pakistan
Farhana Noreen, University of Peshawar, Pakistan
Hira Taimur, Juntendo University, Japan

This study was aimed to assess the post-retirement psychological health and life satisfaction among senior citizens. The current empirical research measures the effect of job classification on the mental well-being of retirees using the multivariate analysis approach. Multi-item standardized inventories make up the dependent variable, while an extensive number of job categories make up the independent variable. The findings demonstrate that the predictor variable significantly affects psychological health, comprising three outcome variables: perceptions of aging, life satisfaction, and self-esteem. The data was collected employing stratified random sampling from 312 senior respondents (62% response rate). The Brief Ageing Perceptions (B-APQ) Scale measured ageing perceptions, the Satisfaction with Life Scale rated overall satisfaction, and the Rosenberg Self-Esteem Scale examined self-esteem. The results show that retirees in lower-level employment groups have comparatively less satisfaction, likely due to limited financial resources and insufficient pensions. Conversely, many respondents' expertise and advanced technical and educational credentials go untapped due to a lack of regulations for knowledge-sharing positions. Recommendation includes a comprehensive governmental and private plan to enhance the elderly's well-being, sense of purpose, and sense of belonging, thereby enriching society through their creativity and experience. By addressing these gaps, the study can be utilized by the government, policymakers, parliamentarians, and donor organizations to develop efficient social welfare initiatives for a satisfied and well-adjusted life for the elderly in Pakistan.

12:10-12:35
90983 | *Work Life Beyond Retirement: Experiences and Expectations of Post-Retirement Work Engagement in Sri Lanka*
Kumudinei Dissanayake, University of Colombo, Sri Lanka

Population aging has affected the work organizations across the world, with Sri Lanka experiencing the fastest population aging in the South Asia. By 2042, one in four Sri Lankans will be over 60. Literature reports that older workers, possessing valuable functional knowledge, remain capable and productive across various work modes, evidencing that post-retirement work is increasingly common and benefiting work organizations and the society at large. However, the reasons why retirees engage in work are multifaceted. Existing research suggests these reasons at a broader level, encompassing socio-demographic, economic, employee-related, work-related, and lifestyle factors. Past research reveals inconsistent findings on these factors across countries. In Sri Lanka, the unique interplay of economy, socio-culture, and workplace opportunities influences post-retirement engagement decisions. Yet, very limited studies have explored retirees' experiences and perspectives on work environments, thus leaving gaps in designing future work settings. This study examines the experiences and workplace expectations of Sri Lankan retirees in post-retirement engagement through qualitative interviews. The sample, selected via the Department of Pensions and Divisional Secretariats, includes Sri Lankan retirees aged 57 and above from the Colombo district (the highly urbanized and populated district in Sri Lanka) selected purposively. The study is backed by continuity theory and life course theory. Findings highlight both economically active and economically inactive engagements of retirees, with majority experiencing positive aging. Further, most retirees desire extensive organizational involvement in facilitating work opportunities. The study concludes by suggesting implications for individual job crafting, organizational work arrangements, and organizational support for generative engagements.

10:55-12:35 | Room 603 (6F)
Friday Onsite Parallel Session 3
Language Development and Literacy
Session Chair: Anila Fejzo

12:50-13:15
91291 | *The Real Shakespearean Tragedy of Reading Without Performance*
Harrison Campbell, St. Mary's University, Canada

My recent study employed case study methodology, within a secondary English (ELA) classroom, to answer the following question: In what ways can drama be integrated into a secondary ELA classroom to develop literacy practices by moving learning from the page to the stage? I chose a case study approach for my research due, in part, to the ability of case study to employ various research methods (Davis, 2008), build rapport with participants, and obtain thick and rich descriptions leading to in-depth insights (Merriam, 2009). The research question formed as I came to see literacy as something that lives beyond the margins of a page while being impacted by the presence of and relationship to the reader. To incorporate drama-based practices into their reading of Shakespeare's Othello my students created masks, scripts, and performances to better understand and embody the characters. I will use this presentation to share how drama builds student capacities as text decoders, users, and analysts while also developing their identity and creativity in relation to texts (Cowan & Albers, 2006; Daniels & Downes, 2014). I acknowledge that there has also been a certain level of mysticism and ambiguity surrounding the use of drama-based approaches in the past (Dunn, 2016), however, having a structure in which to work involving processes such as masking, scripting, and performances can better integrate drama into the classroom (Davis, 2008) and I seek to share the possibilities drama offers literacy for the emergence of new ideas, reflections, and connections.

13:15-13:40
92174 | *Teaching Metaphors to High-school Students in a Language Classroom Using the Integrated Existing Textbook and Corpus-based Materials: An Indonesian Context*
Seradona Altiria, University of Indonesia, Indonesia

The current high school language curriculum in Indonesia requires students to be equipped with metaphorical awareness to think critically and creatively while learning and producing language. This paper aims to explore the pedagogical potential of a collection of corpus-based metaphorical expressions about emotion derived from popular media as supplementary material to be used alongside school textbooks. The study employs a qualitative method using thematic analysis to find more expressions of emotion-related metaphors. Initially, metaphorical expressions were gathered from three textbooks provided by the Indonesian government for high school students in grades 10 to 12, and we analyzed the themes that emerged from these textbooks. Following this, we applied the same process to a sample of metaphorical expressions in hundreds of Indonesian popular songs. This study found more varied metaphorical conceptualizations related to emotions in the corpus of popular songs compared to the textbooks. This result suggests that teaching metaphors by integrating the existing textbook with a collection of corpus-based materials not only enhances students' creativity and critical thinking, allowing them to create diverse language expressions but also emphasizes the need for teachers to adapt to the challenges posed by digital technology for their teaching practices. Ultimately, this approach can assist students and teachers in navigating the complexities of language in academic environments and everyday life.

13:40-14:05
92102 | *Opinions of Pre-Service Teachers About the Ethical Use of GenAI for Assignments*
Hamdullah Sahin, Anadolu University, Turkey

Generative artificial intelligence (GenAI) has many opportunities for educators and students, but it introduces several problems. One of the problems is how to use GenAI considering ethical issues. Specifically in assignments, GenAI can be utilized as a double-edged sword. On one side, it can accelerate the work of students, and on the other side, the entire homework can be done by GenAI. Thus, this study aims to investigate the opinions of teacher candidates about using GenAI in assignments with an emphasis on its ethical concern. 14 pre-service German language teachers who use GenAI in their educational lives were interviewed. Findings indicated that while most participants viewed GenAI advancements positively, they believed that using it for homework reduces student effort, which leads to laziness. GenAI-generated responses were described as non-creative and repetitive. Besides, some students reported that the use of GenAI for getting a general insight, conducting research or checking grammatical correctness was not a problem. They also considered the use of GenAI for homework without permission as something being unethical. Conversely, most participants admitted they did homework entirely by GenAI and without any detection whereas they emphasized the need for sanctions against unauthorized GenAI use. Also, most of them indicated educators may use GenAI for material development and idea generation but some underlined this would conflict with the nature of teaching. It can be concluded that integrating ethical GenAI use into educational curricula and developing clear guidelines to support both students and educators in navigating AI's role responsibly are needed.

14:05-14:30
86796 | *What Challenges for Integrating the Teaching of Morphological Knowledge in the Classroom*
Anila Fejzo, University of Quebec in Montreal, Canada
Rihab Saidane, University of Quebec in Abitibi-Temiscamingue, Canada
Kathleen Whissell-Turner, University of Quebec in Montreal, Canada
Meredith Lachance, University of Quebec in Montreal, Canada

Over the past three decades, literacy development research has shown a special interest in morphological knowledge. This refers to the ability to think about and analyze word structures at the morphemic level, including roots, prefixes, and suffixes (Carlisle, 1995; Kuo & Anderson, 2006). A growing body of research suggests that this knowledge significantly contributes to literacy development in multiple ways (Levesque et al., 2021). Since 2010, researchers (Carlisle, 2010) have recommended incorporating morphological knowledge into written language instruction. However, this type of instruction is not yet widely implemented. Integrating it in classrooms requires adapting knowledge from linguistics, psycholinguistics, and didactics to develop a teaching program that supports students' metalinguistic development (Fejzo & Laplante, 2021). Additionally, implementing such a program necessitates training teachers in morphological knowledge. Our presentation focuses on two major aspects of integrating morphological knowledge in classrooms: designing such a program and training and supporting teachers to teach it. Based on our experience from a three-year study that aimed to collaborate with teachers to conceive a morphological program to enhance vocabulary among French third- and fourth-graders in multiethnic neighborhoods, we outline what is needed to design and implement a successful morphological program. Our participants included 16 teachers and their 256 students. The significantly positive results of our study allow us to propose how to co-develop a morphological program with teachers, how to train them during collaborative research phases and how to support them through the quasi experimental design.

Friday Onsite Parallel Session 3

AI for Skills Development: Policy and Practice

Session Chair: Timothy Chan

12:50-13:15
89704 | *Developing an AI Chatbot-Supported SRL Platform for Self-Directed Out-of-Class Reading: A Design-based Study*

Mengru Pan, The University of Hong Kong, Hong Kong
Chun Lai, The University of Hong Kong, Hong Kong
Kai Guo, The University of Hong Kong, Hong Kong

Out-of-class reading is crucial for language development and general learning. Yet, students are often challenged in out-of-class reading as it requires a high level of self-direction and self-regulation. Self-directed learning (SDL), involving individuals taking charge of their own learning processes for self-actualization and personal empowerment, can be boosted through self-regulated learning (SRL) training. SRL, focusing on the process-management aspect of SDL, has been evidenced to enhance self-directed out-of-class reading, with personalized self-regulation support being key to its effectiveness. However, failing to provide two-way interactive personalized support is a major problem in existing SRL training. Advancements in generative Artificial Intelligence (AI) offer potential solutions. This study adopted a design-based research methodology to develop and evaluate different designs for self-directed out-of-class reading. A chatbot was integrated into the online reading platform to assist students' self-directed reading. The testbed included three cycles: a traditional approach in Cycle 0, a prototype of the chatbot-assisted SRL platform in Cycle 1, and a refined chatbot-assisted SRL platform in Cycle 2. 106 Chinese students from three classes at a university participated in this study over three semesters. Multiple data source were collected, including pre-and post-surveys on self-directed reading and self-regulated reading strategy use, log data, pre-and post-reading tests, and semi-structured interviews. The results showed that the refined AI-supported SRL approach showed the greatest potential in enhancing students' self-regulated reading strategy use, self-directed reading, and reading proficiency. This study contributes to the extant literature by elucidating the design principles underpinning the AI-supported SRL approach that bolsters self-directed learning.

13:15-13:40
89291 | *Designing an Artificial Intelligence Chatbot to Enhance Information, Media, and Technology Literacy Skills for Learners in Distance Learning Systems*

Patthanan Bootchuy, Sukhothai Thammathirat Open University, Thailand
Phantipa Amornrit, Sukhothai Thammathirat Open University, Thailand

The design of artificial intelligence chatbots in recent years has encouraged the use of chatbot technology in education. Many studies examined the effect of chatbots on learning outcomes. This research aimed to design an artificial intelligence chatbot to enhance the information, media, and technology literacy skills in the 21st century for learners in distance education at Sukhothai Thammathirat Open University (STOU), Thailand. The research participants comprised five experts from educational technology and communication selected by purposive sampling. The research tools were 1) an artificial intelligence chatbot to enhance the information, media, and technology literacy skills in the 21st century, and 2) an evaluation form on artificial intelligence chatbot. The data were analyzed by using percentage, mean, and standard deviation. The research findings showed that the experts strongly agreed the STOU smart chatbot could enhance information, media, and technology literacy skills in the 21st century (M = 4.79, S.D = 0.15). The result showed that the experts strongly agreed when considering each aspect. The three top agreements are 1) There is a manual for learners on how to use the STOU smart chatbot (M = 5.00, S.D = 0). 2) The STOU smart chatbot is easy to use and access without the suggesters (M= 5.00, S.D = 0). and 3) The STOU smart chatbot meets the needs of the learners (M = 5.00, S.D = 0).

13:40-14:05
91326 | *A Case of Revising the National Vocational Curriculum in Korea that Strengthened the Field of AI*

Hyeonmi Rha, Korea Research Institute for Vocational Education and Training, South Korea

The Korean National Curriculum has been revised by actively reflecting the contents of education in the field of AI. As for the subjects in the field of AI, the 'AI Mathematics' course was newly established as a mathematical literacy course, and the 'Robot and Engineering World', 'AI Basic', 'Data Science', and 'Software and Life' courses were newly established as subjects for strengthening digital literacy and knowledge and information processing capabilities. In vocational high schools, 'AI General', 'Big Data Analysis', and 'AI Modeling' were newly established as major subjects in the field of AI. Each subject presented a detailed content system for the subject, and the achievement level, teaching, learning, and evaluation criteria were presented accordingly so that it could be used in the class. The application of the National Curriculum to the AI field will be applied to freshmen in 2025, and as the demand for manpower in AI fields such as Big Data and FinTech increases rapidly, the state developed the curriculum and distributed it to schools. In addition, in order to operate the curriculum for specialized subjects such as big data analysis and artificial intelligence modeling subjects, vocational high schools and curriculum can be operated jointly with companies and related associations in the field of artificial intelligence, or online curriculum can be introduced to operate them. The training of professional manpower in the field of artificial intelligence in vocational high schools is to increase the competitiveness of the country by smoothly supplying the manpower required by companies.

14:05-14:30
91772 | *Navigating the Digital Age – A Systems Leadership Approach to Transform Higher Education*

Timothy Chan, Singapore Institute of Management, Singapore

The relentless pace of technological advancement and societal change necessitates a fundamental transformation of higher education institutions. This presentation explores a systems leadership approach to guide institutions through a multifaceted transformation encompassing digital, leadership, and cultural dimensions.
By leveraging the Agile Triangle Framework, we examine the interconnectedness of these elements and their impact on institutional effectiveness. Systems leadership plays a pivotal role in fostering a culture of innovation, adaptability, and continuous improvement. By adopting a holistic perspective, leaders can navigate the complexities of digital transformation, empower faculty and staff, and create a student-centric learning environment. Through a case study of a Singapore-based institute of higher education, we illustrate the practical application of these principles. This presentation offers valuable insights and a roadmap for higher education institutions to successfully navigate the digital age and achieve sustainable transformation.

Friday Onsite Parallel Session 3

Curriculum Design in Distance Learning

Session Chair: Jacqueline Wolvaardt

12:50-13:15

76823 | *Technology, Education, and Quality: A Study on Online vs. Traditional Teaching/Learning, Implications for Higher Education*
Mohammed Awal Iddrisu, Universiti Tunku Abdul Rahman, Malaysia
Abdelhak Senadjki, Universiti Tunku Abdul Rahman, Malaysia
Samuel Ogbeibu, University of Bradford, United Kingdom
Mourad Senadjki, Ouled Haddadj, Boudouaou, Algeria

The constraints in educational infrastructure have posed significant challenges to the advancement of Online Teaching/Leaning (OTL). These limitations have raised questions about the quality of education, which has become even more pertinent in deprived rural communities. This study seeks to examine the substantial impact of both OTL and Traditional Teaching/Learning (TTL) on attaining higher education learning objectives within the context of the pandemic. It aims to assess how these teaching/learning methods influence the quality of tertiary education, and uncover the factors that are currently driving the preference for OTL over traditional methods in the face of the pandemic's unique challenges. This study adopted a qualitative research design, applying individual interview sessions that assimilate (No. of audiences=42). The target audience includes Lecturers, Tutors, and Academicians. Data is transcribed verbatim and analysed thematically. OTL enhances the technical skills of lecturers and students, in a different dimension of expansive teaching and learning skills. Thus, enabling adequate flexibility in the learning experience. However, the adjustment on OTL reveals that most educators and students are not fully equipped with the technology, especially in the rural district. It deduced that factors including ICT infrastructure, resource development and technical efficiency positive influence learning outcome while inadequate learning infrastructure negative impact learning outcome. In the future, the adaptation of OTL will significantly increase, therefore, ensuring the development of adequacy and expansion of ICT infrastructure in all educational institutions developing economy like Malaysia is essential to enhance higher education learning outcome.

13:15-13:40

89234 | *Effectiveness of Fully Online International Degree Programmes Preparing Chinese Working Professionals on Employability*
Siyan Li, University College London, United Kingdom

Digitalization, automation and artificial intelligence are shaping the future of learning and work, and professionals need to continuously acquire new knowledge, competencies, and skills to stay competitive. This transformation is uniquely challenging for the Chinese professionals because of the limited options they have to access quality lifelong-learning opportunities. This study examines Chinese professionals' experience of international fully online degree programmes for supporting their development and preparing them for future employability, alongside the perspective of employers. Guided by the Andragogy adult learning theory, this research adopted a multi-dimensional and multi-method approach. The design and policy constraints of the Chinese higher education system were analyzed through literature review. Perspectives from 25 current learners, alumni and employers were collected through qualitative interviews and subsequently a quantitative survey was conducted to validate these perspectives and develop recommendations with a larger 320 samples across China. Access and supply and demand dynamics of quality higher education in China and the recognition of online degrees are two external influencing factors. The Chinese professional leaners have specific preferences in several learning design attributes and perceptions about university and program choices. Based on the findings, an international fully online degree programmes enhancement framework for Chinese professional learner development and future employability was developed. The findings and framework could lead to a university-supported collaborative talent up-skilling and regional development model that would not only benefit the learners individually, the higher learning institution's global impact, but also contribute to the United Nations' Sustainable Development Goal 4 (Quality education and lifelong learning).

13:40-14:05

88853 | *Retrospective Analysis of Professional Competences and Employment of Traditional and Online Graduates of "Business Administration" Master's Program: The Pilot Case*
Narine Manukyan, French University in Armenia, Armenia
Parandzem Hakobyan, Institute for Informatics and Automation Problem of NAS RA, Armenia
Narine Vardanyan, International Scientific Educational Center of NAS RA, Armenia
Arusyak Harutyunyan, International Scientific Educational Center of NAS RA, Armenia

This research investigates the development of students' competence in online versus traditional education, analysing traditional graduates from the International Scientific Educational Center of NAS RA (ISEC) from 2017 to 2022 and the online Business Administration (BA) program jointly administered by ISEC and RA Public Administration Academy (PAARA) from 2017 to 2021. The study assesses the influence of acquired competences on employment, career prospects, and further education pursuits. Analyzing educational mismatches in the labor market by gender, learning mode, and graduation year, the research involved 165 participants, including 128 traditional program graduates and 37 online BA graduates. Data were collected through surveys and analyzed using non-parametric statistics methods, including Pearson's chi-squared test, comparison of proportions test, Kruskal test, and Wilcoxon signed-rank test. Findings reveal that graduates' majority employment is in the private sector, gender disparities in job-seeking, and a significant portion of changing workplaces post-graduation, underscoring the importance of adaptability. Varying satisfaction levels suggest opportunities for policy interventions and lifelong learning initiatives.

12:50-14:30 | Room 605 (6F)
Friday Onsite Parallel Session 3
Curriculum Design in Distance Learning
Session Chair: Jacqueline Wolvaardt

(continued from previous page)

14:05-14:30
92146 | *Designing for Engagement: Lessons from an Online Postgraduate Diploma in the Spirit of Kaizen*
Jacqueline Wolvaardt, University of Pretoria, South Africa
Mari van Wyk, University of Pretoria, South Africa
Sean Patrick, University of Pretoria, South Africa

Background: As online courses continue to expand globally, enhancing student engagement is critical to achieving meaningful learning outcomes. This study applies the Japanese concept of Kaizen—continuous improvement—to examine the adequacy of current engagement opportunities within a fully online postgraduate diploma programme. Methods: This quantitative single-case study used data from a learning management system (773 students). Employing Redmond et al.'s Online Engagement Framework, we analysed learning activities, data analytics, and end-of-module survey responses (n=256) to identify strengths and areas for improvement. Summary of Results: The study population was predominantly female (81.1%). Social engagement was fostered through voluntary participation in a virtual Coffee Shop, while collaborative engagement was supported by group work. Behavioural engagement strategies, such as content release schedules and badge systems, were highly effective. Engagement levels significantly exceeded expectations, with students recording an average of 1,113 interactions compared to the required 117. The Grade Centre was accessed an average of 68 times per student, totalling 52,217 accesses over seven weeks. Some areas, such as live sessions, underperformed. Programmatic assessment emerged as a pivotal driver of engagement, contributing to a 94.9% success rate and an average final mark of 74%. Discussion and Conclusion: There were sufficient opportunities to engage (except for emotional engagement). The study identified programmatic assessment as a form of "performance engagement," an addition to the current engagement model. Further improvements should be strategic to avoid cognitive overload. This study underscores the importance of applying Kaizen principles in online curriculum design, emphasizing continuous review and improvement.

12:50-14:30 | Room 607 (6F)
Friday Onsite Parallel Session 3

Foreign Languages Education

Session Chair: Jittraphorn Sornkeaw

13:15-13:40
87796 | *"This Isn't Just About Me!": A Collaborative Autoethnography Inquiry into EFL Learners' Social Awareness Construction in Rural Area*
Nurul Anggraini, Universitas Pendidikan Indonesia, Indonesia
Sitti Nurfaidah, Institut Agama Islam Negeri, Indonesia
Yanty Wirza, Universitas Pendidikan Indonesia, Indonesia
La Ode Musaldin, Monash University, Australia

In recent years, foreign language learning, particularly English, has moved beyond simply using the language for academic purposes to a broader objective, such as social awareness development. This is especially evident in many rural areas in Indonesia, a country rich in cultural barriers and stereotypes. Anchored by collaborative autoethnography (CAE), this study reflect on our lived critical incidences as EFL learners from rural areas in Indonesia for more than a decade. This study depict how we perceive English learning which develop our linguistics abilities and literacies to contribute to the local communities. Through critical reflection, we found that honing linguistic abilities or English language did not merely develop the language skill, but it reconstructed EFL learners' social awareness. In this way, as rural-EFL learners, we placed ourselves as the agent of change who are in charge to promote and connect the locals to the wider community, serving and educate villagers, and cultivate them new positive cultures.

13:40-14:05
89248 | *A Phenomenological Study on Teachers' Lived Experiences of Their English Medium Instruction (EMI) Implementation in Thai Secondary Schools*
Jittraphorn Sornkeaw, Nakhon Sawan Rajabhat University, Thailand

This phenomenological study is mainly to explore the perspectives expressed by Non-native English speaking (NNES) subject teachers in terms of experiences of what and how they perceive English medium instruction (EMI) in English Programs at secondary schools in Thailand. As EMI gains prominence in Thai education, understanding teachers' perspectives becomes crucial for effective implementation. This study aims to uncover the perceptions, challenges and opportunities, and strategies employed by NNES subject teachers in navigating EMI in their classrooms. Drawing on the theoretical framework of Community of Practice (CoP), the study investigates how teachers' learning and professional growth are shaped by their participation in collaborative networks with colleagues. The research employs a qualitative approach to explore the teachers' lived experiences (n = 10) from English Program (EP), Intensive English Program (IEP), and Science-Mathematics Bilingual Program (SMBP). In-depth interviews, semi-structured interviews, and classroom observations were used for data collection. Through Interpretative Phenomenological Analysis (IPA), the study reveals several themes regarding to the teachers' lived experiences, including linguistic and pedagogical challenges, adaptations in teaching methods, and the development of coping strategies. Findings confirmed that teachers face significant challenges related to language proficiency, student engagement, and pedagogical skills in EMI context, yet they also benefit from shared practices and peer support within their professional communities. In addition, the findings have important implications for enhancing EMI effectiveness, improving teacher preparation programs, and informing language policy in Thai education.

12:50-14:30 | Room 608 (6F)
Friday Onsite Parallel Session 3
Comparative Mathematics Education
Session Chair: Alfredo Bautista

12:50-13:15
92137 | *Exploring the Role of AI in Supporting K-12 Mathematics Teachers: A Metasynthesis*
Melinda Gagaza, De La Salle University, Philippines

Artificial Intelligence (AI) has become a transformative force in education, reshaping teaching practices and providing innovative tools for instructional delivery. While much research focuses on students' use of AI, a gap exists in understanding its role in supporting teachers, particularly in Mathematics education. This metasynthesis addresses this gap by exploring the application of AI in teaching Mathematics through four key research questions: (1) What AI technologies are used to support K-12 Mathematics teaching? (2) How is AI applied in teaching practices? (3) What are the effects of AI on teachers' instructional practices? (4) What challenges arise in using AI for teaching Mathematics? The study used a PRISMA framework to identify relevant literature, retrieving 1038 articles from ProQuest, Scopus, JSTOR, EBSCO, and IEEExplore. Nine articles met the inclusion criteria: peer-reviewed journals or conference papers employing qualitative methodology, published between 2014 and 2024, and explicitly addressing AI in teaching Mathematics. Findings reveal AI tools such as Intelligent Tutoring Systems (ALEKS, MATHia, Khan Academy), Expert Systems, Emotion Math for Kids (EMFK) prototype, ChatGPT, and Lynette support various teaching practices. Key themes include modes of application: assessment and feedback tools, professional development support, instructional planning and resource design, instructional delivery tools, and AI as a collaborative teaching aide. Impacts observed include increased teacher efficiency, enhanced instructional strategies, improved data-driven assessment, and teacher conceptual understanding. Challenges identified include usability issues, technological limitations, curriculum alignment, and teacher support needs. This study highlights AI's potential in Mathematics teaching while underscoring the need to address persistent challenges.

13:15-13:40
89141 | *Conforming to Society 5.0 and Post-Pandemic Trends in Mathematics Education: The Case of the Indigenous Community in the Philippines*
Julius Ceasar Hortelano, De La Salle University, Philippines

Post-pandemic trends in mathematics education and the demands of Society 5.0 have presented significant challenges for teachers and students from the Indigenous Community. Most of these trends focus on utilizing technological resources and increasing digital literacy. Through an exploratory sequential mixed-method design, this study presents a needs analysis to determine the challenges experienced by indigenous elementary teachers and students of Kalinga, Philippines, and recommend evidence-based solutions. First, a comprehensive review of relevant literature and records was conducted, followed by two sessions of focus group discussion. Afterward, assessments were carried out to evaluate the Technological Pedagogical and Content Knowledge (TPACK) of teachers and the learning engagement of students. Findings revealed a misalignment of teachers' instruction with the mandated framework for Philippine mathematics teachers, a mismatch between teacher education program courses and the recommended level of mathematical content knowledge, and a lack of pedagogical understanding regarding the interplay of culture and technology. In addition, students' emotional and social learning engagements in mathematics are limited. Accordingly, we propose recommendations for researchers and educational policymakers to address these challenges, including targeted training to enhance teachers' TPACK and the use of technological resources in teaching, such as authoring tools. We also discuss how these resources could coalesce with cultural characteristics to promote culturally responsive teaching strategies and learning engagement. By implementing these recommendations, we anticipate significant improvements in Indigenous teachers' and students' performance in mathematics that conform to current trends.

13:40-14:05
91703 | *How Can Distraction Affect Children's Mathematical Performance?: A Study with Hong Kong Primary Students*
Alfredo Bautista, the Education University of Hong Kong, Hong Kong
Tak-Yue Dickson Chan, The Education University of Hong Kong, Hong Kong
Kerry Leee, The Education University of Hong Kong, Hong Kong

To enhance children's achievement in mathematics, it is essential to identify the factors that influence and hinder their mathematical learning. Little is known about how distraction influences children's cognitive performance in mathematics, specifically when they solve arithmetic tasks. This study was conducted with 300 primary students in Hong Kong. They were asked to perform computational estimation tasks under both natural and distraction conditions to investigate their strategy execution (a strategic variation in arithmetic) and the performance gap reflected the influence of distraction. Additionally, multiple tasks were conducted to assess children's inhibitory control, including shape matching, arrow flanker and animal matching (modified version) tasks, as well as working memory, including animal updating, backward digit span and Corsi backward tasks. Their reaction time and math fluency were assessed via a simple processing speed task and an arithmetic task. Structural equation modeling is currently being conducted to examine the relationships among the constructs and to estimate the math performance under the two study conditions. Preliminary findings will be presented during our presentation. Understanding of mechanisms underlying the effects of distraction on children's arithmetic provides a foundation for designing effective curricula to foster mathematical development and to assist those children with math learning difficulties.

Friday Onsite Parallel Session 3

Approaches to Bridging Education-Professional Gaps

Session Chair: Aliza Ali

12:50-13:15

91745 | *Controversies Surrounding Utilitarian Learners and Their Learning Behaviors: Did Educators Know the Facts?*
Luan Au, University of Medicine and Pharmacy at Hochiminh City, Vietnam
My Do, University of Medicine and Pharmacy at Hochiminh City, Vietnam
Hien Nguyen, University of Medicine and Pharmacy at Hochiminh City, Vietnam

Purposes: Outcome-based educational philosophy is grounded in a utilitarian perspective, focusing on ensuring the graduates' ability to perform professional tasks. However, educators present conflicted viewpoints on this educational perspective. Two primary conflicts are whether education should be grounded in utilitarian or academic perspectives and which would be the appropriate learning attitude, utilitarian or sophisticated. We synthesize current viewpoints on the behaviors of utilitarian learners and present our experience in teaching them. Methodology: We conduct a narrative review to explore viewpoints on the behaviors of utilitarian learners. "Utilitarianism in education" and "utilitarian learner" are keywords for literature searching. Findings: Act-utilitarian learners believe that acts that result in good grades justify learning morality. They consider what increases the likelihood of having good results and what prevents encountering bad things as morally right acts. Rule-utilitarian learners consider the importance of moral learning codes before seeing whether they obey or disobey those rules. Both attitudes are somewhat morally good or perhaps ethically bad. To infer whether an act is morally good or bad, educators should ground reasoning in the educational ecosystem into which the pedagogical strategy emerges.
We experience that our students are act-utilitarian learners rather than sophisticates, and their tactical beliefs likely lead them to act to pass exams and get high grades, avoiding spending time on sophisticated learning, prioritizing learning for themselves, and denying working in a team. Conclusion: Tactical utilitarianism, focusing on instant profits, is destructive. Meanwhile, strategic utilitarianism seems constructive due to its ability to develop and support learners' creativity.

13:15-13:40

91749 | *Rethinking Disciplinary Development in China: A Critical Analysis of the ESI-Driven Evaluation System*
YuTing Guo, Xiamen University, China

China's "Double First-Class" initiative, which aims to cultivate world-class universities and disciplines, has increasingly shaped the landscape of higher education. However, the reliance on external evaluation systems, particularly the ESI (Essential Science Indicators) ranking, has created several challenges. This paper examines the factors influencing disciplinary development in China, including government policies, institutional autonomy, and the overemphasis on quantitative metrics such as publication counts and international rankings. The study specifically focuses on graduate-level disciplines, where the misalignment between evaluation criteria and the actual needs of academic fields is most pronounced. The paper critically examines the widespread adoption of Western standards, arguing that this approach leads to a disconnect between disciplinary objectives and evaluation metrics. It contends that the prevailing emphasis on research output—rather than on the holistic development of talent or the integration of teaching and research—has hindered long-term sustainability and academic diversity. This study proposes a shift towards a more comprehensive evaluation framework that not only emphasizes academic quality but also fosters a more balanced academic ecosystem. By advocating for an approach that supports both research and professional development, this paper offers insights into how China can better align its disciplinary evaluation system with the long-term goals of talent cultivation and institutional growth.

13:40-14:05

90119 | *An Alternative in Economic Teaching: The Circular Economy Paving the Way for a Sustainable Development*
Viktorija Mano, Heriot-Watt University, United Arab Emirates

Various economic and environmental factors are warning for urgent improvement of the no longer sustainable global economic model taught in higher education institutions. The circular economy model is a new alternative that has been propagated in the last few decades but has not been widely used. The usability of this radical new model is dependent on the engagement of several stakeholders amongst which universities are one of the key drivers. Universities are engines of skills and knowledge and they should have the primary role in putting forward such new approaches in the education for sustainable development and in turn increase the sustainable performance. The question that surfaces here is around the extent to which education providers propagate the circular economy to new students. This study undertakes a thorough market research of education providers in the United Kingdom to understand how much circular economy is present through the undergraduate and postgraduate programmes offered to students. This paper finds that there is a 'remarkable paucity' in addressing the wider global economy issues and the environment in university curriculum in the UK. This research aims to contribute to the research and knowledge in the field of education for sustainable development and the role that education plays in achieving sustainable development goals.

14:05-14:30

87349 | *The Needs for Pedagogical Innovation in the 4IR Context: Perspectives from Open University Undergraduate Students*
Aliza Ali, Open University Malaysia, Malaysia
Teh Lai Ling, Open University Malaysia, Malaysia

This study employs a qualitative research design to analyze the need for innovative pedagogy in the Fourth Industrial Revolution (4IR) era among open university undergraduate students. The purpose of this study is to gain in-depth insights into students' experiences and needs regarding pedagogy in the context of 4IR. A total of 20 participants who were enrolled in the open university programmes were selected purposely. Data was collected through semi-structured interviews to allow for flexibility in exploring the participants' views. The interviews were conducted virtually, depending on participants' availability and convenience. Each interview lasted approximately 45-60 minutes and was audio-recorded with the consent of the participants. The interview questions were open-ended, designed to encourage participants to share their thoughts on current pedagogical practices, their experiences with innovative teaching methods, and their views on the importance of adapting pedagogy to meet the demands of the 4IR era. Four major themes have emerged from the qualitative data that explained the need for pedagogical innovation in the 4IR context; Interactive and Engagement, Real-Time Feedback and Performance Tracking, Gamification and AI Support, Gamification and AI Support, and Communication and Personalization. The findings of this study may shed light on students' educational requirements in the Fourth Industrial Revolution (4IR) environment. The results will help in making informed decisions about how to integrate cutting-edge technologies into the educational framework, making sure that the evolving needs and preferences of undergraduate students are effectively met.

Friday Onsite Parallel Session 3

Industrial Organization and Organization Theory

Session Chair: Sung-Chan Ku

12:50-13:15
89352 | *Effects of Music Tempo to Knowledge Workers' Typing Speed and Accuracy*
Queenie Lou Diaz, University of Santo Tomas, Philippines
Maria Vida Caparas, University of Santo Tomas, Philippines

It has long been recognized that music has various effects on behavior (Landay and Harms, 2019); meanwhile, typing has become an essential skill for many 21st century workers. However, to our knowledge, no published study has investigated the effects of music tempo on work output, specifically, on typing performance, and particularly in the Philippine setting. Because most modern jobs—particularly those considered 'knowledge work'—involve typing, it would be of great benefit to organizations if workers can type faster and more accurately, and listening to the right type of music (or no music at all) might be the key to achieving this. To investigate this matter, the researchers conducted a true experiment (i.e., randomized controlled trial) involving 90 knowledge workers who were asked to take a standard online typing test and randomly assigned into one of three treatment conditions. The first treatment group was exposed to classical music with fast tempo in the background, the second group was exposed to classical music with slow tempo in the background, and the third took the test with no background music at all. Statistical analyses of the results show that there is no significant differences between the typing speeds and accuracy rates of all three groups. The results suggest that listening to fast-tempo classical music, slow-tempo classical music, or no music at all has minimal to no bearing on workers' typing performance.

13:15-13:40
89521 | *Organisational Support, Wellbeing and Job Satisfaction: the Influence of Specialism in a Police Officers' Sample*
Arianna Barbin, University of Suffolk, United Kingdom
Mark Manning, University of Suffolk, United Kingdom
Kari Davies, Bournemouth University, United Kingdom
Miranda H. A. Horvath, University of Suffolk, United Kingdom

The present study takes an interactive analytical perspective on policing organisational dynamics, measuring for the first time how specialism, organisational support, wellbeing and competence dynamically interact with one another. The quantitative insights collected reflect the perspective of over 200 retired, former and serving police officers in England and Wales (United Kingdom). A correlational research design with elements of moderation and mediation analysis has been chosen for this second study, as it allows for an in-depth investigation of interactions and relationships testing among a range of variables that might facilitate or hinder both successful implementation of specialism and officers' wellbeing. The inductive approach collates evidence-based insights on the impact of specialism and provides unique insights into the actual performance theorised by Hibberd (2021). The Demands Resources and Individual Effects (DRIVE) Model (Mark & Smith, 2008) was adapted for data interpretation.

13:40-14:05
88971 | *Building Employee Engagement Insights: Developing a Tailored Survey Instrument for Thai Higher Education*
Itsara Boonyarit, Chiang Mai University, Thailand
Passagorn Tevichapong, Chiang Mai University, Thailand
Veerawan Wongpinpech, Chiang Mai University, Thailand
Pimchanok Kreausukon, Chiang Mai University, Thailand
Pongchan Pusapanich, Chiang Mai University, Thailand
Archabaramee Thapatiwong, Chiang Mai University, Thailand

This study aimed to develop a psychometrically valid and reliable survey instrument to assess employee engagement among staff in a higher education institution in Thailand. A systematic nine-stage process was employed, beginning with the identification of a theoretical model of employee engagement through an extensive literature review. This model encompasses three key dimensions of engagement: work engagement, organizational engagement, and unit engagement, as well as two job-related factors: the drivers and hindrances of engagement. Subsequently, survey items were generated to operationalize the model, and the mode of administration and Likert-type response format were determined. The content validity of the items was then assessed by three experts in organizational psychology. This was followed by cognitive interviews with six staff members to evaluate the item clarity and interpretation. In the sixth stage, a preliminary survey consisting of 41 items was developed and administered to 373 employees engaged in both academic and supportive roles. Psychometric evaluation of the survey items, using confirmatory factor analysis, provided empirical support for the proposed three dimensions of employee engagement and two dimensions of job-related factors. The reliability coefficients ranged from .84 to .92, demonstrating strong internal consistency. The final survey instrument, consisting of 30 items, offers a robust tool for assessing employee engagement in higher education and holds promise for further application in organizational research and practice.

14:05-14:30
91970 | *Examining the Relations Between Pay, Job Satisfaction, and Turnover Intention*
Shonn Cheng, National Taipei University of Technology, Taiwan
Sung-Chan Ku, National Taipei University of Technology, Taiwan
Nurul Annisa, National Taipei University of Technology, Taiwan

Most employees are unlikely to continue working without compensation. However, the question of whether pay consistently benefits individuals' work remains a subject of ongoing debate. Some studies have demonstrated that pay is significantly and positively associated with individuals' internal states and negatively linked to maladaptive outcomes. Other studies have found no significant relations between pay and individuals' work outcomes. This discrepancy highlights the complexity of the relations between pay and its correlates. Specifically, findings from meta-analyses have emphasized the importance of identifying moderators to obtain a clearer understanding of the role pay plays in organizational contexts. The present study leveraged a nationally representative sample of workers in Taiwan to investigate the interplay between pay, job satisfaction, and turnover intention. Using structural equation modeling, including additive effects and latent moderated models, the results revealed that after controlling for demographics such as gender, education, and vocation, pay significantly and negatively predicted turnover intention (logit = -0.27, $p < 0.001$) but did not significantly predict job satisfaction (b = -0.11, p = 0.75). Furthermore, there was a significant interaction effect (b = -0.092, p = 0.042) between pay and job satisfaction on turnover intention. The Johnson-Neyman procedure indicated that the relationship between pay and turnover intention was not statistically significant when job satisfaction was one standard deviation below the mean. However, above this threshold, higher job satisfaction strengthened the negative relation between pay and turnover intention. These findings suggest that turnover intention is minimized when both pay and job satisfaction are simultaneously high.

12:50-14:30 | Room 704 (7F)
Friday Onsite Parallel Session 3
Consumer Psychology and Capitalism
Session Chair: Karim Bettache

12:50-13:15
84740 | *Exploring the Extensions and Applications of the Means-End Chain Analytic Model*
Chin-Feng Lin, National Pingtung University, Taiwan

The means-end chain methodology has been widely used to understand consumers' innermost thoughts, preferences, and subsequent behaviors. By integrating conjoint analysis, Kano two-dimensional quality analysis, and social network analysis, this study expands the applications of the means-end chain methodology to analyze consumer perceptions and preferences. The purposes of this study are threefold: (1) To understand the connotation of various variables and classifications using different analytical methods, confirm the overall evaluation of these variables, and deduce more effective marketing strategy implications; (2) To explore the actual reasons behind respondents' preference for specific attributes through the results of various analytical methods, serving as a reference for product positioning and marketing theory derivation; and (3) To compare the differences in marketing strategy inferences between various analytical methods and the application modes of means-end chains, identifying and locating the scope of marketing strategy application for different combined modes. The research findings indicate that conjoint analysis effectively explains consumers' preferences for specific product attributes. Kano's two-dimensional quality analysis further confirms the classification of these attributes based on quality, while social network analysis helps in understanding how consumers' preferences for product attributes are transmitted through the messaging process. By integrating these three analytical methods with means-end chains, this study not only confirms the perceptual content of consumers' preferred product attributes but also provides deeper insights into the specific reasons behind consumer preferences and the transmission of specific product attribute viewpoints. Such findings have significant implications for extending means-end chain theory and practical applications.

13:15-13:40
89364 | *The Impact of Consumer Imagination and Narrative on Brand Intent in AR Advertising*
Ching-Jung Fang, Ming Chuan University, Taiwan

The integration of augmented reality (AR) with the advertising and marketing industry has become a global phenomenon, with the potential to introduce unique communication models to the field. However, most research on AR has focused on technological operations and interactivity, with limited attention given to consumer perceptions of AR content narratives and consumer fantasy imagery. Scholars have noted that narratives delivered through mediums such as films, books, images, or videos can concentrate the viewer's cognitive abilities on the narrative experience, allowing them to engage in situational imagination, identify with the story, and even evoke positive or negative emotional responses. This can lead to a temporary psychological detachment from reality. AR advertising possesses the unique capability of enhancing unfinished stories within real environments, thereby inspiring consumer imagination through immersive experiences and completing brand communication. This study aims to explore, from the consumer's perspective, how consumer fantasy and imagination trigger virtual narratives in AR, subsequently generating brand intent. An experimental design was employed, using both narrative and non-narrative AR stimuli, with a sample of 250 participants. The findings indicate that narrative advertising significantly impacts advertising attitudes, brand attitudes, and behavioral intentions. The level of consumer imagination significantly moderates the effect of narrative transmission on brand intent. Specifically, when participants possess higher imaginative capacity, the impact of narrative transmission on behavioral intent is more pronounced, whereas participants with lower imaginative capacity show no significant relationship between narrative transmission and brand intent.

13:40-14:05
89491 | *Psychological Drivers of CSR Attitudes: Insights from Reinforcement Sensitivity Theory*
Sami Kajalo, Aalto University School of Business, Finland

Corporate Social Responsibility (CSR) is an essential aspect of modern corporate strategy, yet consumer attitudes toward CSR are complex and shaped by psychological mechanisms that are not fully understood. This conceptual paper applies Reinforcement Sensitivity Theory (RST) to examine these mechanisms, providing new insights into consumer responses to CSR. RST identifies two primary behavioral systems: the Behavioral Activation System (BAS), which motivates individuals toward rewards, and the Behavioral Inhibition System (BIS), which responds to perceived threats. This framework helps clarify why consumers show a range of responses to CSR depending on their psychological orientation. The paper suggests that individuals with a stronger BAS tend to view CSR positively, perceiving it as an opportunity for benefits such as increased brand trust, personal satisfaction, and a sense of social impact. Conversely, those with a dominant BIS may be more cautious, focusing on potential risks or limitations of CSR initiatives. This approach broadens traditional analyses, offering a deeper psychological perspective on why CSR elicits diverse consumer reactions. While this paper is conceptual, it establishes a framework for future empirical research by mapping the interaction between BAS, BIS, and CSR attitudes. This model provides a foundation for exploring how psychological traits influence consumer reactions across different CSR contexts, encouraging a theoretically enriched understanding of CSR dynamics. By advancing this model, the paper seeks to deepen scholarly insights into the psychology of CSR and to provide a basis for empirical research that examines CSR through a psychological lens.

14:05-14:30
90252 | *Where Is Capitalism? Unmasking Its Hidden Role in Psychology*
Karim Bettache, The Chinese University of Hong Kong, Hong Kong

I critically examine the pervasive yet often-neglected influence of capitalism on psychological processes and human behavior. While capitalist ideologies like neoliberalism have entered the mainstream in psychology, there remains a lack of deeper engagement with the foundations of capitalism. I argue that capitalism generates distinct cultural syndromes that emerged from the unique historical experiences of Western societies and are deeply rooted in the core principles of capitalism: profit motive, market competition, and private property ownership. I then argue that these principles manifest as capitalist cultural syndromes termed the "gain primacy", "zero-sum rivalry", and "ownership" syndromes, which collectively drive a self-enhancement agenda resulting in an overarching "individualist syndrome". I then explore how these syndromes maintain and reproduce social inequalities. By adopting a critical-historical approach, this presentation situates its analysis within a broader critique of capitalism, aiming to illuminate its impact on human thought, behavior, and well-being.

12:50-14:30 | Room 705 (7F)
Friday Onsite Parallel Session 3
Psychology and Sexuality
Session Chair: Ahmad Naufalul Umam

12:50-13:15
92296 | *Musicians of Kashmir: Understanding the Identity Transition of Transgender Musicians*
Bareen Shah, O.P. Jindal Global University, India
Bhasker Malu, O.P. Jindal Global University, India
Sucharita Belavadi, Flame University, India

Several studies on transgender individuals in India have highlighted the multifaceted challenges faced by the community, with traditional roles often around matchmaking, singing, dancing and begging as primary means of livelihood. For transgender individuals in Kashmir, singing transcends the realm of mere employment, becoming an intrinsic and essential aspect of their identity. However, the impact of this profession on the lives and identities of transgender musicians in Kashmir remains largely unexplored. This study utilises a qualitative inductive thematic analysis methodology and Social Identity Theory (Tajfel, 1972) as the theoretical framework to explore how transgender wedding musicians in Kashmir construct and frame their identities within a challenging socio-cultural context. Ten semi-structured interviews were conducted with transgender individuals who perform as wedding musicians, a unique profession that serves as their primary means of livelihood. The analysis identified 164 codes, 20 basic themes, 5 organising themes, and 1 global theme. The findings illuminate the complex ways in which transgender musicians in Kashmir negotiate the interplay between societal marginalisation and episodic social inclusion facilitated through their professional engagements. The study's overarching global theme, Transitory Experiences of Identity Framing, highlights the role of this profession as a liminal space wherein self-expression, financial independence, and moments of conditional acceptance intersect with persistent social stigma. These results contribute to a deeper understanding of identity construction among transgender wedding musicians in Kashmir. Furthermore, they provide critical insights to inform advocacy strategies and community-building initiatives aimed at promoting inclusivity and mitigating societal stigma.

13:15-13:40
88962 | *One-Sided Love Affair: Narratives of Unrequited Love Amongst Young Professional Gay Men*
Noel Bedia, De La Salle University, Philippines

Background: A comparative analysis of narrative sources examined the phenomenon of unreciprocated romantic attraction. Unrequited love manifested as a mutually distressing encounter characterized by reciprocal incomprehension and emotional reliance. Prospective partners reflected on their experiences with sound and profoundly negative emotions.
Method: Twelve pairs of individuals recognized as having experienced unrequited love were chosen as respondents. Data were gathered throughout a series of group sessions. Each participant composed two narratives, one from the standpoint of the rejector and the other from that of the prospective lover. The order was systematically counterbalanced, with half of the participants composing the rejector narrative first while the remaining subjects wrote the would-be lover narratives.
Results: The two tales were seemingly analogous, detailing a variety of love disillusionments. They disagreed on whether the prospective partner had moved on from the incident or continued to harbor feelings. On the other hand, most heterosexual relationships commenced as relatively casual dating, with unreciprocated affection emerging when one individual fell in love, and the other did not. One narrative depicted heterosexual affection being obstructed when the lover revealed their homosexuality.
Conclusion: Unrequited love is identified in this data as a mutually unpleasant event characterized by emotional dependency and lack of understanding between both parties. Most love treatments emphasize its positive, structuring effects, positing that love solidifies social bonds that form the foundation of a family (e.g., Shaver et al., 1988). Nonetheless, such affection can engender significant disarray, encompassing discomfort, ambiguity, and unpredictable conduct.

13:40-14:05
92337 | *Experience of Moral Incongruence in Pornography Use and Its Coping Strategies*
Ahmad Naufalul Umam, Universitas Mercu Buana, Indonesia

The concept of moral incongruence has been introduced in pornography problem discourse to specify perceived addiction that is due to one's moral disapproval of pornography use. Nonetheless, the research on moral incongruence has yet to answer the subjective process of the individuals who experienced it. This study aimed to investigate the experience of morally conflicted pornography use in a sexually conservative society. Five males and five females took part in a semi-structured interview regarding the experience of having moral incongruence in using pornography. We used reflective thematic analyses to generate themes for the source of moral disapproval and the effect it has on porn use. There are five major themes for moral sources against pornography use, those are clearly defined religious belief, undefined vague belief, societal norm, concern for one's health, and concern for one's partner. While all participants reported discomfort and feeling of worthlessness in their porn use due to their moral burden, there are two themes emerged on how they deal with those feelings. The first is justification, rationalizing some exceptions for their pre-existing moral value. The second one is redemption, performing self-enhancing actions aimed to balance the perceived negative effect of pornography. We reflected our result through previous ethnography studies on Indonesians' moral dualism in condemning as well as using pornography.

Friday Onsite Parallel Session 3

Built Environment

Session Chair: Menike Atapattu

12:50-13:15
89679 | *Estimating the Joint Effect of Household Solid Fuel Use and Ambient Dust Pollution on Hearing Loss Among Chinese Older Adults*
Xian Zhang, Duke Kunshan University, China

Background: Recent studies have indicated that outdoor dust exposure and household solid fuel increase the risk of hearing loss in China. However, their joint effect has not yet been examined. Methods: I included participants aged 65 and older recruited from the Chinese Longitudinal Healthy Longevity Survey (2011 to 2018). Ambient dust pollution is measured using county-level satellite retrieval data on the 12-month average ambient dust concentrations (μg/m³) before the interview date. It is classified as either high (≥15.74 μg/m³) or low (<15.74 μg/m³). Cooking fuel was categorized as solid fuel or clean fuel. A linear mixed model was applied to examine the individual and joint effects. All models were adjusted for demographics, social economics, lifestyles, and weather elements. Results: During the seven-year follow-up, 3,792 (54.25%) out of the 6,989 participants (mean age 85.4 years, 54.3% female) were identified with hearing loss. Individual analyses showed that solid fuel usage (Odds Ratio: 1.12; 95%CI: 1.01-1.24) and high ambient dust pollution (Odds Ratio: 1.38; 95%CI: 1.16-1.64) were significantly associated with an increase in the risk of hearing loss, respectively. Joint effect analyses show that participants exposed to high ambient dust pollution and using solid fuel for cooking exhibited the highest risk of hearing loss (Odds Ratio = 1.53, 95%CI: 1.26-1.87). Conclusion: Solid fuel use and ambient dust pollution jointly increased the risk of hearing loss among older Chinese adults. The results highlighted the urgency of reducing exposure to environmental pollutants and promoting cleaner energy alternatives in this population.

13:15-13:40
91778 | *A Study on the Difference Between Urban and Rural in Converting Abandoned School Buildings into Elderly Care Facilities in China*
Satoshi Ishii, Tohoku Institute of Technology, Japan
Xiaolian Yu, Tohoku Institute of Technology, Japan

In recent years, to cope with an ageing population, Chinese investors have started converting abandoned school buildings into elderly care facilities. Current research on these conversion projects has limitations, as most studies focus on case analyses with few methods for evaluating the effectiveness of elderly care facilities. Therefore, this study aims to compare the design strategies and occupant experiences between urban and rural conversion cases in China, providing a theoretical foundation for implementing future conversion programs. This study conducted a nationwide census of conversion cases and sampled 11 cases for in-depth surveys. The ADL, IADL, and MMSE medical scales were used to collect basic information about the elderly, the Dignity EAT scale was used to evaluate the environment, and a 24-hour fixed-area observation (POE) was performed on the occupant. Some of the census conclusions: Currently, the number of rural cases in China is about three times that of urban areas, with most located in central and eastern China. Most abandoned rural schools are low-rise, brick-built, and self-constructed. Although the quality of the care environment is relatively poor, the occupancy rates are high. The sample survey conclusions include: 1. Rural funding is scarce, and conversion mainly focuses on meeting basic needs. Functional zoning, occupant movement, and the appropriate design of diverse communication spaces must be considered; 2. With sufficient urban funds, it is desirable to balance courtyard and architecture conversion, design more diverse spatial patterns, and enhance the home-like atmosphere of institutions.

13:40-14:05
89362 | *What and How Do They Play? Understanding Older Adults' Play Behaviors in Urban Parks of High-Density Cities Through AI-Powered Analysis*
Izzy Yi Jian, The Education University of Hong Kong, Hong Kong
Xiaosheng Zhu, The Hong Kong Polytechnic University, Hong Kong

Global demographic shifts toward an ageing population have highlighted loneliness as a pressing concern affecting older adults' well-being. With play recognised as a potential buffer against such adverse conditions, a knowledge gap persists in understanding and environmentally supporting older adults' play needs, particularly in high-density urban contexts with limited public spaces. Using Hong Kong as a case study, this research aims to systematically identify, categorize, and analyze the play behaviors of older adults in community parks, investigating how spatial design elements mediate these behaviors in high-density urban contexts. We employ behavior mapping techniques coupled with unobtrusive observation, capturing footage four times daily in three selected parks. The data is processed using a fine-tuned YOLOv8 human pose estimation model, enhancing the efficiency and accuracy of behavior identification and classification. The study results reveal variations in play behaviors across different park designs and neighborhood characteristics, identifying key features that enable or inhibit older adult play. The analysis results reveal distinct patterns of older adults' play behaviors and their associations with specific spatial design elements that facilitate or constrain these activities in community parks. These insights provide valuable guidance for creating age-friendly public spaces that better support older populations' play needs in high-density urban environments, contributing to the promotion of active aging and social inclusion.

14:05-14:30
91694 | *Comparative Study on Loneliness Experiences in Retirees Living in Rural Versus Urban Sri Lanka*
Menike Atapattu, University of Colombo, Sri Lanka
Pradeep Dharmadasa, University of Colombo, Sri Lanka

Loneliness is a subjective experience arising from unmet emotional or social needs, distinct from mere solitude (Weiss, 1973). While solitude does not always lead to loneliness, individuals can feel lonely even when surrounded by others, as it stems from dissatisfaction with the quality and quantity of social attachments. Research indicates that loneliness manifests differently in urban and rural environments, affecting the well-being of older adults. However, existing studies often neglect retirees and the influence of their specific living environments. This qualitative study explores how retirees in urban and rural Sri Lanka experience loneliness. Participants were selected from five districts with the highest populations of individuals aged 60 and above, meeting criteria of being retired, over 60, and recipients of retirement benefits. Thematic analysis of ten focus groups with 45 participants (22 rural, 23 urban) revealed distinct patterns of loneliness. Urban retirees experienced loneliness despite proximity to others, with superficial connections and living in nuclear families exacerbating emotional disconnection. Rural retirees, while forming stronger local attachments, faced isolation due to geographic separation. Factors such as religious orientation, physical health, relatives' proximity, and spousal presence shaped coping mechanisms in both settings. These findings highlighted the relevance of Bowlby's Attachment Theory (1969), traditionally applied to child-caregiver bonds. The theory provided a lens to interpret how retirees' living environments disrupt perceived secure bonds and attachment needs, influencing loneliness. This study offers insights into how both groups shared a common root of loneliness stemming from unmet attachment needs, shaped by individual circumstances and social environments.

12:50-14:30 | Room 708 (7F)
Friday Onsite Parallel Session 3
Aging and Physical Activity
Session Chair: Şeyma Zehra Altunkürek

12:50-13:15
90424 | *Does Using Technological Devices Motivate Older Adults to Engage in Physical Activities? A Systematic Review and Meta-Analysis*

James Dawe, Sapienza University of Rome, Italy
Andrea Chirico, Sapienza University of Rome, Italy
Tommaso Palombi, Sapienza University of Rome, Italy
Elisa Cavicchiolo, University of Rome Tor Vergata, Italy
Fabio Alivernini, Sapienza University of Rome, Italy
Fabio Lucidi, Sapienza University of Rome, Italy

The demographic challenges posed by the aging population to societies highlight the need for preventive measures to improve this population's health. Previous studies have emphasized the benefits of Physical activity (PA) on cognitive and physical health, especially in late life. However, a substantial portion of the global population remains insufficiently active. In this scenario technologies (e.g., wearable devices, exergaming, and virtual reality), have the potential to overcome barriers and promote an active lifestyle. The primary aim of the present systematic review is to summarize the evidence regarding the motivational factors associated with technological devices that lead to an increase in engagement in PA by healthy older adults through different measures of motivation. The following databases were searched: Scopus, Web of Science, Cinahl, PubMed, and PsyArticles. A total of 1,085 studies were identified. Of these, 13 were included in the systematic review, and 4 were used in the quantitative synthesis. Results of the study showed that technologies have the potential to increase PA in this population, activating different motivational dynamics. Moreover, the meta-analysis results showed a small significant effect of technologies on Intrinsic Motivation [k = 4, g = 0.18, [95% CI 0.033, 0.330], p = 0.004]. However, the included literature have shown major limitations such as a lack of a clear definition of the construct of motivation, the presence of methodological biases, and high heterogeneity. Future research should overcome those limitations in order to provide more solid evidence of the motivational effect of technologies in the elderly population

13:15-13:40
92226 | *Association Between Physical Activity and Depression in Older Adults: The Mediating Role of Interoception*

Meiling Qi, Shandong University, China

Background and Objectives: Physical activity has the potential to alleviate depressive symptoms among older adults, however, the underlying mechanisms remain insufficiently understood. This study aimed to investigate the mediating roles of interoceptive accuracy and awareness in the relationship between engagement in physical activity and depressive symptoms in older adults. Methods: A cross-sectional survey was conducted online using convenience sampling in China. Mediation analyses were performed using PROCESS version 4.1 within SPSS 26.0. The International Physical Activity Questionnaire-short form (IPAQ-SF), Patient Health Questionnaire-9 (PHQ-9), Interoceptive Accuracy Scale (IAS), and rated confidence were utilized to assess participants' physical activity engagement, depressive symptoms, interoceptive accuracy, and awareness, respectively. Results: The survey received responses from 824 elderly individuals, comprising 418 men and 406 women. The majority of participants were aged between 55 and 79 years, with only 19.1% being over the age of 80. Interoceptive accuracy (indirect effect = -0.071, SE = 0.013, 95% CI boot = [-0.098, -0.047]) and awareness (indirect effect = -0.046, SE = 0.016, 95% CI boot = [-0.079, -0.016]) were identified as partial mediators in the relationship between physical activity engagement and depressive symptoms. Conclusions: The findings underscore the importance of developing alternative physical activity programs that enhance interoceptive abilities to effectively mitigate depressive symptoms in this demographic. Clinical Implications: By fostering a stronger connection between bodily sensations and physical activity, healthcare providers may empower older adults to manage depressive symptoms more effectively, thereby improving their overall quality of life.

13:40-14:05
89239 | *Living Beyond Prejudice: Examining the Relationship Between Discrimination and Sports and Physical Activity Participation in Older Italian Sexual Minority Adults*

Chiara Antoniucci, Sapienza University of Rome, Italy
Jessica Pistella, Sapienza University of Rome, Italy
Fabio Lucidi, Sapienza University of Rome, Italy
Roberto Baiocco, Sapienza University of Rome, Italy

Introduction: In recent years, a growing body of research has specifically focused on the experiences of older LGB+ adults within sport-related contexts, revealing that they often encounter discrimination and victimization. These experiences, associated with minority stress, frequently lead to older LGB+ individuals withdrawing from sports and physical activities, affecting their physical and mental health. Methods: This study was part of the national research project "Ageing Well in an Ageing Society," funded by Next Generation EU [DM 1557 11.10.2022], PNRR, Investment PE8 – Project Age-It. We explored the experiences of discrimination and minority stress in a group of 21 older Italian sexual minority women (mean age = 71.5; SD = 7.6) and sexual minority men (mean age = 66.6, SD = 5.5) across their lives within sports and physical activity contexts. Data were gathered through semi-structured interviews and analyzed using thematic analysis. Results: Consistent with the Minority Stress Theory, results showed four main themes: 1) Distal stressors, which included sub-themes such as unsafe public spaces, isolation, and blatant discrimination; 2) Proximal stressors, which encompassed sub-themes like concerns about, internalized heterosexist stigma, hiding one's sexual orientation and anticipation of rejection; 3) Individual and community coping, including sub-themes like positive LGB+ identities, sports preferences, and reaching safe spaces. Discussion: This study supports recent literature emphasizing the need to create more inclusive and supportive sports and physical activity environments for older LGB+ individuals, reducing discrimination and fostering participation to promote accessibility and aging well.

14:05-14:30
89591 | *Ageism, Well-Being and Physical Activity Among Older Adults: A Systematic Review*

Şeyma Zehra Altunkürek, University of Health Sciences, Turkey
Efza Nur Kaplan, University of Health Sciences, Turkey

Objective: Older adults make up a large proportion of society's population and their numbers are projected to increase by more than half by 2030. For older adults, physical activity is an important factor in prolonging life expectancy, maintaining quality of life and functional independence. In this study, a systematic review of well-being and physical activity in older adults was conducted on older adults. Method: For this study, a systematic search was conducted in 4 electronic databases (Ovid Medline, Pubmed, CINAHL and Web of Science). Studies published between 2014 and 2024 were selected with participants aged 65 years and above. Studies conducted in English that examined the relationship between well-being and physical activity were included in this review. Results: There were physical activities which were aerobic activity, muscle and bone development activities, improving balance activities. The effect of elderly people's participation in physical activities on health and well-being was mainly reflected in the improvement of physical and mental health, social adaptation and activity behavior and nutrition. Physical activity can improve physical fitness, chronic diseases and well-being for aging people, and promote quality sleep. Conclusion: Older adults in all physical activities will promote healthy aging, facilitate social adaptation and activity behaviors and nutrition that will increase physical health and well-being, and subsequently increase quality of life. It is a health-related service, so the physical activity of them should be increased.

Friday Onsite Parallel Session 4

Foreign Languages Education and Applied Linguistics

Session Chair: Anastasiia Zaprudnova

14:45-15:10
92153 | *The Second Language Acquisition of Telicity in English by Mandarin Speakers*
Xiangyu Liu, University of Southampton, United Kingdom
Roumyana Slabakova, University of Southampton, United Kingdom

This study explores how Chinese learners acquire telicity in English, a key aspectual property that indicates the endpoint of an event. In English, verb phrases with direct objects of specified quantity such as ate the apple denote a telic event with the apple marking the endpoint. However, similar Chinese verb phrases can be interpreted as telic or atelic depending on the context. This study investigates the cross-linguistic semantic variations, drawing on contrasting approaches from Soh and Kuo, and Zhang. Soh and Kuo argue that the telicity of verb phrases is influenced by the quantity features of determiner phrases (DPs), particularly through the count/mass distinction of noun heads. Conversely, Zhang proposes that the [referential] feature of demonstratives in Mandarin influences the quantity feature of DPs, and this semantic understanding transfers onto English definite determiners during L2 acquisition. To explore these differing perspectives, this study examines the correlation between telicity and two specific linguistic features separately: the mass/count distinction and the semantic features of demonstratives. An elicited written task evaluates learners' grammatical comprehension of the mass/count distinction in English, and two semantic tasks (an acceptability judgment task and a truth value judgment task) explore telicity interpretations. These tasks were administered to a control group of native English speakers and two groups of Mandarin-speaking learners: one immersed in an English-speaking environment and another receiving only formal instruction. The study seeks to identify the linguistic markers of telicity and the extralinguistic factors that influence the developmental patterns of language learners in acquiring semantic properties.

15:10-15:35
89156 | *Assessing Linguistic Practices in Mathematics Classrooms: A Needs Analysis for Translingual Mathematics Education*
Princess Garcia, De La Salle University, Philippines

This needs analysis investigates the linguistic practices and perceived effectiveness of translanguaging pedagogy in mathematics education at Talavera National High School. With a focus on Grade 7 students and their teachers, the study explored the interplay between language use and mathematics instruction. Data were collected through surveys, interviews, focus groups, and classroom observations to determine teachers' linguistic practices, perceived effectiveness of the said linguistic practice, students' linguistic demographics, and their perceptions of the English medium of instruction (EMI). The findings reveal that a majority of students and teachers use both Filipino and English in classroom interactions. While students generally agree that EMI has helped improve their math proficiency, they express disagreement with the notion that mathematics should be taught exclusively in English. The analysis identifies critical needs, including the need for training teachers in effective translanguaging strategies, enhancing bilingual resources, and developing instruments which could actually capture students' perceptions and experiences with translanguaging in Mathematics. This study lays the groundwork for a research proposal aimed at improving mathematics education through tailored linguistic strategies, fostering an inclusive learning environment that bridges language gaps and enhances student achievement.

15:35-16:00
87313 | *Do Gender and Learning Methods Matter? A Comparative Study of Rosetta Stone and Traditional Vocabulary Learning*
Galang Yudha, Universitas Negeri Yogyakarta, Indonesia
Agus Widyantoro, Universitas Negeri Yogyakarta, Indonesia
Satria Pradana, The University of Queensland, Australia
Nur Putro, Univeristas Negeri Yogyakarta, Indonesia
Mutiara Haliza, UIN Raden Intan Lampung, Indonesia

Vocabulary is the building block of a language. It is crucial for mastering language skills such as grammar, listening, speaking, reading, and writing. Traditional teaching methods often fail to engage students in today's technology-driven world. The Rosetta Stone application presents a modern solution. Moreover, despite its potential, there is a lack of research examining how gender differences may influence learning. Thus, this study aimed to evaluate whether Rosetta Stone improves vocabulary mastery and examines any gender differences in its effectiveness. Employing a quasi-experimental design, the research involved 56 students (27 females and 29 males) from SMP Al-Azhar 3 Bandar Lampung, divided into control (n=28), which received traditional teaching, and experimental (n=28), which received teaching with Rosetta Stone, groups. A purposive sampling technique was used, and the Wilcoxon Signed-Rank test was used to address the skewed data. Significant vocabulary improvements were observed in both groups, with p-values of 0.0006 for the control and 0.0013 for the experimental group. Using the Rosetta Stone, the experimental group showed greater gains than the control group (p-value = 5.614e-05). While both genders showed progress, the difference in effectiveness between males (p-value = 0.0006126) and females (p-value = 0.00135) was not statistically significant (p-value = 0.71). In conclusion, although traditional learning enhances vocabulary learning, it is pale compared to Rosetta Stone. Moreover, there are no statistically significant differences in effectiveness between genders, indicating that gender does not play a crucial role in the efficacy of these learning methods.

16:00-16:25
91960 | *A Correlational Study Between Intertextual Competency and Reading Comprehension Among CSL Learners*
Anastasiia Zaprudnova, Shanghai International Studies University, China

To successfully deal with foreign language discourse a learner requires a set of various linguistic competences.The present study examines the relationship between CSL learner's intertextual competency and reading comprehension ability. In addition, it explores, if exposure to the Chinese language outside the classroom influences these two variables. The sample of this study were 20 foreign students doing their master's degree in TCSL in two partner universities, in mainland China and overseas. According to the language used outside the classroom, the participants were divided into two groups - with and without Chinese language immersion correspondingly. Other educational conditions were viewed as common, for under a cooperation agreement all participants received training from Chinese educators of the same university. The data collection procedure included specially designed reading tests with open-ended and closed-ended questions. The participants were asked to read 10 short texts and mark cases of intertextuality, explain their source and meaning. A set of multiple-choice questions was then used to check their understanding of these texts. The quantitative data indicate the existence of a distinct correlation between CSL learners' intertextual competency and reading comprehension, indicated by 0.418 Pearson coefficient. Descriptive analysis proves that inability to recognize cases of intertextuality often results in failure to grasp the correct and full understanding of the whole discourse. Moreover, learners exposed to the Chinese language outside the classroom have a significantly higher level of intertextual competency. This suggests the need for classroom activities to facilitate intertextual competency development for the learners lacking Chinese language environment.

12:50-14:30 | Room 604 (6F)
Friday Onsite Parallel Session 4
Human-AI Mediation in Education
Session Chair: Min-Chia Young

14:45-15:10
91880 | *Artificial Intelligence: Toward a Substitution of the Teacher's Role*
Yosra Jenfi, Mohammed V University, Morocco
Hanane Samaka, Mohammed V University, Morocco

The rise of artificial intelligence (AI) is redefining educational paradigms, posing a central question: "Can AI fully replace human teachers, or should it be seen as a complement?" This study examines the opportunities offered by AI, such as task automation, personalized learning, and increased accessibility to education, while exploring its limitations, including the lack of empathy and the digital divide. A case study on Mohammed VI University in Benguerir illustrates a practical application. The discussion then shifts to the complementarity between teachers and AI, highlighting irreplaceable human skills such as empathy, creativity, and mentorship. AI redefines the role of teachers, who evolve from mere knowledge transmitters to facilitators and mentors. Based on concrete examples, this paper proposes recommendations for achieving optimal synergy between AI and educators, offering promising prospects for Moroccan higher education. The proposed hypothesis is clear: AI does not replace teachers but complements them, enriching education to meet the demands of the 21st century.

15:10-15:35
91312 | *From Tools to Companions: Exploring the Emotional and Interpersonal Dynamics of CSL Teachers Using LLMs*
Jiaqi Shi, Shanghai International Studies University, China

Given the omnipresence of AI tools in education in the post-COVID era, there is a pressing need to understand their impact on language teachers' emotions and instructional practices, particularly from an interpersonal perspective. While much research has explored the general benefits of AI in education, there is a lack of empirical evidence on the emotional experiences and pedagogical challenges faced by L2 teachers using large language models (LLMs) like ChatGPT within their micro ecological systems. Against this backdrop, this study investigates how CSL (Chinese as a Second Language) teachers in China negotiate their professional identity and emotional well-being through their interactions with LLMs. By employing qualitative methods, including semi-structured interviews and thematic analysis of prompts and responses between the teachers and LLMs, the research aims to explore the complex emotional landscape and instructional practices shaped by AI. The findings reveal that interpersonal relationships are crucial in addressing the ethical considerations associated with AI use in education. Relationships with colleagues, students, and other stakeholders provide essential support, helping teachers navigate ethical dilemmas and ensuring that AI integration is conducted responsibly. Additionally, the study highlights that teachers develop complex emotional responses toward AI, ranging from cautious optimism to deeper emotional connections, which further influence their engagement with LLMs. The study offers suggestions and implications for aligning AI integration with human values, highlighting the importance of professional development and community advocacy.

15:35-16:00
90967 | *PromeAI: The Art of Artificial Intelligence in Interior Design Rendering*
Min-Chia Young, Shu-Te University, Taiwan

The role of Artificial Intelligence (AI) has become increasingly prevalent across industries. This revolutionary technology has also had a significant impact on academic curricula, particularly in Interior Design. This paper examines how a sketch rendering tool named PromeAI is used to enhance presentation skills in an Interior Design studio class assignment titled "The Design of a Fashion Retail Store". It further discusses how an AI interface can be easily interpreted and utilized to access thousands of preset interior styles, enabling the generation or refinement of perspective drawings. The discussion then turns to the interior space presentation criteria in this studio class and how AI generated image variations can meet these standards. Through statistical analysis of 8 students' works, the article aims to demonstrate that PromeAI can produce compelling interior space renderings, enhancing communication between clients and designers. However, these artificial images often lack the precision and consistency that a professional interior designer can provide, that is, the achievement that can only be gained through years of experience and an artistic mindset.

Friday Onsite Parallel Session 4

Issues in Distance Education and Homeschooling

Session Chair: Oz Guterman

14:45-15:10
89873 | *The Causal Relationship Model of Assessment as Learning Factor Influencing the Learning Success of Undergraduate Students in Distance Education*
Sirirut Jumnaksarn, Sukhothai Thammathirat Open University, Thailand
Somkiat Kaewkohsaba, Sukhothai Thammathirat Open University, Thailand

This study aimed to develop a causal relationship model of Assessment as Learning (AaL) factors influencing the learning success of undergraduate students in distance education in Thailand and to assess model fit with empirical data. It involved two phases: Phase 1 involved surveying 400 bachelor's degree students at Sukhothai Thammathirat Open University using a questionnaire. The reliability of the survey instrument was confirmed with a Cronbach's alpha of 0.967, indicating high reliability and construct validity, which was evaluated through confirmatory factor analysis (CFA). The CFA results showed strong construct validity (χ^2 (185, N=400) = 214.90, p = 0.065, CFI = 0.99, TLI = 0.99, RMSEA = 0.02, SRMR = 0.02). Phase 2 assessed model fit using Structural Equation Modeling (SEM), revealing that the conceptual model aligned well with empirical data (χ^2 (184, N=400) = 214.19, p = 0.063, CFI = 0.99, TLI = 0.99, RMSEA = 0.02, SRMR = 0.03). The findings indicated that AaL factors significantly influenced learning success, with four key factors identified in descending order of total effect: goal-setting, self-reflection, self-assessment, and metacognitive strategies. In conclusion, this study recommends prioritizing these four factors in the development of learner competencies to enhance students' success in distance education. Emphasizing these factors will empower learners to set goals, assess and monitor their learning progress, and develop the strategies essential in 21st-century learning skills.

15:10-15:35
90094 | *Bridging Educational Gaps and Fostering Socio-Economic Development: CETE's Initiatives in Adult Learning, Distance Education, and AI Integration*
Ana-Paula Correia, The Ohio State University, United States
Fan Xu, The Ohio State University, United States

This oral presentation showcases the latest initiatives of the Center on Education and Training for Employment (CETE), a translational research center in the United States. This organization supports adult learners, advances their professional development, and fosters economic prosperity among diverse communities. Aligning with the conference's themes of Technology and Artificial Intelligence and Humanity and Human Intelligence, this presentation explores CETE's role as a driving force for education and socio-economic development. The presentation will focus on CETE's integration of learning technologies, its experience in distance learning, and its use of artificial intelligence for education and training within the conference sub-theme of Adult, Lifelong, and Distance Learning. Key initiatives highlighted include the development of self-paced online training collections, a hybrid curriculum aimed at promoting organizational social justice practices, and the center's focused efforts to grow internal capacity for using generative artificial intelligence tools. These initiatives exemplify CETE's commitment to translating research into actionable, evidence-based practices. The presentation will examine how CETE leverages e-learning technologies and innovative pedagogies to bridge educational gaps in the workforce, promote lifelong learning, and facilitate inclusive and diverse workplaces. It offers insights into how CETE's initiatives serve as a model for other institutions aiming to foster lifelong learning and socio-economic development in an increasingly globalized and technologically advanced world.

15:35-16:00
89871 | *The Effects of Using Mind Maps to Assist Self-learning for Pre-aging and Aging Undergraduate Students in Thailand's Distance Education System*
Somkiat Kaewkohsaba, Sukhothai Thammathirat Open University, Thailand
Sirirut Jumnaksarn, Sukhothai Thammathirat Open University, Thailand

This research aims to investigate the effects of using mind maps to facilitate self-directed learning among middle-aged and elderly students in distance education systems in Thailand. The study used two group pretest-posttest experimental design with a sample of 70 participants, divided into an experimental group and a control group, each consisting of 35 participants. The data were analyzed using descriptive and inferential statistics. The findings revealed that utilizing mind maps to support self-directed learning, which includes six steps : 1) Selecting a central idea (S1), 2) Skimming the content (S2), 3) Specifying keywords (S3), 4) Sequencing and organizing the keywords (S4), 5) Structuring by linking (S5) keywords to subtopics and subtopics to the central idea, and 6) Providing short explanations or notes (S6) to expand on the keywords—resulted in the following outcomes: 1) The experimental group demonstrated significantly higher academic achievement after the intervention compared to both their pre-intervention scores and the control group, with statistical significance at the .05 level; 2) There was no significant difference in academic achievement among students with different fields of study or learning styles; and 3) There was no significant difference in academic achievement between students with different fields of study or age groups.

16:00-16:25
85944 | *Perceptions of Parents in Homeschooling and Their Relationship to the Nature of Homeschooling*
Oz Guterman, Western Galilee College, Israel

The growth in homeschooling has prompted increased research into this educational practice. However, the common perception of homeschooling as a singular, uniform entity is misleading. Homeschooling is defined by the absence of traditional schooling, yet it encompasses a wide spectrum of approaches, perceptions, and attitudes. Prior research has attempted to differentiate these approaches, with the most widely recognized distinction being between structured and unstructured homeschooling, commonly referred to as homeschooling (HS) and unschooling (US) (Kunzman & Gaither, 2013). In the present study, we employed questionnaires and in-depth interviews to examine the educational approaches and attitudes of 86 homeschooling parents, as well as various personality dimensions. Furthermore, we analyzed the level of structure in home education along two axes: content structuring and process structuring (Neuman & Guterman, 2017). The findings reveal a significant relationship between parents' perceptions and the methods by which home education is implemented. This research contributes to the theoretical understanding of home education and offers valuable insights for educators by illuminating the connection between parental attitudes and educational practices.

14:45-16:25 | Room 607 (6F)
Friday Onsite Parallel Session 4
Innovation and Development Toward Holistic Learning Experiences
Session Chair: Blenn Nimer

14:45-15:10
89020 | *Teaching from Familiarity, in an Unfamiliar Way*
Claire-Gillian McIntosh, Harlaw Academy, United Kingdom

Interdisciplinarity is becoming more prevalent in education systems globally, in response to the interdisciplinary nature of the world. Utilising what is familiar to educators including preferred teaching style or subject content is important for young people in retaining knowledge. However, utilising familiarity when teaching in an unfamiliar way provides opportunities for educators and learners to utilise transferrable skills including critical thinking and problem-solving. Unfamiliarity takes many forms including interdisciplinarity and unfamiliar subject content. Literary analysis into Education Scotland indicates the drive to increase interdisciplinary learning and an awareness of the inconsistency of its delivery. The practice gap in transforming policy into practice is apparent including a lack of resources and training for educators. The research findings identify the gap through qualitative questionnaire data, which state the need for an online space for educators along with CPD training sessions and working groups in schools to explore familiarity in an unfamiliar way. Data is collected from educators and young people within secondary schools in Northeast Scotland within the Education Scotland framework. Educators and learners are from inner city schools from a range of different ethnicities and backgrounds, more typical of inner-city school settings in Scotland, the data from which is utilised to further understand variables in the results. From this empirical data, a "Teaching Through" online space is being created for educators to communicate and collaborate on new projects, making the unfamiliar, more familiar, and enhancing the learning experiences for young people thus providing data for further empirical studies.

15:10-15:35
91551 | *No Sirens: A Student Perspective on Using Virtual Reality in a Public Health Course*
Mari van Wyk, University of Pretoria, South Africa
Liz Wolvaardt, University of Pretoria, South Africa

Lecturers of fully online qualifications face the challenge of designing activities that simulate real-life experiences for postgraduate students. Virtual reality has become increasingly popular in higher education since the exponential growth in technology and online education. The increasing demand for immersive, interactive learning environments drives this shift. This pilot study explored using a virtual reality platform called FrameVR in a Research module to enhance engagement and simulate real-life experiences of postgraduate students in Public Health. Guided by the 7 Steps for Designing and Executing an Implementation pilot study (REL Appalachia, 2021), a virtual "Interview" environment was developed to explore the platform's usability. Feedback was collected from 54 participants using an online questionnaire comprising two components: a checklist with 14 items and an open-ended question. Responses to the checklist were summarized visually using a chart, while thematic analysis was applied to the open-ended responses. The findings revealed that most participants could interact with the platform's features, such as 360° images, PDFs, a whiteboard, videos, and the integration with the learning management system. While some participants appreciated the game-like experience of the platform, others reported feeling unsure of what to do when navigating the environment. Notably, six participants could not navigate the platform or complete the learning activities. The study identified three key areas for improvement: platform navigation, clarity of instructions, and device compatibility. Addressing these issues could improve the effectiveness of virtual reality platforms in creating engaging and authentic learning experiences for postgraduate students.

15:35-16:00
92088 | *Improving Students' Service-learning Experience at the CUHK*
Vivian Lee, The Chinese University of Hong Kong, Hong Kong
Connie Ren, The Chinese University of Hong Kong, Hong Kong

Service-learning (SL) integrates academics with social service, fostering experiential learning through planning, implementing, and reflecting on projects. Both the Hong Kong Education Bureau and the CUHK 2025 strategic plan highlight service-learning for students' whole-person development and interdisciplinary learning. Since the 2024/2025 intake, SL has been mandatory for all undergraduate freshmen. However, prior research revealed that students often lack the motivation to engage in SL. According to the Self-determination theory, satisfaction of basic psychological needs (BPNs)—autonomy, competence, and relatedness—enhances motivation and engagement, while thwarting diminishes motivation and engagement. In this quantitative study, we assessed CU students' motivation, engagement, and BPNs in service-learning through a survey. Our objectives are: 1) to understand undergraduates' levels of motivation and engagement in SL and 2) to identify areas of BPNs that are well-supported or need further support. Our findings will inform CU colleges and departments on support students' SL experiences.

16:00-16:25
90236 | *The Holistic Student Experience Framework*
Blenn Nimer, Notre Dame of Kidapawan College, Philippines

The traditional approach to student success focuses primarily on academic achievement, measured solely by Grade Point Average (GPA). This narrow perspective, however, overlooks the numerous challenges students face throughout their academic journey, which can significantly impact their overall well-being and ability to thrive. Along this line, this study was conducted using mixed methods, specifically convergent mixed methods, to investigate the experience of college students from a higher education institution in the Philippines. Quantitative data were collected through a structured survey, while qualitative data were gathered through open-ended essay responses. A universal sampling technique was used to reach the target respondents. The instrument underwent pilot and reliability testing to assess its clarity, comprehensiveness, and internal consistency. The final instrument included 35 indicators with an overall reliability equivalent to excellent. The quantitative data were analysed using descriptive statistics, while the qualitative data were analysed using conventional content analysis. The findings from both data sources were then integrated to create The Holistic Student Experience Framework. This framework offers a comprehensive understanding of the multifaceted factors affecting student success, incorporating six key dimensions: academic, social, emotional, financial, institutional, and personal. These interconnected dimensions highlight the importance of considering the student experience as a whole, rather than focusing on individual aspects in isolation. By understanding how these dimensions interact, not just focusing on academics as is the tradition, schools can develop strategies to support students' well-being and success. They can better address students' complex and variegated challenges, fostering a more supportive and inclusive learning environment.

Friday Onsite Parallel Session 4

Comparative Experiences on Students' Mental Well-being

Session Chair: Tanya Manning-Lewis

14:45-15:10
89209 | *A Study Comparing Students' Mental Health with Academic Success*
Pagmadulam Sarantuya, Graduate University of Mongolia, Mongolia
Tserendolgor Urtnasan, Etugen University, Mongolia
Bundsuren Altankhuyag, Etugen University, Mongolia
Batchuluun Purev, Mongolian National University of Education, Mongolia
Sarangua Surlegbaatar, Mongolian National University of Education, Mongolia

Medical students have higher rates of depression and anxiety than their peers, but medical and nursing students who work with patients develop better coping skills for anxiety and depression. Therefore, we conducted this study to identify some indicators of student's mental health and investigate whether they affect academic success. 1388 students participated in our study; 18.5% were male, 81.1% were female, and the average age was 21.1±3.4. 4.4%-4.6% of all students surveyed are mentally healthy without anxiety, 62.2% have moderate anxiety caused by the situation, and 53.0% have high anxiety caused by background or personality characteristics. The majority of anxiety caused by stressors was found in 59.8% of first-year students, and 65.8% of fifth-year students had moderate anxiety. 57.7% of anxiety, and 46.8% of 5th-year students had a high rate of anxiety. 15.6% of students with high anxiety due to stressors have a grade of D, 41.9% have a grade of C, 39.3% have a grade of B, and 3.2% have a grade of A, while 9.8% of students with low anxiety have a grade of D, 45.9% have a grade of C, and 39.3% have a grade of B, and 4.9% are studying with an A grade, respectively. When students have severe anxiety, 41.2% of students are less active in learning, while 45.6% are at an average level of learning activity. It is statistically significant (p = 0.001). In conclusion, severe anxiety leads to reduced learning.

15:10-15:35
88056 | *How Do Hong Kong University Students Perceive And Seek Help For Their Mental Health? A Descriptive Qualitative Study*
Jan Erron Raña Celebrado, Lingnan University, Hong Kong
Emefa Tonorgbevi Awuku, Lingnan University, Hong Kong
Theingi Aung, Lingnan University, Hong Kong

Mental health issues among university students remain a global concern and have intensified during the COVID-19 pandemic. Our study contributes to the exploration of this public health issue by examining the knowledge, attitudes, and practices regarding mental health and school-based mental health services among undergraduate and postgraduate students at a university in Hong Kong SAR. Utilizing a descriptive qualitative design, we conducted in-depth semi-structured interviews with 20 university students. Our study found that, while most participants demonstrated advanced understanding of mental health, some still associated the concept with mental illness or disorders. Additionally, most participants held positive attitudes on the importance of seeking help when experiencing mental health challenges, yet they appeared to express reluctance in utilizing school-based mental health services in times of need. Our findings further revealed that participants engaged in a three-tier pathway when addressing mental health issues, characterized by distinct levels of intervention: (1) utilizing intrapersonal coping strategies, (2) seeking informal social support, and (3) accessing school-based mental health services. We provided practical and policy recommendations for universities to enhance the available mental health support for students. This study contributes to the growing body of literature on the mental health of students in higher education.

15:35-16:00
92139 | *Academic Emotional Experiences of International Students from Mainland China: A Reflective Diary-Based Natural Language Processing (NLP) Analysis*
Angni Xie, Yunnan University, China
Hua Fan, Yunnan University, China

With the acceleration of educational internationalization, the academic emotional experiences of Chinese mainland students studying abroad during their cross-cultural adaptation process have attracted increasing attention. This study uses reflective diaries as the data source, combined with Natural Language Processing (NLP) techniques, to explore the dynamic emotional changes and symbolic expressions of Chinese mainland students under contexts such as academic pressure, cultural adaptation, and social isolation. Based on Saussure's semiotic theory and James Russell's circumplex model of emotion, the study constructs a cross-cultural emotional symbol system, revealing the cultural dependency and dynamic transitions of emotional expressions. This research employs LDA topic modeling and sentiment analysis techniques to extract emotional themes and symbolic features from reflective diaries, analyzing the patterns and trends of emotions under different contexts. Furthermore, ARIMA and LSTM models are used to model the temporal changes in emotions, uncovering the dynamic transition of negative emotions to positive emotions. Additionally, multi-dimensional network graphs and symbolic matrix heatmaps are utilized to visualize the complex associations between emotional symbols and cultural themes. The findings indicate that reflective diaries effectively capture the emotional fluctuation characteristics of international students, while NLP techniques provide reliable support for the quantitative analysis of emotional data. The theoretical framework and technical methods proposed in this study offer new perspectives for cross-cultural emotional research and practical guidance for educators and mental health professionals in designing personalized intervention strategies.

16:00-16:25
90474 | *Transcending Borders and Building Local Community for International Graduate University Students*
Tanya Manning-Lewis, Thompson Rivers University, Canada

As a racialized professor who was formerly an international graduate student, I find that international racialized graduate students are often overlooked in universities when it comes to mental well-being as they are seen as more 'mature' and, as such, need less support to thrive. Despite numerous research highlighting the isolation, culture shock, and family and financial stresses most racialized graduate students face, not many initiatives target this demography (Barton, 2020; Bastion, Adkins & Johnson, 2018). In response to this need, this research is a call to action to repair and remedy the experiences of racialized graduate students and implement the much-needed changes to create a community in universities to bridge borders and create spaces for isolated graduate students to feel belong. Through an exploration of the intersections of cultural safety, belonging and the implementation of EDI initiatives within the university, it sought to assess the impact of EDI mandates and initiatives on racialized graduate students' mental well-being and academic progress and advocate for more intentional spaces and practices. Firstly, it sought to identify specific areas within the university where these students experienced a genuine sense of safety and belonging and assessed their perception of EDI practices and initiatives at the university. Finally, it examined the relationship between these practices and students' sense of belonging and mental well-being, recognizing the potential interconnectedness of these factors. This work is important to universities in addressing critical gaps in our understanding of the implementation of EDI initiatives and the impact on international students.

Friday Onsite Parallel Session 4

International Education

Session Chair: Björn Kjellgren

14:45-15:10
91276 | *Teachers' and School Leaders' Knowledge and Perception of International Mindedness*
Cindy Bin Tahal, The University of Queensland, Australia

International mindedness is a concept that has been part of education since the early 1900s, aiming to foster a more harmonious and tolerant society. Today, it remains a focus of both national and international school curricula. More than 8,000 schools across over 160 countries offer curricula that emphasise international mindedness as central to teaching, learning and personal development. However, literature on the concept often references other works without providing clear insights into how international mindedness is understood by educators and implemented in educational settings. This creates a research gap in understanding how the concept translates into practice. This presentation highlights recent research exploring the knowledge and perceptions of international mindedness among teachers and school leaders (n=50) from six schools that deliver international curricula where international mindedness is a core focus. These schools are located in six different countries. Data were collected through mixed methods, including online surveys distributed by school leaders and one-on-one interviews with six participants. The research took place between February 2022 and February 2023. The study's theoretical framework, based on activity theory, guided both the design of the instruments and the interpretation of the data. Analysis suggests that teachers' and school leaders' knowledge and perceptions often do not align with existing literature on international mindedness. The findings reveal misalignments, offering opportunities for further exploration through research, informing teacher professional development and re-evaluating the relevance of policies and literature on the concept as it is understood by educators in school environments.

15:10-15:35
91950 | *Standard, Perception, Intrigue and Inspiration: Way to International Development*
Tamara Guliashvili Gogrichiani, Business and Technology University & British-Georgian Academy, Georgia

This case study attempts to verify how standardization process is perceived by international program students Vs national program students and if they perceive this standard implementation as the way towards international development which fosters integration, innovation and inspiration in order to empower radiant equitable unbiased educational future. As for the assumption of this case study, international standard students' perceptions differ from the national standard students' perceptions in relation with international development. International Baccalaureate/IB philosophy attributes support the idea of international development not only from International Standard students' perspective but from National Standard students' perspective too. With the intention of shedding light on the above-mentioned hypothesis two different focus groups of students at British-Georgian Academy/BGA and Business and Technology University/BTU were exposed to standard (British) and non-standard teaching processes and afterwords some attitudinal tests and discourse analysis were conducted to reveal the perceptions and attitudes towards teaching-learning processes. Several methods and tests (Exposure Experiment, Observation, Focus Groups, Discourse Analysis, Implicit Association Tests and Likert Tests) were combined in this experiment. Conclusions stemming out of the results support the assumptions: (i) international standard students feel more internationally developed than national standard students; (ii) When national standard students are exposed to international standard and IB philosophy their perception of international development changes to positive; (iii) Application of international standard fosters integration, innovation and inspiration in case of both international standard students and also national standard students when they are exposed to the standard.

15:35-16:00
89211 | *Preliminary Exploration of the Spatial Distribution and Motivation for Overseas Students in Taiwan*
I-Hui Lin, National Sun Yat-sen University, Taiwan
Ching-Hui Lin, National Sun Yat-sen University, Taiwan
Chien-Hung Liou, National Sun Yat-sen University, Taiwan

As internationalization gains importance, governments and higher education institutions are increasingly committed to promoting the development of campus internationalization, with recruiting overseas students being a key strategy to enhance campus internationalization and diversity. Coupled with the impact of declining birth rates on student populations, recruiting overseas students has also become an important measure for colleges to actively expand their student base. Nevertheless, even with government policy support and the appeal of the regional living environment, the allure of universities to overseas students remains subject to the conditions of the local community and the institutions themselves. Therefore, taking overseas students studying at higher education institutions in Taiwan as an example, this study first examines the spatial distribution of overseas students in Taiwan through spatial analysis methods to identify the spatial clusters. Then, this study uses regression analysis and to understand the relationship between school conditions (such as teaching quality, school reputation, etc.) and spatial factors (such as community industry development, etc.) with the number of overseas students. The data used in this study includes university location, student and institution data from the Ministry of Education, regional industrial structure data from the Ministry of the Interior, and university ranking performance.

16:00-16:25
92141 | *Beyond Magical Thinking: Promoting Intercultural and Global Competence in Higher Education*
Björn Kjellgren, KTH Royal Institute of Technology, Sweden

Cultural diversity and multilingualism are often celebrated as drivers of innovation and global competence in higher education. However, the assumption that these outcomes will automatically emerge from diverse environments risks falling into 'magical thinking' - the belief that simply assembling diverse individuals will suffice. This presentation examines Unite!, a pioneering European university alliance that has developed a structured approach to embedding multilingualism and multicultural engagement in everyday academic and organisational practice. What began as a grassroots initiative has evolved into a formalised policy on multilingualism and multiculturalism, providing a scalable framework for transforming diversity into meaningful intercultural competence at individual, group and institutional levels. This approach seeks to harness linguistic and cultural resources in curricula, administrative structures and extra-curricular activities to promote intercultural engagement and the development of global competence. By calling on all stakeholders to actively engage with diversity as a shared resource, Unite! addresses the challenges of integrating cultural and linguistic diversity while maximising its potential for impact. The initiative also provides practical tools, including a comprehensive guide with actionable implementation strategies, to enable institutions to adapt these practices to local contexts in a sustainable way. Relevant not only to European University Alliances, but also to individual institutions and international networks worldwide, this approach exemplifies how higher education can move beyond symbolic commitments to diversity and develop transformative, locally adaptable strategies. This session will provide insights into these strategies, with a particular focus on their applicability to a global audience.

Friday Onsite Parallel Session 4
Personality and Impression

Session Chair: Oyvind Jorgensen

14:45-15:10
88622 | *Is It Good for My Reputation to Help Women over Men? Impression Formation Based on Responses to a Moral Dilemma*
Arvid Erlandsson, Linköping University, Sweden
Carolina Bråhn, Linköping University, Sweden
Per Andersson, Linköping University, Sweden

One often neglected aspect of moral decision-making is that expressed biases can influence our reputation both negatively and positively. This paper systematically investigated how person perceptions of warmth (e.g. "how kind does [s]he seems?") and competence (e.g. "how capable does [s]he seems?") are affected by different responses to a medical moral dilemma. In Study 1 (n = 403), participants recruited from Prolific evaluated six decision-makers (three men and three women) who, when faced with a dilemma where 3 male and 3 female patients were pitted against each other, expressed a preference to help male or female patients, or expressed no preference. The main results were that decision-makers are perceived as the warmest and most competent when they rate both projects as equally attractive, but also that decision-makers are perceived as warmer and more competent if they prefer to help 3 females than if they prefer to help 3 males, especially among female participants and when the decision-maker is a man. In Study 2 (n = 402), the dilemma instead involved choosing to help either 4 male or 3 female patients (implying that the projects differ in efficacy). Here, the main finding was that male participants evaluated it to be warmer and more competent to help 4 male than to help 3 female patients, while female participants perceived it to be warmer (but equally competent) to help 3 females. This research is one of the first to empirically test the reputational costs and benefits of expressing different types of moral preferences.

15:10-15:35
89189 | *CEO Personality Traits and Compensation: Evidence from Investment Efficiency*
Chienlin Lu, National Taipei University, Taiwan
Yao Du, Hangzhou Dianzi University, China
Iftekhar Hasan, Fordham University, United States
Chih-Yung Lin, National Yang Ming Chiao Tung University, Taiwan

This paper aims to study the relationship between the implicit personality and compensation of CEOs. We hand-collect 208,050 texts from 369 available CEO Twitter accounts at S&P 1500 firms and identify the CEO's big five personality traits. Compared with official documents, Twitter provides a relatively uncensored picture of a CEO's direct feelings and personal traits (Lee et al. 2017). We use IBM's Watson Personality Insights, which develops an n-dimensional vector representation from Twitter users' posts by employing an open-source text-vectorization algorithm GloVe, adopts a machine-learning algorithm to train the model, and estimates scores for the big five personality traits. With industry and year indicators, OLS model using propensity score matching methodology to reduce endogeneity concerns shows that personality can explain around one-fourth of the level of CEOs' compensation. Among the big five personalities, CEOs with high ratings of agreeableness and conscientiousness get more compensation because of their better investment efficiency. Firms are willing to pay higher compensation for talent, especially for firms with better operations, located in states with higher labor unionization, or facing higher competition in the product market. We also decompose personality traits, showing that personality traits regarding cooperation, trust, achievement drive, and self-discipline mainly drive our results. Overall, our results imply how and why the personality traits of CEOs can be seen as unique talents that could explain the differences in their compensations. We show evidence that an appealing personality helps CEOs earn more based on the upper echelons theory in strategic management (Albuquerque et al., 2013).

15:35-16:00
91961 | *Subtype of Monitors Who Have the Experience of Discontinuing Responses to Web Surveys*
Tai Kurosawa, Ibaraki Christian University, Japan

A certain number of participants drop out while completing surveys. A meta-analysis showed that web surveys tend to have response rates approximately 11% lower than other survey methods, a finding recently confirmed by another study. With the support of a research company, this study aimed to identify subtypes of individuals who have experienced discontinuing responses to web surveys. Web surveys were conducted in September 2022 and November 2023. The following are the ethical considerations. All participants were required to be over 18 years old. Participation was voluntary, and participants could stop answering the survey at any time. The research company distributed the web surveys across Japan. Data were collected for 600 monitors, and the responses from 474 monitors (267 males, 206 females, and one who preferred not to disclose their gender) who had experienced discontinuing responses were analyzed. JASP (v. 0.19.1) and R (v. 4.2.2) software were used for the analyses. The participants' mean age was 52.18 years (SD = 14.02 years; range = 19–90 years). The top three reasons for discontinuing the web survey were: "the questionnaire is too large" (n = 230), "difficult to answer" (n = 177), and "have no time" (n = 110). A latent class analysis was conducted, revealing four latent classes. While their behavior was consistent in discontinuing, four distinct groups emerged based on different reasons. The findings showed that long questionnaires and a response layout that is difficult to answer will lead to discontinuation of responses.

16:00-16:25
91775 | *Transfer-effects from Personality Information to Inferences About Competence*
Oyvind Jorgensen, Kristianstad University, Sweden
Fredrik Björklund, Lund University, Sweden
Martin Bäckström, Lund University, Sweden

Two studies investigated how information on personality traits influences competence impressions. According to common definitions, personality traits concern people's typical patterns of thoughts, feelings and behaviors, whereas competence concerns a set of behaviors that provides successful outcomes. Although these are separate aspects of individual differences, will people be inclined to draw inferences about someone's competence based on information about their personality traits? Study 1 (N = 120) showed that describing persons as high on extraversion, openness or emotional stability elicits higher competence evaluations than for persons described as average on these traits. Study 2 (N = 120) had the same design and showed that persons described as low on the traits were rated as less competent. The results showed that in addition to transfer effects from traits to "matching" competence domains (e.g. from openness to innovation competence) transfer effects were also found in "non-matching" competence domains (e.g. from openness to emotional resilience competence and social engagement competence). The findings demonstrate a new form of halo bias, where people go beyond the information given when making competence judgments. These outcomes enhance theoretical insights on the formation of impressions about others and may also have practical applications, such as understanding how recruiters might misjudge a candidate's competence based on their personality traits.

14:45-16:25 | Room 704 (7F)
Friday Onsite Parallel Session 4
Financial Psychology
Session Chair: Alex Yue Feng Zhu

14:45-15:10
89355 | *Dividend Salience and Inflation Illusion: Evidence from Taiwan*
Ko-Chia Yu, National Taipei University, Taiwan

This study examines the interplay of dividend salience and inflation illusion in the Taiwanese stock market. Building on research demonstrating that investors may exhibit a "dividend disconnect" – overemphasizing dividends while under-appreciating the impact of price changes on returns – this study investigates whether this behavioral bias is amplified during periods of high inflation. We hypothesize that investors, influenced by inflation illusion, may focus on the nominal value of dividend payments, overlooking the erosion of their real purchasing power in inflationary environments. This overemphasis on nominal dividend income, coupled with a potential underestimation of inflation's effect on overall portfolio returns, could lead to exaggerated mispricing and suboptimal investment decisions. Using data from the Taiwan Stock Exchange, we investigate how inflation rates affect investor preferences for dividend-paying stocks and whether this relationship is moderated by the salience of dividend announcements. The findings have implications for investors navigating inflationary environments and policymakers considering the unintended consequences of inflation on market efficiency, particularly in economies with strong dividend cultures.

15:10-15:35
88774 | *Disaster Experience and Risk-Taking Behaviors: Evidence from Retail Stock Trading*
Dien Giau Bui, Yuan Ze University, Taiwan
Iftekhar Hasan, Fordham University, United States
Gaiyan Zhang, University of Missouri-St. Louis, United States
Chih-Yung Lin, National Yang-Ming Chiao-Tung University, Taiwan

This study investigates how natural disasters affect the stock trading decisions of individual investors. Our sample covers the period between July 12, 2012, and December 30, 2016, and encompasses the aggregate daily trading activities of retail investors from 132 districts in Taiwan. Totally, our final sample includes 142,393 district-date observations. We combine this data with 144 natural disasters (such as typhoons, floods, earthquakes, landslides, explosions, and train derailments). On average, these events result in around 19 deaths per incident in the treated district. To test the hypothesis, we used panel-data regressions and difference-in-difference analysis. Individuals who have been through major natural disasters tend to trade more aggressively, take greater risks, and earn abnormal returns compared to those who haven't. The impact is greater for disasters with higher casualties and for stocks that individual investors usually favor, like those with strong past performance or small companies. Additionally, our findings reveal that individual investors who face major natural disasters show a greater propensity for risk-taking, as they choose riskier stocks to include in their portfolio. However, this cognitive bias, like historical natural disasters, tends to have less impact on experienced investors. Furthermore, our findings remain strong in multiple robustness tests and settings. Our study adds to the increasing body of economics and finance literature by shedding light on how extreme events affect the economic decisions of retail investors, an area frequently overlooked. Finally, our study reveals insights into how retail investors perceive trading as gambling and sensational seeking behavior.

15:35-16:00
90816 | *Revolutionizing Retirement: How AI-Powered Visuals Change Retirement Goal Clarity and Risk Tolerance?*
Hekai Li, Lingnan University, Hong Kong
Alex Yue Feng Zhu, The Education University of Hong Kong, Hong Kong

This pioneering study seeks to integrate an AI-based cognitive intervention, called AI painting, with a traditional behavioral approach in retirement financial planning, specifically personalized pension projection (PPP), to address the design limitations of the latter. A randomized control trial was conducted to assess the impact of AI painting on retirement goal clarity and risk tolerance among Chinese working adults. Participants were divided into two groups: the experimental group received both PPP and AI painting interventions, while the control group received only PPP. The results revealed that AI painting significantly reduced retirement goal clarity but significantly increased risk tolerance. Additionally, the decrease in retirement goal clarity hindered the effectiveness of AI painting in promoting risk tolerance. While the findings suggest that AI painting can enhance cognition related to retirement financial planning, particularly risk tolerance, the negative impact on retirement goal clarity cannot be overlooked, as it undermines AI painting's potential benefits. Future research should focus on optimizing AI painting to promote clarity in retirement goals.

16:00-16:25
90813 | *A Breakthrough Approach to Enhancing Private Retirement Savings Outcomes: Exploring the Effects of a Multicomponent Intervention Through Full Factorial Analysis*
Alex Yue Feng Zhu, The Education University of Hong Kong, Hong Kong

Encouraging working adults to save for retirement is challenging due to temporal discounting, a psychological disconnect from the future, and an emphasis on immediate financial needs. This research implemented a pioneering three-component intervention designed to increase private retirement savings among 220 working adults in Hong Kong. The intervention comprised innovative financial education, personalized pension projections (PPP), and nudging techniques. In the financial education component, we transformed traditional methods by helping participants grasp the true value of money in the Hong Kong economy and the disconnect between income and labor participation, thereby strongly motivating retirement savings. The PPP segment utilized Python to create vivid visual representations of various future retirement scenarios based on different financial strategies, illustrating that while success in investing for retirement is uncertain, not participating ensures a loss. For the nudging component, participants were encouraged to leverage the benefits of different bank accounts to start or increase their savings immediately, keeping management costs low. We conducted a full factorial experiment with eight conditions to assess the short-term effects of the intervention, including the mechanisms and interactions of each component. The baseline pre-test has been completed, and a six-month post-intervention assessment will be completed at the end of November 2024. Final results will be available before January 2025 and, if accepted, reported at ACP2025.

14:45-16:25 | Room 705 (7F)
Friday Onsite Parallel Session 4
Psychology and Religion
Session Chair: Zachary Beckstead

14:45-15:10
90098 | *Constructs of the Divine Among Adult Filipinos of High & Low Socioeconomic Status*
Errol Bantayan, De La Salle University Manila, Philippines
Glenn Louis Reforsado, De La Salle University Manila, Philippines

Driven by the gap in understanding spirituality under Socio-cultural contexts, this study explores how adult Filipinos from high and low socioeconomic statuses (SES) conceptualize and relate to the Divine (God). The researchers utilized overt observations, semi-structured interviews, and participant-verified interpretations to examine three dimensions of the Divine conceptualization: Image, Likeness, and Potencies. The research participants are all Christians and were selected as follows: (a.) Should belong to the High or Low SES, as defined by the Department of Social and Welfare Development. (b.) Should regularly engage in religious activities, an (c.) Should be living under their SES for at least five years. Divine Image was determined through monochromatic drawings and verbal descriptions, while narrative accounts illuminated their views on Likeness and Potencies. Thematic analysis reveals that all participants perceive the Divine Image as a personified figure with abstract and concrete qualities. For Divine Likeness, both SES groups associate it with people close to them who are compassionate, & forgiving. However, differences emerge in understanding Divine Potencies: high SES participants associate it with blessings and personal success. In contrast, low SES participants view it as a miracle or wish fulfillment. The differences stem from how they interpret positive life events, with the former viewing it as a familiar experience while the latter as a rare occurrence. Despite these differences, both SES perceive the Divine as omnipotent. These findings help us appreciate how individuals nurture their spirituality. Future studies could explore whether it is the same with other religions and developmental stages.

15:10-15:35
89384 | *The Meaning of Christian Prayer for Filipino Catholics Amid Pain, Illness, and Suffering*
Joselito Gutierrez, University of Santo Tomas, Philippines

The Catechism of the Catholic Church defines prayer as "the raising of one's mind and heart to God". Prayer is one's way of communicating with God. It is a means for intimate conversation with the Almighty. Filipino Catholics pray to God on every occasion and moment of their life. According to the Catechism for Filipino Catholics, each prayer can be in the form or mingling of adoration, thanksgiving, petition, contrition, and offering. However, prayer becomes frequent and intense during the time of tribulations. The Lord's invitation to pray unceasingly and with the patience of faith seems easy for those whose petition is attainable. However, prayer is different for those in a state of pain, illness, and suffering and whose petitions are almost impossible. This research paper aims to renew one's understanding of the meaning of a Christian prayer. Specifically, using the qualitative method in a theological reflection, this research paper attempts to articulate the "Lord's Prayer" as a model prayer and look at the relevance of prayer for those who are in pain, illness, or suffering. The article concludes by offering reflections on how Catholics appreciate the positive meaning of Christian prayer – supposed to be liberating (not enslaving), with faith and full of hope (not exasperating), and leading to physical healing and spiritual salvation.

15:35-16:00
90985 | *Development of Post-Mission Reintegration and Stress Scale (PMRSS) for Filipino Latter-Day Saints Returned Missionary (LDS-RM): A Preliminary Exploratory Study*
Jerius Julius Gutierrez, Mapúa University, Philippines

Life after missionary service in The Church of Jesus Christ of Latter-day Saints presents a complex transition for young members in the Philippines. While the experience as a full-time missionary is marked by transformative experiences that enhance their personal growth and increase their spiritual maturity, post-mission life can be challenging without proper intervention, as it poses obstacles that can have negative impacts on many aspects of their lives. This study explores the reintegration experiences of Filipino LDS returned missionaries (Filipino LDS-RM) and refines a psychometric scale to assess their transition, focusing on sources and levels of stress during this period. Schlossberg's transition theory framed the study, which employed exploratory factor analysis (EFA) to examine responses from 110 Filipino LDS-RM to a 79-item survey. Each item measured agreement with statements describing challenges and experiences during reintegration. Using oblimin rotation, factor loadings above 0.5 determined significant items. Confirmatory Factor Analysis (CFA) confirmed and examined relationships among the factors revealed in EFA. The 79-item scale was refined to 17 items with six subscales, explaining 54.3% of variability in responses. EFA (0.0483) and CFA (0.0746) results demonstrated acceptable model fit, with the CFA value further improved to 0.0406. A reliability coefficient of 0.824 indicated strong internal consistency, supporting the scale's suitability for assessing reintegration experiences of Filipino LDS-RM. This refined scale provides a robust tool for understanding and addressing the post-mission challenges faced by Filipino LDS-RM, offering insights to support their successful transition.

16:00-16:25
92348 | *Meaning-Making Through Storytelling: Exploring Folklore from a Cultural Psychological Perspective*
Zachary Beckstead, Brigham Young University-Hawaii, United States
Amelia Wright, Brigham Young University-Hawaii, United States
Veia-Atua Lowry, Brigham Young University-Hawaii, United States
Edison Lase, Brigham Young University-Hawaii, United States

Folklore has been studied thoroughly in the fields of anthropology, sociology, history and folklore studies. Yet, folklore has largely been omitted from contemporary psychology despite previously playing a critical role in its theoretical and empirical investigations. We aim to demonstrate its continued relevance for psychologists by approaching folklore from a cultural psychological perspective. This perspective examines how individuals render their world sensible and actionable through meaning-making processes (i.e., storytelling and myth-making) with the aid of semiotic means (i.e., language and narratives). Drawing on research by Frederic Bartlett's memory and repeated reproductions of folk stories (1932), six participants at a university in the pacific region of the United States were presented with a legend about an attempted bombing of the temple of The Church of Jesus Christ of Latter-day Saints in Laie, Hawaii. Following Bartlett's study, participants were then asked to reconstruct this story to the best of their ability and which allowed for us to analyze the qualitative transformations (i.e., omissions, additions, and elaborations) of the story. Unique to our study, we included in-depth semi-structured interviews with participants to ascertain their attitudes about the story and its plausibility. Most critically, utilizing a cultural semiotic approach (Josephs & Valsiner, 1999) we analyzed the interviews to explore how ambivalence about the stories was generated and negotiated by half of our participants, especially regarding the historicity and supernatural elements of the story. We discuss our findings and use them to illustrate the complex dialogicality of the human mind (Valsiner, 2007).

Friday Onsite Parallel Session 4

Built Environment

Session Chair: Sachiko Makabe

14:45-15:10

90650 | *A Feasibility Trial of an Environmental Sensory Stimulation Intervention for Lonely Older Adults*

Doreen Wing Han Au, Hong Kong Metropolitan University, Hong Kong
Siu Yin Becky Li, Hong Kong Metropolitan University, Hong Kong
Ching Man Queenie Kwan, Hong Kong Metropolitan University, Hong Kong
Sze Ki Veronica Lai, Hong Kong Metropolitan University, Hong Kong
Sau Kuen Lo, Hong Kong Metropolitan University, Hong Kong

This study assessed the feasibility and acceptability of an environmental sensory stimulation intervention in residential homes in Hong Kong. A multi-center, double-blind, parallel-group, mixed-methods randomized controlled trial was conducted to evaluate these factors. Participants included older adults who received fewer than one visit from family members per month and reported feelings of loneliness. A cluster randomization technique was utilized to assign participants to either the treatment group or the control group. The treatment group engaged in a sensory stimulation intervention in addition to receiving standard care, while the control group received only standard care for the same duration. A combination of qualitative and quantitative data was collected and analyzed before the intervention, at the midpoint, and immediately after the intervention, focusing on both psychological and physiological outcomes. The study will also discuss the challenges encountered and the overall feasibility of the intervention.

15:10-15:35

90635 | *Health Impacts of Built Environment Across Public Housing and Low-Income Neighborhoods Among Community-Dwelling Older Adults in High-Density Asian Cities*

Hung Chak Ho, City University of Hong Kong, Hong Kong

Public housing and low-income neighborhoods are key determinants of community health risk due to its social and material deprivation. High-density built environment in Asian cities may further induce social and environmental inequality that further affect health issues among community-dwelling older adults. This study thus applied multiple cohort studies with three-dimensional pedestrian network, street view images and geospatial big data to access the health impacts of public housing and low-income neighborhoods among community-dwelling older adults. The results found that 1) natural greenery without local accessibility cannot minimize health burdens, 2) public space and facilities can increase health benefits, 3) the benefits of public spaces and facilities may not be directly from the interactions between community-dwelling older adults and space/facilities; instead, social (and physical) crowdedness may enhance vitality of the neighborhoods that can somewhat minimize health risk (e.g., decline in cognitive function) among community-dwelling older adults. Furthermore, these benefits were highly affected by equigenic potential, socioeconomic disparities, and visible green view at the street-level. In conclusion, neighborhood design that can enhance social spaces for interactions as well as vitality on the street is essential for community-dwelling older adults to be "aging-in-place" without social and physical barriers.

15:35-16:00

88964 | *Housing Environment and Associated Health Disparities in Older Adults: A Propensity Scores Matching Approach*

Amiya Saha, International Institute for Population Sciences, India
Dipti Govil, International Institute for Population Sciences, India

The quality of housing environments profoundly affects the health and well-being of older adults, with poor housing conditions exacerbating health problems and creating new challenges. This study uses a propensity score matching approach to explore how housing quality influences health disparities among older adults, considering various health outcomes while accounting for confounding factors. Data from the Longitudinal Ageing Study in India (LASI) Wave 1 (2017-18) was analyzed, including 28,225 adults aged 60 and above. The study used bi-variate chi-square tests, multivariable logistic regression, and propensity score matching to examine the link between housing conditions and health disparities. Findings indicated an 18% higher prevalence of depression among the oldest-old and a 15% increase in poor self-rated health (SRH) in this group. Among the young-old, unimproved housing was associated with a 50.14% prevalence of health issues versus 39.02% in improved housing. States like Delhi showed notably higher depression rates linked to poor housing. Better housing and higher education correlated with lower odds of depression (OR: 0.74), poor SRH (OR: 0.63), and functional limitations (OR: 0.47). Obese individuals in better housing had a 39% lower likelihood of depression (OR: 0.61), and those married and in improved housing had lower odds of depression (OR: 0.78), functional limitations (OR: 0.82), and falls or injuries (OR: 0.77). This study highlights the essential role of housing quality in determining health outcomes for older adults. Enhancing housing conditions can foster healthier aging and reduce health disparities, contributing to more equitable public health.

16:00-16:25

89175 | *Exploring the Potential Role of Buddhist Temples in Advancing the Age-Friendly City Agenda: A Mixed Methods Study*

Sachiko Makabe, Akita University, Japan
Minoru Kimoto, Akita University, Japan
Ayuto Kodama, Akita University, Japan
Yu Kume, Akita University, Japan
Tine Buffel, University of Manchester, United Kingdom
Hidetaka Ota, Akita University, Japan

This study explores the potential role of Buddhist temples in advancing the age-friendly city agenda, focusing on how these spiritual and communal spaces can support older adults through targeted interventions. Given the historical link between Buddhist philosophy and community cohesion in Japan, the research explores how temples might serve as key sites for promoting practices that benefit an ageing population. The study seeks to answer: (1) How aware are monks of their potential role in supporting the age-friendly city agenda? (2) What existing activities align with this agenda? (3) How can Buddhist teachings and temple spaces be leveraged to further support older populations? A mixed methods approach was employed, targeting Buddhist monks in Akita, a city recognized as age-friendly by the World Health Organization. Surveys, focus group interviews, and temple observations were conducted to gauge monks' awareness, current activities, and perspectives on expanding their role. Of the monks approached, 47 completed the survey (36% response rate), and 10 participated in interviews in 2023. The study found that most monks are highly aware of their role in the age-friendly agenda, with many temples already offering activities like communal gatherings, meditation, and end-of-life preparation workshops. Interviews highlighted that Buddhist temples are vital community spaces that can help counteract the weakening of social ties by providing sustainable, age-friendly interventions. Buddhist teachings on peace of mind and end-of-life preparation are crucial in supporting older adults to live and die with dignity.

14:45-16:25 | Room 708 (7F)
Friday Onsite Parallel Session 4
General Psychology and Emotions
Session Chair: Amel Achour-Benallegue

14:45-15:10
89337 | *Sad and Neurotic, Happy and Extraverted? Not Quite: Novel Insights into Real-Time Emotions and the Big Five*
Christie Sio, University of the Philippines Diliman, Philippines
Grazianne-Geneve Mendoza, University of the Philippines Diliman, Philippines

Neuroticism has long been associated with the propensity to feel sadness, while Extraversion has been linked with the tendency to feel happiness. Though empirically supported, neglecting the other Five-Factor traits and their facets in exploring the personality correlates of these two emotions may contribute to confirmation bias in the literature. Most research supporting widely held personality-emotion linkages also utilizes retrospective self-report instruments to measure global happiness and sadness. However, current feelings, identity-based beliefs about emotions, and other cognitive biases potently influence people's recollection of past affective experiences, compromising the validity of retrospective methods to accurately reflect how emotions manifest in the moment. In light of these issues, the present study contributes ecologically valid data that provides greater insight into individual differences underlying people's day-to-day happiness and sadness. Using signal-contingent experience sampling methodology, 109 Filipino university students reported the frequency, intensity, and duration of their happiness and sadness five times a day for 10 days. The International Personality Item Pool Representation of the NEO PI-R (IPIP-NEO; Goldberg, 1990) was administered in counterbalanced order before and after the experience-sampling period. Contrary to expectations, not all facets of Extraversion and Neuroticism consistently correlated with the three components of happiness and sadness. More surprisingly, Trust—a facet of Agreeableness- emerged as significant correlates of happiness frequency, intensity, and duration. Meanwhile, Liberalism—a facet of Openness—correlated consistently with all components of sadness. Practical implications of the results shall be discussed.

15:10-15:35
88608 | *Sweet Tongue on Sad Words: An Investigation of the Inhibition Effect of Sweetness on the Processing of Negative Words*
Lap Yan Lo, Hong Kong Shue Yan University, Hong Kong
Cheuk Yan Wan, Hong Kong Shue Yan University, Hong Kong

Cross-modal relationships between emotional pleasantness and sweetness in taste have been widely examined. Yet the negative effect of sweet taste on the processing of unpleasant information is relatively less discussed, which was explored in this study. Forty healthy undergraduates (Male: 12; Female: 28) were divided into an experimental group and a control group for a lexical task with 15 emotional words and 15 non-word stimuli. Each of the five emotional words indicated a specific emotion including happiness, sadness, and anger. Participants in the experimental group were given 2.5g syrup to taste before the lexical test. All participants had to decide, as fast and accurately as possible, whether each of the stimuli shown on the screen was word or not. Results revealed that the experimental group had lower accuracy with negative emotional words (sad, M: 0.74; angry, M: 0.73) compared to positive ones (M: 0.99), indicating an inhibition effect possibly due to the mismatch between sweet taste and negative content carried by the stimuli. No such difference was observed in the control group. Moreover, due to the ceiling effect (experiment group: M: 0.99; control group: M: 0.96), no facilitation was found in the experimental group in reacting to the positive words, compared with the control group (M: 0.96). Besides the high accuracy, participants in both conditions also reacted the fastest to the positive words than the negative words which aligns with the rationale of the happiness superiority effect.

15:35-16:00
89040 | *Mood as the Mediator of the Relationship Between Interoceptive Sensibility and Alexithymia*
Luan Nguyen Huynh, The Royal Melbourne Institute of Technology, Australia

Alexithymia is a personality construct characterised by difficulties describing and identifying emotions. Alexithymia was evident to be associated with interoception, the ability to perceive and interpret internal bodily signals. There is a limited investigation on self-evaluated interoceptive sensibility aspect (IS) and its link with alexithymia and covariates. Therefore, the present cross-sectional design established the relationship between alexithymia and IS, assessed by the Multidimensional Assessment of Interoceptive Awareness (Mehling et al., 2012) and the Body Mindfulness Questionnaire (Burg et al., 2017) (N=161). The effects of potential covariates were also examined. Our study reported the significant inverse correlation between various aspects of alexithymia and IS. Especially, based on regression models, we proposed and scrutinised 'experiencing body awareness' and 'trusting body awareness' as fundamental factors of IS in relation to alexithymia. Crucially, the present research claims the mediating effects of depression and anxiety on this relationship. These findings provided the new pathway to understand the interaction between IS, mood and alexithymia, thus shed light on the influence of mindful attention style and trusting attitude in IS as well as the alexithymia subtypes.

16:00-16:25
92322 | *Facial Electromyography as a Biomarker for Happiness and Psychological Well-Being in Emotional Recall & Expression Tasks*
Amel Achour-Benallegue, National Institute of Advanced Industrial Science and Technology, Japan
Alvaro Costa Garcia, National Institute of Advanced Industrial Science and Technology, Japan
Hiroyuki Umemura, National Institute of Advanced Industrial Science and Technology, Japan

Facial electromyography (EMG) has been extensively explored for sensing emotions such as valence, arousal, and basic emotions. However, complex emotional states like happiness and psychological well-being, which reflect emotional traits, remain underexplored in EMG studies. While these complex emotions are traditionally assessed using tools like the Oxford Happiness Questionnaire and Ryff's Psychological Well-Being Scale, the present study examines the potential of EMG to measure these traits in elderly participants. Ten individuals completed abbreviated versions of these questionnaires, followed by EMG measurements (zygomaticus, orbicularis oculi, and corrugator) during emotional recall and expression tasks. The tasks involved rating happiness-related questions and recalling the feelings associated with those responses (Part 1) or recalling and actively expressing the feelings (Part 2). Main results revealed that participants with higher well-being and happiness scores demonstrated significantly stronger orbicularis oculi muscle activity during the recall and expression of feelings associated with happiness-related questions compared to those with lower scores. Furthermore, the combined EMG activity associated with positive emotions (zygomaticus + orbicularis oculi- corrugator) was significantly stronger in participants with higher happiness and well-being scores compared to those with lower scores. These findings suggest that facial EMG in general and orbicularis oculi activity in particular may serve as a biomarker for happiness and well-being traits during subjective emotional recall.

Notes

Saturday, March 29

Online Parallel Sessions

All times are Japan Standard Time (UTC+9)

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

10:00-11:40 | Live-Stream Room 1
Saturday Online Parallel Session 1
Teacher Professional Development
Session Chair: Carrie Anne Walton

10:00-10:25
88814 | *Donating or Collecting Knowledge: Which Drives Innovation More? Insights from Indonesian Educators*
Agi Syarif Hidayat, Universitas Gadjah Mada, Indonesia
Reni Rosari, Universitas Gadjah Mada, Indonesia
Sari Sitalaksmi, Universitas Gadjah Mada, Indonesia

Although knowledge sharing is recognized to have a significant influence on innovative behavior, there is a scarcity of research exploring the impact of two dimensions of knowledge sharing—knowledge donation and knowledge collection—on this behavior. This study employs a quantitative approach, involving 193 high school teachers in Cirebon City, West Java Province, Indonesia, as respondents. The research instrument used was a questionnaire based on a Likert scale. The data were analyzed using multiple regression techniques with the SMART PLS 3. The results of the study indicate that knowledge donation has a significant impact on innovative behavior, whereas knowledge collection, although showing a positive effect, does not have a significant influence. Knowledge donation plays a crucial role in driving innovative behavior and enhancing overall organizational knowledge. However, not all individuals are willing to donate their knowledge voluntarily, as knowledge is often perceived as a personal asset that maintains a competitive advantage. Future research is suggested to explore factors that can encourage knowledge donation, such as knowledge-based compensation, ethical leadership, psychological safety, or interpersonal trust. Additionally, since knowledge collection alone is not sufficient to drive innovative behavior, further studies may explore moderating factors such as transformational leadership or an innovative climate, which could strengthen the relationship between knowledge collection and innovative behavior.
Acknowledgment: We would like to thank Indonesia Endowment Funds for Education (LPDP) and Center for Higher Education Funding (BPPT) for supporting this research.

10:25-10:50
90056 | *Empowering Educators: Implementing Research-Based Learning for Inquiry-Driven Classrooms*
Nabeeha Tahir, Teach-O-Gen, Saudi Arabia

This webinar explores the advantages of research-based learning (RBL) and its role in enriching educational practices. Designed to equip educators with actionable strategies, the session demonstrates how integrating research methods fosters a collaborative classroom where students tackle real-world challenges, conduct research, and present their insights. By blending instruction-based, inquiry-based, content-based, evidence-based, and project-based teaching, RBL prepares students for their professional futures with enhanced critical thinking and problem-solving skills. Participants will leave with practical tools to develop a curriculum that extends beyond conventional teaching methods, helping students learn to find, analyze, and organize information from diverse sources. This approach not only elevates the learning experience but also ensures students are well-prepared for academic success and lifelong learning.

10:50-11:15
89217 | *Navigating Cultural Diversity: Intercultural Competence Development in Preservice Teachers Through International Exchange*
Amanda Lee, STADIO Higher Education, South Africa
Gjertrud Stordal, Queen Maud University College, Norway
Divya Singh, STADIO Higher Education, South Africa

This research investigates the development of intercultural competencies in preservice Early Childhood Education (ECE) teachers participating in a South-North exchange program between STADIO Higher Education in South Africa and Queen Maud University College (QMUC) in Norway. Utilising Deardorff's Intercultural Competence Development Model, the study examines the transformative impact of immersion in foreign cultural environments on student teachers' learning journeys. Two cohorts of students have participated to date, with each cohort gaining firsthand exposure to diverse cultural and educational contexts, fostering growth in cultural self-awareness, perspective-taking, and empathy. Through qualitative analysis of reflective practices, participatory action research, and self-study methodologies, the study highlights the challenges and opportunities that students encountered. Their experiences not only shaped their personal and professional identities but also informed their future teaching practices, allowing them to better address the needs of increasingly multicultural classrooms. The exchange experience led to shifts in how students understood cultural diversity and its implications for pedagogy, which in turn contributed to a reimagining of the exchange programme curricula at both institutions. The research emphasises the transformative value of internationalisation. This study offers recommendations for maximising the educational impact of such programmes and proposes a framework for other institutions aiming to implement similar initiatives. Ultimately, the findings underscore the essential role of intercultural competence in preparing educators to create inclusive and globally aware classrooms, contributing to broader discussions on the internationalisation of teacher education.

11:15-11:40
92023 | *But You're a Teacher Too: A Critical Exploration of the Notion of the Dual Professional and Its Consequences in Practice*
Carrie Anne Walton, The University of Sunderland, United Kingdom

The UK's National Health Service (NHS) faces increasing pressures to deliver higher quality service and care with diminishing budgets and cost-saving requirements year-on-year. This research explores attitudes towards models of professional development among NHS educators and the levels of engagement of individuals in their professional learning. Many qualified educators working in non-standard education settings such as the NHS see themselves as teachers whose subject specialism is the discipline and practice of Education. No more, no less. While others regard themselves as 'dual professionals,' for example, clinicians who also teach. A consequence of this is often that the engagement in professional learning and CPD of NHS staff who teach can differ in remarkably diverse ways and to varying degrees. Through personal accounts gathered by conducting individual qualitative interviews, and a collection of documented narrative accounts, the research addresses the ways in which professionals in the NHS in roles like mine attribute value and purpose to their own professional learning and CPD activity in this context. It also considers the ways these individuals make sense of their professional practice as both educators and subject specialists. Finally, this research offers insights into where responsibility is currently seen to reside in relation to professional learning and the provision of CPD: with the individual, the employer or both. The findings of this research contribute to discussions around the value of educational practice in NHS organisations, as reported by managerial teams and by the practitioners engaged in professional learning and development across the sector.

10:00-11:40 | Live-Stream Room 2
Saturday Online Parallel Session 1
The Teaching of English
Session Chair: Cheng Hsu

10:00-10:25
92149 | *An Investigation into Unrecognized Errors in English Conversations Among Iraqi Adult Learners*
Zeineb Al-Hilali, Uruk University, Iraq

This mixed-method study thoroughly examines the often unrecognized errors in grammar, pronunciation, and lexical choices among Iraqi adult learners of English. The research involved analyzing speech samples from 100 second-year university students who are studying English as an additional language, complemented by in-depth focus group interviews. The findings revealed recurring errors, which were influenced by several factors including linguistic transfer from their native language, cultural influences, and limited exposure to authentic English contexts. By identifying these patterns, the study aims to significantly enhance teaching strategies to better address the specific needs of these learners. This, in turn, can improve their conversational skills and confidence in using English. Ultimately, this research contributes to developing more targeted and effective approaches for Iraqi learners, fostering greater accuracy and fluency in their English communication.

10:25-10:50
91168 | *A Proposal for Rater Training to Ensure Inter-Rater Reliability in Assessing English Summaries by Japanese EFL Learners*
Makiko Kato, Tohoku University, Japan

From the 2024 academic year, summary writing tasks have been introduced into the writing section of Grades 2 and above of EIKEN, one of Japan's most widely taken English proficiency tests. As a result, English classes in secondary education have increasingly incorporated instruction on English summary writing. Since summary writing integrates multiple skills and represents a key aspect of academic literacy, it is essential for secondary students and university-level English learners. However, English summarization is widely recognized as challenging due to its diverse abilities and skill requirements. An analytic scoring rubric, which facilitates feedback provision, is particularly useful for educational purposes. Nonetheless, ensuring scoring reliability remains a significant challenge. This study reports on the revised rater training protocol aimed at enhancing inter-rater reliability, developed based on feedback from raters during summarization training described in Kato (2025). It also examines the use of an analytic scoring rubric, initially developed by Kato (2024), in rater training sessions and presents the findings of reliability verification. Through this research, I will show the current state of assessing summaries in educational settings where English teachers with diverse backgrounds, such as Japanese English teachers, ALTs, and expert and novice teachers, are present. I will also make proposals for how to assess summaries properly.

10:50-11:15
91896 | *The Effect of Applying an AI Reading Coach to the Primary School English*
Jialing Chen, Jiangsu Normal University, China

This study examines the use of AI reading coaches in primary school English classrooms, particularly their positive impact on students' pronunciation accuracy. Implementing the AI Reading Coach in English teaching enhances teachers' knowledge and fosters students' listening, speaking, and reading skills, increasing their motivation to learn. A 6-week experiment involved 29 students from two primary schools in northern Jiangsu, China, where teachers introduced picture book stories before using the AI for pronunciation testing. Students practiced corrections based on the feedback from the Reading Coach and were tested again. After that, students selected picture books of interest from the built-in library of Reading Coach for learning and testing. Before the picture book teaching began, students' listening and reading comprehension levels were determined through the TOFEL Primary Step 1; thus, appropriate levels of picture books from Heinemann could be chosen for classroom communication. In class, students' pronunciation accuracy and fluency were recorded. Classroom oral communication and students' pronunciation levels were assessed from two aspects: the accuracy rate given by the Reading Coach and the effectiveness of English communication in small group discussions. Data collected during the learning progress showed that students' pronunciation accuracy and fluency improved after using the AI Reading Coach for pronunciation correction. In conclusion, AI in English teaching is a general trend, and the AI Reading Coach used in this study positively impacts students' pronunciation accuracy and interest in learning English.

11:15-11:40
92121 | *Investigating the Connection Between Motivation and Anxiety in English Learning Among Junior High School Students in Rural Northern Jiangsu Province, China*
Cheng Hsu, Jiangsu Normal University, China

This study, unique in its use of the English Learning Motivation Scale and the Foreign Language Classroom Anxiety Scale, delves into the English learning motivation of 7th-grade students in a rural junior high school in northern Jiangsu, China. Two classes with varying achievement levels participated, comprising 99 students (Class A: n = 50; Class B: n = 49). They completed the English Learning Motivation Scale, a comprehensive tool designed to measure various aspects of motivation, including intrinsic interest, extrinsic goals, attitudes toward learning English, and perceived self-efficacy. Additionally, the Foreign Language Classroom Anxiety Scale (FLCAS) was utilized to assess students' communication apprehension, fear of negative evaluation, and test anxiety. The study was conducted in Spring 2024. The results reveal significant differences in motivation and anxiety between the two classes. Class A, characterized by higher achievement levels, exhibited higher levels of anxiety (mean FLCAS score = 79.5) and moderate motivation (mean motivation score = 65.2). In contrast, Class B, with lower academic performance, reported lower anxiety levels (mean FLCAS score = 62.3) but higher motivation (mean motivation score = 74.8). The most significant finding is the statistically significant negative relationship between motivation and anxiety (r = -0.56, p < 0.01), underscoring the importance of addressing anxiety in educational interventions. Furthermore, multiple regression analysis shows that anxiety accounted for 31% of the variance in motivation scores (R^2 = 0.31). This research significantly contributes to understanding rural students' language learning motivations in China. It also provides valuable insights for designing targeted educational interventions.

10:00-11:40 | Live-Stream Room 3
Saturday Online Parallel Session 1
Aging and Gerontology
Session Chair: Adi Vitman-Schorr

10:00-10:25
91972 | *Significance of Frailty for the Prognosis in Elderly Patients with Chronic Heart Failure: A Single-center Retrospective Study*
Weiyou Wang, The Thirteenth People's Hospital of Chongqing, China

Elderly patients (≥ 65 years) with chronic heart failure seeking medical attention at The Thirteenth People's Hospital of ChongQing during March 2018 to May 2020 were retrospectively retrieved and data were collected. Frailty status was evaluated with data from the comprehensive geriatric assessment using the 5-item Fried's phenotype model incorporating weight loss, exhaustion, low physical activity, slowness and weakness. Patients were divided into two groups, reduced EF and preserved EF, by EF with a cutoff 40% obtained from 2D echocardiography. The primary outcome was all-cause mortality or major adverse cardiovascular events. Results: Among the 176 patients (mean age 72 years, male prevalence 61.93%) included, frailty and preserved EF were found in 97 (55.11%) and 49 (27.84%) patients, respectively. The prevalence of frailty in patients with preserved EF were significantly younger than thoses with reduced EF (78/127 vs 19/49, P= 0.008).During a median follow-up time of 59 months (interquartile range 42 - 68 months), a total of 52 (29.55%) patients reached the primary outcome. Multivariable-adjusted Cox regression analysis indicated that anemia (HR = 1.59, 95% CI 1.21-1.87), frailty (HR=2.31, 95% CI 1.54-3.09), reduced EF (HR=4.99, 95% CI 3.21-7.04), low albumin (HR=1.21, 95% CI 1.03-1.55), and advanced age (≥ 75 years, HR=2.98, 95% CI 1.99-4.02) were independent risk factors for all-cause mortality or major adverse cardiovascular events.Conclusion: Frailty is more common in elderly patients with chronic heart failure in reduced EF patients and serves as an independent risk factor for all-cause mortality and major adverse cardiovascular events.

10:25-10:50
90423 | *Rethinking Age in Philosophical Anthropology Through Gerontechnology*
Paula Nicole Eugenio, University of Santo Tomas, Philippines

The aspect of age is often overlooked in discussions of Philosophical Anthropology. Aging becomes an afterthought or as a mere matter of fact. Society has always been fascinated with the idea of extending human life, developing technologies to help extend it, to the extent that it demonizes the process of ageing. The term "ageing" carries the connotation of decline. It is often the first thing that comes to mind when people hear the terms ageing, older adults, or growing old. In this project, I will focus my discussion on a more specific part of Gerontology: Gerontechnology and its role on the emergence of aging-in-place. This field of gerontology focuses more on the assistance that technology can offer to help ensure successful ageing. The physical decline and the deterioration of other faculties of an individual are the most striking characteristics of ageing which prompts us to reflect on our moral responsibilities toward the aged. While traditional care facilities for the elderly have been common in many cultures, there is a noticeable shift towards aging in place – which involves remaining in one's own home or a familiar environment. I plan to investigate this trend by examining the existential decline often experienced in care home settings. I will argue that, despite some negative aspects, the benefits of gerontechnology – such as improved autonomy – significantly outweighs its drawbacks, offering a more positive existential experience to the elderly and their caregivers.

10:50-11:15
91994 | *Impact of Ageism and Loneliness on Retirees' Mental Well-being: a Mediating Role of Resilience*
Isuru Chandradasa, University of Colombo, Sri Lanka
Mayuri Atapattu, University of Colombo, Sri Lanka

Ageism and loneliness are growing mental health concerns among older adults, especially retirees, due to the significant life transition post-retirement. These issues often coexist, compounding their negative effects on mental well-being. Resilience, a psychological resource, can mitigate these adverse impacts, yet the direct effects of ageism and loneliness on retirees' mental well-being, as well as the mediating role of resilience, remain underexplored. This study examines how ageism and loneliness affect retirees' mental well-being and investigates resilience as a coping mechanism. By using empirical research findings, conceptualization was done among study constructs, and based on that, four hypotheses were postulated. Using a deductive approach and quantitative methodology, a validated questionnaire was distributed among a convenience sample of 300 retirees across 25 administrative districts in Sri Lanka. Data analysis through PLS-SEM revealed that ageism and loneliness have a direct negative impact on retirees' mental well-being. Moreover, resilience mediates this relationship, reducing the adverse effects of ageism and loneliness by serving as a safeguard. Higher resilience enables retirees to better manage these challenges, underscoring its protective role. The findings emphasize the importance of fostering resilience to safeguard retirees' mental health in the face of ageism and loneliness. Targeted interventions and policies should aim to enhance resilience and reduce the prevalence of these issues in ageing societies. However, the study's cross-sectional design limits insights into changes over time. Future research should adopt a longitudinal approach to better understand the dynamic relationships among ageism, loneliness, resilience, and mental well-being.

11:15-11:40
91247 | *Horticultural Therapy Impact on People with Dementia*
Adi Vitman-Schorr, Tel-Hai Academic College, Israel
Moran Chen, Oranim College, Israel
Ayelet Naveh, Hebrew University of Jerusalem, Israel
Tamar Hirshenzon Peiper, Independent Scholar, Israel

Background: Dementia's progression often leads families to seek therapies, with horticultural therapy (HT) widely accepted due to its connection to nature. Objectives: This study examines whether HT fosters better emotional expression, communication, and positive actions (communication and activity-related actions) compared to other activities in adult day care centers (ADCCs) and a continuing care retirement community (CCRC). Methods: Fifty-one people with dementia (PWD) participated in structured HT sessions and other activities over 10 weeks. Effects were measured using Dementia Care Mapping (DCM) and questionnaires.
Results: Paired t-tests revealed higher levels of mood, behavior, communication, and functional actions during HT compared to other activities. Discussion: These findings support HT's significant therapeutic benefits for PWD, regardless of prior gardening experience, highlighting its potential for broader adoption in dementia care centers.

Saturday Online Parallel Session 1

Psychology Studies in Chinese Contexts

Session Chair: Lei Huang

10:00-10:25
89894 | *Filial Piety in the Digital Age: The Mediating Role of WeChat Interaction Quality on Subjective Well-being Among Chinese International Students*
Xi Chen, Universiti Putra Malaysia, Malaysia
Azlina Mohd Khir, Universiti Putra Malaysia, Malaysia

In the context of accelerating globalization and rapid technological advancements in communication, cross-cultural international students face challenges in balancing traditional values with modern lifestyles. This study examined an integrated model elucidating the mechanism by which filial piety attitudes influence subjective well-being among Chinese international students through the quality of WeChat interactions. Grounded in acculturation stress theory and social compensation theory, we hypothesized that filial piety attitudes would indirectly enhance subjective well-being by improving the quality of WeChat interactions. Employing a multi-stage stratified sampling method, 500 Chinese international students were recruited from 6 universities in Malaysia. Participants completed a questionnaire comprising the Filial Piety Scale, an adapted WeChat Interaction Quality Scale, and Diener's Satisfaction with Life Scale. Latent variable structural equation modeling supported the hypothesized mediation model. Bootstrap analysis (5000 resamples) revealed a significant mediating effect of WeChat interaction quality on the relationship between filial piety attitudes and subjective well-being. These findings illuminate the crucial role of digitalized filial practices in cross-cultural adaptation, offering new insights into the complex interplay among cultural values, communication technology, and psychological well-being in the era of globalization.

10:25-10:50
91985 | *Association of Particulate Matter with Cognitive Function and the Modifying Role of Lifestyle: Longitudinal Analysis of Older Adults in China*
Qi Zhao, National University of Singapore, Singapore
Qiushi Feng, National University of Singapore, Singapore
Saima Hilal, National University of Singapore, Singapore
Wei Jie Seow, National University of Singapore, Singapore

Background: Both air pollution and lifestyle are associated with cognitive function, with air pollution being detrimental and positive lifestyles being beneficial. The extent to which a favorable lifestyle can mitigate the harmful effects of air pollution on cognitive function in later life remains unclear.
Methods: 7,651 individuals aged 65 years and above from the Chinese Longitudinal Healthy Longevity Survey (CLHLS) were followed up between 2008 and 2018. Cognitive function was measured repeatedly at each wave using the Mini-Mental State Examination (MMSE). Air pollution exposure was assessed using particulate matter (PM1, PM2.5, and PM10) concentrations derived from satellite-based spatiotemporal models. A favorable lifestyle was determined based on four modifiable lifestyle factors: never drinking, never smoking, regular exercise, and a healthy diet. Linear mixed-effects models were employed to estimate the association between PM and cognitive function and the moderation effect of lifestyle.
Results: Overall, there were significant associations between PM and cognitive function, with MMSE scores decreasing by 0.51 units (95% CI: -0.66, -0.36), 0.31 units (95% CI: -0.39, -0.23), and 0.19 units (95% CI: -0.23, -0.13) per 10 μg/m³ increase in PM1, PM2.5, and PM10, respectively. A favorable lifestyle was beneficial for cognitive function. Moreover, the adverse association between PM exposure and cognitive function was significantly attenuated by a favorable lifestyle (p-interaction = 0.007, 0.013, 0.037 for PM1, PM2.5, and PM10, respectively).
Conclusions: A favorable lifestyle may mitigate the adverse association between PM exposure and cognitive function. Lifestyle interventions could be beneficial in counteracting the neurological impacts of ambient air pollution.

10:50-11:15
89286 | *Beyond Borders: Analyzing the Motivations and Life Planning of Chinese Students Studying Abroad*
Lei Huang, University of Turin, Italy
Ilaria Eloisa Lesmo, University of Turin, Italy
Simona Imazio, Polytechnic of Turin, Italy

This study investigates the complex motivations driving Chinese students to pursue education abroad, emphasizing both micro and macro-social factors. It examines how these students seek to escape various pressures at home, including familial rejection of sexual orientation, resistance to parental career expectations, difficult social relationships, and other forms of social suffering. These experiences are further shaped by broader socio-cultural, political, and economic dynamics.
Utilizing clinical ethnography and ethnopsychiatry from the PASSI@Unito and PASSI@Polito projects — initiatives aimed at exploring migration experiences and mental health across diverse international student communities at the University of Turin and Polytechnic of Turin — this research contextualizes the students' experiences within the interplay of political, economic, and educational factors between China and Europe. The study highlights the multifaceted meanings that studying abroad holds for Chinese students, focusing on how they navigate their educational journeys as a means of overcoming personal challenges and envisioning new possibilities for their futures. Ultimately, the findings aim to provide a nuanced understanding of the relationship between subjective challenges and broader socio-cultural factors, offering insights into strategies for better supporting students in building self-confidence, enhancing social relationships, and clarifying their future paths.

12:15-13:30 | Live-Stream Room 1
Saturday Online Parallel Session 2
Educational Policy, Leadership, Management and Administration
Session Chair: Mary Argie Lyn Soriano

12:15-12:40
90107 | *Contractualization Policy in Moroccan Public Universities: Contexts, Mechanisms and Outcomes*
Rim Roubi, Polytechnic Mohammed VI University, Morocco
Imane Boulaouz, National School of Business and Management-Kenitra, Morocco

This paper examines the context, mechanisms, and impact of contractualization reforms within Moroccan public universities, focusing on the period from the Emergency Plan (2009-2012) to the Esri Pact (2023). These reforms sought to foster a results-oriented culture by enhancing the quality and efficiency of budgetary systems through performance-based contracts between universities and the Ministry of Higher Education. Central to the study is an analysis of the role of various stakeholders, including university administrators, government agencies, and external partners, in shaping the design, implementation, and outcomes of these reforms. The study uses a qualitative methodology, drawing on case studies of four Moroccan public universities to provide an in-depth exploration of the processes and institutional dynamics involved in implementing contractualization. To assess the outcomes, the research applies the OECD-DAC evaluation criteria, focusing on the relevance, efficiency, effectiveness, and sustainability of the reforms, with particular attention to public financial management (PFM) improvements. The PFM Theory of Change serves as the research framework, identifying institutional and contextual factors that affect the success and sustainability of these reforms. The findings highlight that the effectiveness of contractualization depends on a combination of robust institutional capacities, active stakeholder engagement, clear accountability structures, and alignment with national development goals. The study provides actionable insights for policymakers and stakeholders on optimizing financial governance and strengthening public sector performance through targeted education reforms. Additionally, it emphasizes the importance of contextualizing PFM reforms to ensure long-term sustainability and inform donor strategies. This research offers critical implications for education sector reform efforts

12:40-13:05
89889 | *Interpretation of Instructional Leadership by Principals and How It Is Enacted in Higher Secondary Schools in Bhutan*
Yeshi Nidup, Royal Melbourne Institute of Technology, Australia

Global studies have shown that Instructional leadership (IL) enhances teacher practices. IL is a new concept in Bhutan, and the Ministry of Education (MoE) emphasises IL because it is deemed a key driver to augment teaching, foster the acquisition of 21st-century skills, and provide quality education. This study aims to explore the IL practices of school leaders and investigate factors that influence IL practices and the impact of IL on teachers' practices. It will help to develop an IL model that is contextually appropriate and culturally relevant for school leaders to support their IL practices. This study incorporated qualitative research through semi-structured interviews with 19 principals of higher secondary schools in Bhutan. Thematic analysis was done using NVivo, guided by Braun and Clarke (2006) approach. Themes such as school context, policy, lack of resources and principals' workload emerged, which appeared to be factors influencing instructional leadership in Bhutan. Furthermore, there was a misconception and misinterpretation of what instructional leadership means to principals of Bhutan. The findings will strengthen the IL practices of school leaders and teachers. This study will be a pioneering attempt to understand IL practices and their influence on teachers' practices, which will serve as a foundation for future studies in Bhutan. Lastly, this study will attempt to build knowledge and clarify their misconception about instructional leadership.

13:05-13:30
89492 | *From Rattrap to Inclusion: School Personnel Insights on Supporting Learners with Special Educational Needs in Tertiary Education*
Mary Argie Lyn Soriano Soriano, University of Makati, Philippines

This study examines the observations and challenges faced by non-teaching, teaching, and administrative personnel at the University of Makati in managing learners with special educational needs (LSEN) at the tertiary level. Data from 35 respondents revealed that the most frequently encountered challenge is the lack of teacher competency in managing inclusive classrooms, stemming from limited experience with inclusion settings. The lack of communication with parents and insufficient discussions regarding the students' overall needs, including social, academic, behavioral, and health-related aspects, were also identified as significant challenges. The study highlights the critical role of faculty and administrative staff in the identification, screening, and placement of LSEN, emphasizing the need for better record-keeping and parent-school communication. Findings also showed that a significant portion of respondents acknowledged the importance of involving LSEN in decision-making processes related to their academic needs, while promoting curriculum revisions to ensure inclusivity. However, staff noted the challenges of balancing attention between LSEN and other students, and addressing the inaccessibility of school facilities. Additionally, while the University has made provisions for accessible physical facilities, improvements are needed in ensuring that the support provided is comprehensive and meets the needs of diverse learners. Recommendations emphasize the need for professional development, enhanced parental engagement, and systemic efforts to align policy with practice in creating an inclusive and accessible educational environment.

11:50-13:30 | Live-Stream Room 2
Saturday Online Parallel Session 2
Language Learning
Session Chair: Hazar Shehadeh

11:50-12:15
91933 | *Graded Reading in Primary English Classes Based on the Lexile Framework for Reading with the Assistance of Reading Coach*
Xiao Xie, Jiangsu Normal University, China

Reading is an ability that cannot be ignored in the process of learning and life. According to Krashen's linguistic input hypothesis and Gardner's theory of multiple intelligences, individuals have different levels of reading. In the traditional mode of reading teaching, the whole class uses the same reading content, and this kind of reading can not improve the students' reading ability. Therefore, teachers should innovate teaching methods and guide students to read graded reading according to the Lexile Framework for Reading. The study will conduct an empirical investigation with 24 volunteers aged 9-11 of graded reading in English classes based on the Lexile Framework for Reading with the assistance of Reading Coach, using experimental methods, questionnaire surveys, and interviews. There are three research questions for this study. (1) How using the Lexile Framework for Reading can enhance students' motivation and interest in reading; (2) How using the Lexile Framework for Reading can improve students' reading literacy and English achievement. (3) How using the Reading Coach can improve teaching effect. The study's results indicate that by analyzing students' literacy levels, the Lexile Framework for Reading suggests reading materials that align with their reading ability and interests. This recommendation is based on the analysis of Lexile growth value and student evaluations. It is concluded that: (1) It can enhance students' motivation and interest in reading. (2) It can improve students' literacy in reading and English. Through feedback from teachers and students, it is concluded that: (3) Using the Reading Coach can improve teaching effect.

12:15-12:40
92025 | *Teaching and Learning Languages Within the Framework of the Universal Design for Learning: The Need to "Reflect"*
Chiara Ronchetti, University of Cape Town (UCT), South Africa

In recent years, the terms 'accessibility' and 'inclusion' have become increasingly important in the field of education and language teaching. The application of guidelines such as those from the Universal Design for Learning (UDL) helps to remove barriers to learning difficulties in the language classroom by designing inclusive and 'glocal' educational interventions, based on the linguistic and cognitive profiles of students. To do that, special attention should be given to the reflective practice (Dewey, 1933; Schön, 1983; Wallace, 1991; Farrell, 2022), including its emotional affective aspects. In this presentation we would like to highlight the importance of the practice of reflection as a primary tool for ensuring inclusion and accessibility when teaching and learning a foreign language, and to stress the power of observation and reflection cycles as an educational device oriented to future action: an action that is new, justified, effective, just, and motivating. We will illustrate this by drawing on my experience teaching foreign languages (FL) at the University of Cape Town, moving as 'teacher-researcher', and utilizing the reflection practice firstly as a primary tool for the creation of the content to be used in class, and secondly to observe the interaction between the learners and the new inputs that are gradually experimented. Guaranteeing equality and real access in the FL classroom can, in addition to preventing loss of motivation, stimulate greater interest in the language and, in the long term, produce lasting trans-formations for the individuals and their society, in the logic of "No one left behind".

12:40-13:05
91975 | *Chinese Language Education for a Sustainable Community in Hong Kong*
Siu-Lun Lee, The Chinese University of Hong Kong, Hong Kong

Based on government census data, around 90% of the Hong Kong population reported Cantonese as their usual language. Research showed that Chinese language skills are vital for Hong Kong students' careers (Lee, 2020). In the culturally diverse linguistic landscape of Hong Kong, Chinese education which includes Cantonese education and Chinese literacy education plays a pivotal role in fostering sustainable communities. Chinese language education relates to job opportunities for the Chinese-speaking population and ethnic minorities in Hong Kong. This presentation explores the intersection of Chinese language education and sustainability, highlighting how effective Chinese language programmes for ethnic minorities in Hong Kong can contribute to social cohesion, environmental awareness, and economic resilience. This paper presents successful Chinese language programmes for the ethnic minority population in Hong Kong to equip them with Chinese language skills to communicate in everyday work scenarios. This paper also introduces the development of Medical Cantonese courses in Hong Kong to help medical professionals with international backgrounds serve in the healthcare field. This paper demonstrates how language education can empower individuals, promote intercultural understanding, and contribute to a more equitable society. This paper provides practical recommendations for educators, policymakers, and community leaders to enhance Chinese language education with a sustainability focus. These recommendations aim to create a more harmonious and sustainable future for Hong Kong.

13:05-13:30
90186 | *Fast-Track Success: Unveiling the Differences Between Accelerated 8-Week vs. Traditional 16-Week English Courses, Face-to-Face & Online*
Hazar Shehadeh, University of Arizona, United States

The increased adoption of accelerated courses in recent years has prompted growing interest in their effectiveness compared to traditional 16-week formats. While prior studies have examined the link between accelerated courses and student outcomes, there is limited research comparing these fast-paced courses to traditional ones in both face-to-face and online settings. This presentation examines two quantitative studies conducted between 2019 and 2024 that analyzed student success and withdrawal rates in 8-week versus 16-week English courses, in both modalities online and face-to-face. It also highlights how accelerated courses can serve as a viable modality for boosting achievement and reducing withdrawal, especially during times of disruption. Attendees will also explore factors that may influence outcomes in accelerated learning, such as teaching methods, course design, professor preparedness, and student demographics.

Saturday Online Parallel Session 2

Gerontology, Public Policy, and Economics

Session Chair: Laneshia Conner

11:50-12:15

88753 | *Economic Conditions and Re-Employment of Japan's Aging Population: An Analysis of Financial Stability Among Elderly Workers*
Kenji Kaneko, Kyoto University of Advanced Science, Japan

This paper aims to examine the economic conditions of elderly individuals in Japan, focusing on issues and concerns related to their re-employment. Japan has experienced significant demographic shifts due to its status as an aging society. As of 2023, Japan's total population was 124 million, with approximately 60 million males and 64 million females. Of this population, 29.1 percent - around 36 million individuals - were over the age of 65. To analyze the economic situation of elderly workers in Japan, this research primarily relied on secondary data collected by the Japanese government. This data was crucial in gathering information from relevant sources, allowing the research to evaluate outcomes and make assumptions about trends. I examined Japan's public pension systems as well as the savings of elderly individuals aged 65 and above and their perceptions of their living conditions. The findings suggest that approximately 9 million elderly workers over the age of 65 were employed, making up about 13% of Japan's total working population. Among these elderly workers, 1.3 million were employed in the sales or retail industry, the largest sector, followed by 1.1 million in the medical or welfare industry, and 1.0 million in other service industries. In terms of savings, 80.7% of households with individuals aged 65 and above had savings, with an average of 16.0 million yen. While there were disparities in savings among the elderly, they were not as financially strained as some might perceive. Approximately 50% of these households reported feeling financially comfortable.

12:15-12:40

92362 | *'Resilience' of Socio-Economic and Geographic Inequalities in Health Care Use Among 50+ in Greece (2004-2021): Economic Crisis and Pandemic Impact*
Ismini Drakou, European University Cyprus, Cyprus

The study explores the evolution of inequalities in health care use by the 50+ in Greece, at specific single points in time: before the economic crisis (2004), at the peak (2015), after the Economic Adjustment Programs'exit (2018), at the peak of the COVID19 pandemic (June 2021). Four (4) cross-sectional analyses were conducted based on four(4) waves of the nationwide European database SHARE for the 50+ population in Greece:
• 2004(Wave 1) with sample of 2,659 individuals,
• 2015(Wave 6) with 4,788
• 2019(Wave 8), with 2,496
• COVID-19 pandemic peak in 2021(Wave Corona SHARE Survey 2 - CSC2) with 2,496 individuals.
After identifying key (health status, socio-economic and geographical) determinants of healthcare utilization, separate analyses were made for the probability of positive use and the frequency of health care visits using the logistic regression method - odds ratios (Negative Binomial and Truncated Negative Binomial Models) in terms of: (a) inpatient visit (b) outpatient doctor visit (PHC) and (c) unmet/foregone care. Results: (a) In terms of utilization: About the effect of the economic crisis – there is a significant decrease in average annual medical outpatient visits (mainly PHC), -among all the Waves- favouring low-income groups, and less inpatient visits with a slight decrease in average annual inpatient visits. (b) There are consistently significant intra- and inter-regional geographical disparities for any medical outpatient (PHC) visits in favour of thinly populated areas in all four Waves. (c)Regarding the impact of the pandemic, the above inequalities increased in all healthcare types and led to unmet/foregone care for the 50+.

12:40-13:05

89411 | *Addressing Ageism Prevalence in United States HIV Policies*
Laneshia Conner, University of Kentucky, United States
Katie Showalter, University of Kentucky, United States

With the aging of HIV/AIDS, policies have neglected older adults independent of their status (i.e., taking a status-neutral approach), resulting in limited investment in the prevention of HIV among older adults in general. The National Institute on Aging has identified that older adults will be less likely to be tested for HIV, less likely to identify high-risk behavior, and will receive treatment later in the disease process. This type of age bias plays a heavy hand in the typification of HIV risk. Although long-term survivors and HIV incidence have increased in middle and older age adults, HIV/aging policy has taken a very long time to create specific recommendations to support long-term survivors and their caregivers. There are no federal policies that remove the upper age limit for HIV testing and promote HIV status-neutral approaches to workforce expansion and training focused on aging and older adults. Recognizing age as a risk factor for discrimination and offering a balanced view of aging in HIV policy discussions is critical. In this workshop presentation, a critical policy analysis will be discussed, with emphasis on accounting for time, which is more uncommon in policy analysis. To do this, a social constructionist perspective for policy analysis was adopted, as it assesses traditional views of social problems and how those problems are more dynamic and evolve with social construction over time.

Saturday Online Parallel Session 2

Access to Therapy and Mental Health Services

Session Chair: Lawrie Ignacio

11:50-12:40
88794 | *Manga and Anime in the Therapy Room*
Zixuan Wang, Encounter Psychotherapy (Private Practice), United States
Christina Kuo, Private Practice, United States

Manga and Anime are the printed and animated formats of Japanese comic art that are known for their distinctive storytelling style and diverse genres. While it is increasingly common to integrate creative and expressive art into the therapeutic space, many clinicians remain unfamiliar with the effective interventions related to clients' personal interests and experiences with manga/anime. Our goal for this workshop is to enhance mental health professionals' understanding and recognition of how manga/anime can normalize a different type of communication for clients to express themes of mental health challenges that they are experiencing and support clients in building a meaningful life in their therapeutic journey. We will 1) provide the audience with a brief overview of the historical background of anime and manga and its increased popularity in the last decade. 2) review the key benefits of clients engaging in anime/manga: (A) sense of community and belonging, (B) cathartic expressions, (C) positive self-identity exploration and development, (D) conceptualizing symptoms and diagnosis through a strength-based lens, (E) observing the roles of expressive and creative components of anime/manga for clients. (F) building healthy values and moral systems. 3) exploring ways that clinicians can utilize anime/manga as interventions during sessions by combining it with conventional modalities to learn, explore, express and practice coping skills. We will then use clinical vignettes to illustrate ways to engage clients' experiences with this art form as a window to build rapport, enhance empathy and understanding, and facilitate therapeutic growth in clinical practices.

12:40-13:05
89047 | *Exploring Access to Mental Health Support Services for Asian American Communities: An Exploratory Case Study*
May Saengpraseuth Alirad, American College of Education, United States

The background of the problem is Asian Americans are not adequately accessing mental health services. The problem is that some members of the Asian American communities in the United States have limited access to mental health support services. There is limited research regarding community-based organizations providing direct mental health support to the Asian American community. The purpose of this exploratory case study was to explore the perspectives of community-based leaders regarding access to mental health support in Asian American communities across the United States. Research questions included how community-based leaders viewed access to mental health support services for the Asian American community, what challenges leaders believed Asian Americans encountered when accessing mental health support, and what mental health supports were available in community-based organizations. Purposive samples consisted of leaders from community-based organizations throughout the United States who offered support and resources to the diverse Asian American community. Data were collected through personal interviews. Interview data were analyzed using a computer-assisted qualitative data analysis software (CAQDAS). Significant emerging themes were stigma and cultural taboos around mental health, community reliance on informal support systems, and lack of dedicated funding and resources for mental health programs. Findings illuminate the need to prioritize culturally competent mental health services, secure increased funding for mental health program expansion including community outreach and education, and build strategic partnerships with "cultural brokers".

13:05-13:30
89632 | *Healing Core Wounds: Self-Meaning Based Therapy*
Lawrie Ignacio, SMBT Institute, United States
Graham Taylor, TRIAD Behavioral Health, United States

Described as groundbreaking, transformative, innovative, and pioneering with great integrative reach, the heart of Self-Meaning Based Therapy (SMBT) is the uncovering of one's core negative Self-Meaning (SM), which lies deeply within the unconscious. SMBT is an approach to psychotherapy based firmly on the understanding that we are all inherently relational, meaning-making beings, and that difficult to traumatic events shape our primary experiences of connection within ourselves, with others, and with the world. Given that perfect contextual influences do not exist, each of us has experienced to a greater or minor extent non-ideal circumstances from which to render understanding. Such experiences leave us with the need to make sense of why. This why takes primary form in a negative, core self-definition, or SM. While primitively functional, it becomes an internalized relational template that can unconsciously wreak havoc on one's life across time. The subjective phenomenology of one's SM tends to remain out of day-to-day awareness, sometimes wholly, until activated. While we are able to consciously name our SM, we are unable to heal it consciously. Conventional methods of talk therapy are therefore insufficient toward this end. Our SMBT method is designed to allow direct access to the lived experience of our SM where it can be reworked and transformed. This paper introduces readers to SMBT, its model and method, and its capacity to emancipate those we work with in therapy toward a newly realized psychological freedom. Invaluable contributions from the psychoanalytic and humanistic traditions inform our SMBT model.

13:40-15:45 | Live-Stream Room 1
Saturday Online Parallel Session 3
Special Topics in Higher Education
Session Chair: Hsuehi Lo

13:40-14:05
89546 | *Cultural Flexibility: Emotional Intelligence and College Students' Adaptation to Diversity*
Randy Polancos, Mindanao State University, Philippines

Having the knowledge of our own emotions and that of others is crucial in fostering harmonious relationships in a diverse community. The research explores how emotional intelligence impacts the adaptability of college students to diverse cultures at Mindanao State University, Marawi City. Conducted through quantitative surveys, the study involved 375 randomly selected students from a total population of 14,855. Statistical analysis revealed a positive correlation between emotional intelligence and adaptability, suggesting that those with higher emotional intelligence tend to adapt better to diverse cultural contexts. Interestingly, age and gender had no significant relationship with emotional intelligence or adaptability, while religion influenced emotional intelligence and ethnicity affected both variables. The findings highlight the importance of integrating emotional intelligence training and cultural competency initiatives into university curricula to enhance students' adaptive capacities. Ultimately, fostering emotionally intelligent and culturally flexible minds is crucial for preparing individuals to thrive in our increasingly interconnected world.

14:05-14:30
89440 | *"The Desire to Learn Was Above All": Haredi, Ethiopian, and Arab Women with Doctorates in Israel*
Adi Binhas, Beit Berl College, Israel

This study examines women from minority groups in Israel who have completed doctoral degrees. The research question was: How do higher education studies shape the identity of minority women? This qualitative study examined that question through interviews with thirty 30 women from three groups: Haredi (ultra-Orthodox) Jews, Palestinian Arabs, and Jews of Ethiopian descent. The findings demonstrate that their ability to integrate several different identity components in a harmonious and complementary way has allowed them to develop in two sociocultural worlds. Through perseverance, ambition, patience, and the ability to embrace a complex identity, they have fulfilled their academic dream and embraced a professional identity without renouncing their minority identity. The findings also highlight the similarities and differences in their barriers and opportunities on the way to success. Finally, the study presents policy recommendations to promote the representation of women from unique groups in the Israeli higher education system.

14:30-14:55
91061 | *Comparative Insights into Enrolment Motivations: A Study of Undergraduate Accounting Students in Malaysia and Australia*
Lynn Ling, Curtin University Malaysia, Malaysia
Chai Lee Goi, Curtin University Malaysia, Malaysia

This study investigates the factors influencing undergraduate students' enrolment in accounting programs across two campuses: one in Malaysia and the other in Australia. Based on a sample of 198 respondents, the research identifies significant demographic patterns and motivation drivers. Findings reveal that job opportunities and career aspirations are the primary enrolment reasons, with distinct variations between the two campuses. Miri students prioritize job stability throughout their studies, whereas Bentley students exhibit a stronger inclination towards career alignment and academic interest as they progress. Family and peer influence is a steadier motivator for Miri students, while Bentley students show a diminishing emphasis on external influences. These insights underscore the importance of aligning academic offerings with regional and cultural contexts to attract and retain students. The study contributes to understanding cross-campus differences in enrolment motivations, offering practical implications for curriculum design, career counselling, and university marketing strategies.

14:55-15:20
88976 | *Transition from School to University in Uzbekistan: What Works for First-Year Students?*
Alfira Makhmutova, New Uzbekistan University, Uzbekistan

This study investigated the challenges faced by students transitioning from school to university in Uzbekistan, with a focus on the factors that facilitate successful adjustment to university life. According to the State Statistics Committee, the number of students enrolled in higher education institutions at the beginning of the 2020/21 academic year was 571.5 thousand. The number of students repeating their first year rose significantly, increasing from 2,286 (0.3-0.4%) in previous years to 11,430 (over 2%) following the shift to a credit-modular system. Although no statistics are available for the 2023-2024 academic year, the number of enrolled students now stands at 1.029 million. Additionally, at a private university in Tashkent, 23.01% of students violated academic regulations during the 2022-2023 academic year, primarily due to plagiarism and cheating, reflecting a broader issue of academic unpreparedness among incoming students. To explore these issues, interviews with nine first-year students from a private university in Tashkent were conducted, focusing on their perspectives on how schools and universities can ease this transition. The findings highlight the importance of support and guidance during the first year, with an emphasis on developing students' academic integrity, time management, and study skills. This study offers insights for both schools and universities to improve the transitional experience for new students.

15:20-15:45
88939 | *What Culturally Responsive Pedagogy Brings to New Teachers: Investigating K-6 Teacher Candidates' Experience in Teaching Diverse Learners*
Hsuehi Lo, St. Cloud State University, United States

The aim in conducting this study was to investigate the experiences of 16 elementary teacher candidates (TCs) working with diverse learners during a 16-week student teaching experience. Culturally responsive pedagogy (CRP) methods were provided to the TCs; these dealt with theoretical assumptions underpinning CRP, and practical implementations. Less than 10% of TCs have any experience teaching diverse learners; they have, however, taught white, middle-class students. The study centered on TCs' experiences attempting to deploy CRP in diverse settings. I employed qualitative interviews to assess their experience; these were based on four essential interview principles, including: 1) perceptions of learners' diversity; 2) levels of cultural identity and how those diversity learners differed from their own culture; 3) experiences of responsive teaching action in the context; and 4) perspectives about teachers' dispositions regarding CRP. TCs clearly articulated how their newly acquired sociocultural perceptions supported implementation of CRP. The TCs argued that diverse learners' cultural identity varied along several dimensions; most interestingly, including the degree to which they proved interested in other cultures. The study offered recommendations for (a) successfully deploying CRP with emerging teachers and (b) maximizing positive change.

Saturday Online Parallel Session 3

Design, Implementation and Assessment of Innovative Technologies in Education

Session Chair: Amanda Lee

13:40-14:05

92031 | *Exploring the Reasons Why Higher Education ESL Teachers in Vietnam Hesitate to Adopt AI-driven Technology into Their Teaching*
Le Thuc Anh Pham, Univerisity of North Carolina at Chapel Hill, United States

The rapid advancement of artificial intelligence (AI) has introduced transformative tools for language teaching, offering personalized learning pathways, automated feedback, and enhanced engagement. Despite these benefits, it is noticeable that Vietnamese higher education ESL teachers often hesitate to integrate AI-powered tools into different phases of their pedagogy. This study investigates the barriers that deter ESL instructors from adopting AI-driven technologies. Drawing on qualitative interviews, an anonymous survey with participants from universities in Hanoi, Vietnam, and a review of existing literature, the findings reveal key challenges, including limited familiarity with AI tools, concerns over reliability and data privacy, perceived threats to teaching autonomy, and uncertainty about pedagogical alignment. Additionally, the study explores how institutional support and professional development opportunities influence adoption rates. It emphasizes the need for tailored professional development programs and robust departmental support systems to encourage the use of technology in ESL teaching. By addressing these barriers, this paper lays a foundation for future research on actionable strategies to promote the effective integration of AI-powered tools in ESL education. The study contributes to the growing discourse on educational AI by offering actionable insights for educators to enhance teaching practices, policymakers to design supportive policies, and technology developers to create user-friendly tools tailored to ESL contexts.

14:05-14:30

91843 | *How Can Artificial Intelligence Improve Children's English Reading Comprehension?*
Xiao Xu, Jiangsu Normal University, China

The increasingly extensive application of artificial intelligence in various societal domains has a progressively profound impact on education reform. The proper use of AI can create a favorable English learning environment for students to promote English reading comprehension. This research investigates whether children can improve their English reading ability and enhance their interest in learning English with the help of AI. The participants of the research were 14 students from Grade Six in a primary school in Xuzhou. The duration of the research was six weeks. In the first week, students were given a TOEFL Primary Step1 reading test and an English reading interest questionnaire. After the pre-test, teachers converted each student's reading score into a Lexile level and selected English reading picture-books suitable for their Lexile level to teach in the next four weeks. From the second week to the fifth week, the teacher selected a reading lesson every week for AI-assisted teaching. Each class consisted of three parts: the teacher uses a multi-modal teaching method to teach picture-books; students use an AI tool, Reading Coach, to read the picture-books they have learned and freely choose new ones to read. Four weeks later, the 15 students took the TOFEL Primary Step2 test and the same questionnaire survey again. By comparing the average reading scores of the pre-test and post-test and analyzing the results of two survey questionnaires, we found that students' reading comprehension ability has been improved, and students' interest in English learning has also been enhanced.

14:30-14:55

92001 | *AI-Assisted Learning and Concept Mapping for SDG-Focused Cross-school Outdoor Education in Taiwan*
Cheng-Hung Weng, National Taipei University of Technology, Taiwan
Wen Liang Chang, National Taipei University of Technology, Taiwan
Po-Ching Lu, National Taipei University of Technology, Taiwan

This study employs a quasi-experimental design to investigate the differences in learning outcomes and performance of junior high school students from metropolitan areas in Taiwan under various regional environments when engaging with water resource topics integrated with Sustainable Development Goals (SDGs). Students from different regions participated in diverse outdoor environmental education activities, followed by classroom-based learning on related environmental issues. Their learning was assessed through text reading comprehension tests and the creation of concept maps. AI-assisted tools were used to evaluate students' learning progress and provide recommendations for deconstructing textual content. The preliminary research outcomes include:
1. Establishing practical models for cross-school collaboration to explore SDG-related topics.
2. Developing a process record for AI-assisted teaching evaluation and feedback systems.
3. Creating an assessment model utilizing AI to support concept map analysis.
4. Offering recommendations for the development of issue-oriented, cross-regional outdoor education curricula for sustainable development.

14:55-15:20

88782 | *Innovative AI Integration in an International Exchange Programme: Leveraging Cognitive Apprenticeship for Enhanced Learning*
Amanda Lee, STADIO Higher Education, South Africa
Jolanda Morkel, STADIO Higher Education, South Africa

Efforts to broaden students' perspectives and foster global connections are increasingly emphasised through exchange programmes. However, students often face significant challenges when engaging in academic work within a different language and cultural context. This research examines a 3-month credit-bearing self-study research course within an exchange programme involving Norwegian students in South Africa. The study aims to understand how student learning in this context is mediated by an Artificial Intelligence (AI) agent that works alongside a human educator, supporting and complementing their role. The focus is on how and to what extent cognitive apprenticeship methods—such as Modeling, Coaching, Scaffolding, Articulation, Reflection, Exploration, and Sequencing—are employed to make expert thinking visible and accessible to students. Content analysis of AI-student conversation transcripts was conducted to explore how the AI agent facilitates cognitive development and guides students through their research tasks. A focus group interview with students was also analysed to gain deeper insights into their experiences and perceptions of the AI tool during their self-study research journey. This innovative approach demonstrates how AI can be effectively, ethically and responsibly integrated into educational practices to enhance the learning experience, particularly within international exchange programmes. The findings offer valuable insights into the role of AI in enriching the student experience and provide a deeper understanding of how cognitive apprenticeship can be successfully applied to the ethical integration of AI in diverse educational contexts.

13:40-15:25 | Live-Stream Room 3
Saturday Online Parallel Session 3
Special Topics in Educational Practice
Session Chair: Rémi Cogranne

13:40-14:05
88496 | *"Just Beautiful Words?": How International Mindedness Is Understood in IB Classrooms*
Nathan Cohen, British Council, Vietnam

This presentation will review the growing literature on how 'international-mindedness' is being understood and applied in International Baccalaureate World Schools (IBO 2019a). The International Baccalaureate (IB), by far the largest network of international schools in the world today, identifies 'international-mindedness' as the first of four foundational elements of its curriculum, and as the key to what makes the IB curriculum unique (Hill 2000, 2012; IBO 2009, 2019b). Nonetheless, international-mindedness is and continues to be difficult to define, and elusive in actual application. In this presentation I will attempt to trace the history of the conceptual evolution of international-mindedness both within the IB's own curricular documents as well as through research into international-mindedness has been applied by teachers in various contexts, while also highlighting major themes which have emerged in this burgeoning field of literature relating to the impact of international-mindedness on curricula, accountability, and teacher agency.

14:05-14:30
89207 | *Creativity in the Design Process and Evaluation of a Design*
Alisha Sinha, Indian Institute of Technology Bombay, India
Ritayan Mitra, Indian Institute of Technology Bombay, India

Creativity plays an important role in design. It enables designers to explore possibilities, generate innovative yet utilitarian solutions and thereby strike a balance between artistic expression and solution-driven functional optimization. Despite the critical role of creativity in design, some uncertainties remain about its nature, which also affect the downstream evaluation of design itself. Existing literature and theories do not clarify whether creativity functions as a construct of design or vice versa. There is also little clarity on how the design process should be evaluated in such a context. This paper explores the relationship between creativity and design, specifically in the context of design education. The study first defines the attributes of creativity, identified through a literature review, and then maps the ADDIE model to establish a relationship between design and creativity. It further identifies the constructs that are crucial in evaluating design comprehensively and groups them into broader themes that can guide the learner as well as the evaluator using qualitative coding techniques. The themes that emerge from this analysis are then cross-verified with expert surveys. The findings from the study contribute to a nuanced understanding of the interplay between creativity and design. Additionally, we propose an evidence-based framework for design evaluation. This study is a step towards the development of structured assessment guidelines with well-defined constructs for assessment in design schools.

14:30-14:55
91783 | *Adapting for Survival: Self-Learning as a Trajectory to Overcome Precarity Among Young Urban-to-Rural Migrants in Vietnam*
Mai Huong Tran, Vietnam National University, Vietnam

The trend of urban-to-rural migration in Vietnam among young people from 20 to 35 has emerged in recent years in Vietnam, especially post-covid 19. This paper explores how these individuals keep enhancing their skills and knowledge through online platforms or short-term courses, even after relocating from urban to rural areas. Based on data acquisition from two fieldworks in Vietnam Central Highland in Da Lat and Gia Lai since 2016, along with follow-up interviews in Hanoi, the study examines the motivation and experiences of these migrants when they seek and take part in different learning settings. The findings indicate that while big cities are often perceived as hubs of learning opportunities that attract young people to migrate, my interlocutors even demonstrated a stronger motivation for self-improvement upon returning to rural areas rather than to urban centers. Particularly, they frequently participate in online courses, travel within Vietnam and abroad, and engage in a diverse range of educational activities. The study also aims at exploring the concepts of Susanne Klien's experimental ground as these individuals show an on-going process of learning and acquiring new skills and knowledge in each moving journey. The research also compares the context of the post-growth society in Klien's work with that of developing countries like Vietnam. In particular, it argues that despite a lack of government incentives, accumulated capital, or the societal maturity found in developed countries, these individuals display an even more self-learning commitment to overcome the precarity and sustain their relocation.

14:55-15:20
90913 | *Training Technical Aspects of Cybersecurity with the Help of a Hackathon: Examples on Information Hiding*
Rémi Cogranne, University of Technology of Troyes, France
Patrick Bas, University of Lille, CNRS, Centrale Lille UMR 9189 CRIStAL Lab., France
David Daems, Royal Military Academy, Belgium
Francine Martin, SYNYO GmbH, Austria
Serena Bianchi, SYNYO GmbH, Austria

This study investigates the effectiveness of a problem-based learning (PBL) approach, implemented through a hackathon, in enhancing the skills of Law Enforcement Agencies (LEAs) and students in a specific technical field of cybersecurity : information hiding. Two hackathons and two practical training sessions relying on PBL were organized, bringing together LEAs, students, security practitioners, and academics from various institutions. The events aimed to provide practical skills and technical competences in a casual environment. This present paper explains the methodologies we have used, leveraging the competencies framework, to design the training we proposed. A thorough post-experience analysis was conducted to synthesize the lessons learned from these experiences. The results highlight the potential of the hackathon as a tool for implementing PBL in cybersecurity education, regardless of the background of the participants, while also revealing its limitations and drawbacks. Furthermore, the study explores the impact of the hackathon on the participants' knowledge, skills, and attitudes towards data hiding. We also trained students during two short sessions of three hours and explained how PBL was used to improve the competencies students acquired using self-taught solutions. Finally, an independent self-pace training package based on the hackathons was proposed for the LEAs. While some materials are confidential, we explained the methodology used to package the hackathon as a self-training module, while also emphasizing the limit of such an alternative. The results of this study have implications for cybersecurity education and training, emphasizing the importance of collaborative approaches in addressing complex challenges in this field.

Saturday Online Parallel Session 3

General Psychology and Community Development

Session Chair: Rajbala Singh

13:40-14:05

87036 | *Organizational Contexts that Influence Social Capital Formation Among PTA Volunteers in a Philippine Public School*
Amelia Lorena Dycoco, Ateneo de Manila University, Philippines

Studies demonstrate that less affluent communities have little social capital due to limited financial and human capital in the community that it can leverage on. Levels of such types of capital in communities shape aspects of community life, one of which is membership in civic organizations such as Parent Teacher Associations (PTAs). Consequently, PTAs in schools in less affluent communities do not flourish in the same way that PTAs in affluent communities do. However, this is not always the case as seen in a case study of a PTA in a Philippine public school. A qualitative study conducted in 2017 and 2023 examined experiences of eighteen (18) PTA officers and volunteers through focus group discussions which were then validated by the principal and two (2) teachers through interviews. Thematic analysis was done using James Coleman's dimensions of social capital interfaced with processes that lead to social capital formation. Findings indicate that, despite the PTA's limited resources, local norms of reciprocity drove its engagements with the school community. In the process, the PTA volunteers formed useful ties among themselves. These useful ties signaled social capital formation in the PTA, providing access to important resources for the PTA and the school. Considering that little is known about the interactions that generate social capital, this study elaborates on the quality of interactions that generate useful ties and strengthen networks. Lastly, this study demonstrates how civic organizations in less affluent communities can use social capital to counteract the disadvantages found in their context.

14:05-14:30

89319 | *AI Nudges: How E-Commerce Platforms Leverage AI to Drive Consumer Behavior*
Lorenzo Toni, Amazon Japan, Japan

The integration of artificial intelligence (AI) in online shopping platforms is altering consumer behavior, particularly in stimulating unplanned purchases. This study explores the influence of AI-driven nudges on specific online behaviors, with a focus on how these subtle prompts affect decision-making in e-commerce environments. We evaluate how AI affects user engagement and the probability of impulsive purchases by utilizing natural language processing (NLP) tools and expanding upon behavioral science frameworks such as the Bonabeau model. Through a mixed-method approach that combines sentiment analysis of customer reviews with transactional data, we investigate how AI systems detect and leverage consumer motives and emotions. Specifically, we analyze how algorithms use dynamic pricing, product recommendations, and membership programs to nudge users toward impulsive buying behaviors. Drawing on case studies from major e-commerce platforms, we highlight the interplay between AI-enhanced user interfaces and psychological triggers, such as scarcity and social proof, in shaping online decision-making. Additionally, we evaluate the ethical implications of AI-driven nudges in consumer autonomy and propose strategies to optimize user experience without compromising informed decision-making. The findings reveal the powerful role of AI in manipulating behavioral cues and suggest design recommendations for balancing persuasive technology with consumer welfare. This study contributes to the broader understanding of how AI influences online shopping behavior and offers actionable insights for designers, policymakers, and researchers in optimizing AI applications in digital commerce while fostering ethical consumer practices.

14:30-14:55

90366 | *Effect of Perceived Market Abundance on Support of Social Inequality: The Mediation Role of Equal Opportunity Belief*
Qiao Lei, University of Sussex, United Kingdom

Social inequality has received growing public and scientific attention on polity, economy, and individual well-being. However, people appear to underestimate the cost of social inequality and prefer to live with the status quo. Prior research indicated a dual pathway of cognition and motivation to explain this phenomenon, our study aims to figure out the environmental effect that influences people's perception of social inequality as well as the mechanism of this process. A questionnaire survey was employed in Study 1 to confirm the positive link between market abundance beliefs and support of social inequality and evaluate the mediation role of equal opportunity beliefs. In Study 2, we manipulated participants' perceptions of market abundance by presenting a picture-evaluation task in two experimental settings (i.e., market abundance and market scarcity). The result indicated that in market-abundant conditions, participants endorsed more robust support of social inequality, compared to market scarcity conditions. Also, the relationship between market-abundant stimulation and the support of social inequality was mediated by equal opportunity beliefs. Additionally, Study 3 used the same picture-evaluation task in Study 2 to corroborate the relationship between market abundance and the evaluation of social equality policy. The result indicated that participants show a negative attitude and behavior intention toward social equality policy in market-abundant settings than in market scarcity settings.

14:55-15:20

91661 | *Balancing Careers and Motherhood: Exploring Working Females' Pursuit of Success*
Rajbala Singh, The LNM Institute of Information Technology, India
Aishnee Porwal, The LNM Institute of Information Technology, India
Lakshya Maheshwari, The LNM Institute of Information Technology, India

Balancing two full-time jobs—work and family—feels impossible, yet it reflects the reality of many working mothers. The challenge of balancing work and family has intensified due to demanding job roles, lack of workplace support, and societal pressures surrounding gender norms. This research explores the factors contributing to this struggle and its impact on Indian working women. This study employed a mixed-methods design, integrating quantitative surveys and qualitative interviews to examine the experiences of working mothers using snowball sampling. In the quantitative phase of the study, the sample included 151 working mothers aged 28 to 55 years. The survey comprised 17 questions addressing career progression, workplace support policies and systems, the psychological aspects of balancing career and motherhood, and societal perceptions. Descriptive statistics were employed to analyze the data using SPSS version 27. In the study's second phase, In-depth semi-structured interviews were conducted with seven working mothers (aged 30-58 years) to get deep insight into the research question. The data was analyzed with the help of thematic coding (Gibbs, 2007). Four major themes emerged from the data: discrimination and struggle, juggling acts, deferred dreams, and the support system's importance. Both qualitative and quantitative data reveal the widespread, silent struggle of working mothers balancing careers and intensive parenting duties. The study recommends support through gender-equal roles, workplace policies, and community involvement to help working mothers balance their responsibilities.

Notes

Virtual Poster 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.

ACEID2025 Virtual Poster Presentations

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

91516 | *Inclusion in Practice: Teachers' Perspectives on Inclusion Support Resource Rooms in Kazakhstani Mainstream Schools*
Aruzhan Zhambyl, Nazarbayev University, Kazakhstan

As Kazakhstan advances its commitment to achieving inclusivity in all general education schools by 2025, the establishment of inclusion support resource rooms (ISRRs) has become a critical initiative (Government of the Republic of Kazakhstan, 2019). These rooms aim to provide individualised support for students with special educational needs (SEN) within mainstream education settings, representing a significant step toward inclusive education. However, little is known about how ISRRs function in practice, particularly from the perspective of teachers who utilise them. This multiple-case study investigated the operational dynamics of ISRRs in two mainstream schools in Kazakhstan, addressing three key questions: How do teachers describe the functioning of ISRRs in their schools? What are their perceptions of ISRR's effectiveness in supporting students with SEN? What challenges do they face in using these rooms? Using qualitative methods, including focus group discussions and semi-structured interviews, the research centred on teachers' lived experiences to provide a detailed understanding of ISRRs' implementation. The findings revealed several challenges hindering the effectiveness of ISRRs, including inadequate training for pre-service and in-service teachers, lack of administrative support, insufficient recognition of special education teachers' qualifications, low salaries, and negative attitudes toward SEN students from general classroom teachers. These barriers highlight the need for systemic support, targeted professional development, mentorship programmes, and strategies to address negative perceptions. By emphasising teachers' perspectives, this study offers critical insights for policymakers and educators, guiding efforts to ensure ISRRs contribute to the success of all students in Kazakhstan's schools.

Language Development & Literacy

89890 | *Whole Language Approach and Multimodality for Situational Learning: On a New Method of Teaching the American English Language to Adult Learners*
D. Tony Sün, Yeshiva University, United States

The inventing of Americanism featured, through colonists since the early Seventeenth Century, the other stream of the English language. Scholarly works and publishers had foreseen much enrichment and adaptations both of the English dictionaries and into the daily usage of real lives. The Twenty-first Century witnesses the Internet with the emerging abundance of multimodal educational materials on platforms such as YouTube, thanks to which visual clues became infinitely accessible, although hardly polished, enhancing English instruction during those more "unconventional" moments of teaching time. In this study the author makes the leverage of the once-prevalent whole language approach to teaching English to the curriculum design of the American English language class for adult learners. With an understanding of modern genres as guidance, the author proposes several aspects of curriculum with an emphasis on multimodality, dialogic texts, as well as conventional choices of vocabulary in both personal and business settings. First, I derive a sequential set of topics in an original design of such a course for adult English learners, including evaluated materials such as writing assignments and field trips. I argue, based off observational and empirical hypotheses, that it is beneficial combining multimodality and multiliteracies with the whole language approach in foster for the contextualization of English learners, relatively and in parallel to a standard literacy acquisition lesson plan. Situational or in-situ learning is crucial in the aims for accelerating the English learning outcome for, say, immigrants and foreign national students.

Professional Training, Development & Concerns in Education

88938 | *Will I Share This With My Teammates? Knowledge Sharing Among Pre-Service Teachers in Vietnam*
Thu-Phuong Hoang, FPT University, Vietnam
Anh-Khoi Tran, Hanoi National University of Education, Vietnam
Hong-Anh Vu, St. Mary's International School, Vietnam

In a collectivist society, interdependence and collective goals override other social rules. Influenced by the culture, pre-service teachers in Vietnam often engage in group-based practices during their training program to leverage collective wisdom. Knowledge sharing has long been identified to have a positive impact on teaching quality and has thus been considered a critical factor in education. Previous studies among faculty in higher education institutions found a strong correlation between intention to share and several factors, including trust, motivation, communication, and personal satisfaction. The present study explored this phenomenon among pre-service teachers, focusing on their actual behavior of sharing knowledge within group settings and how different factors motivate them to act upon their intention to share. Semi-structured interviews were conducted with 13 pre-service teachers to gather data. The analysis revealed self-perceived benefits as a motivator for knowledge-sharing behavior. How the sharing behavior itself was carried out could differ: commonality among group members and confidence in one's knowledge was identified to be necessary for the participants to share their know-what information; job characteristics as future teachers, on the other hand, inclined them more toward sharing "know-how" information rather than comprehensive knowledge all at once. The findings suggest that individual factors may influence how knowledge is shared among teammates, even when knowledge sharing is anticipated. It highlights the need to focus more on the decision-making processes behind knowledge sharing to maximize its benefits.

ACEID2025 Virtual Poster Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

89250 | *The Impact of Homework on Enhancing Critical Thinking Skills in STEM Education: A Literature Review*
Charitha Jayamini Samarawickrama, University of Gloucestershire, United Kingdom

Students' critical thinking skills can be enhanced through various approaches. Homework, as one of these pedagogical strategies, has been integrated into teaching to foster critical thinking across different subjects. This paper aims to review research on homework, with a specific focus on its integration in STEM education. The study reviewed fifteen (15) research articles that examined the effectiveness of homework in STEM education. The results indicate that, among the various types of homework, project/research-based and collaborative homework have significant potential to improve students' critical thinking skills. However, while there are many benefits to using homework to develop critical thinking skills, this review also highlights that limitations in resources, along with variations in students' learning styles and social skills, can negatively impact the improvement of critical thinking. Moreover, the findings suggest that well-planned, high-quality homework, when assigned in smaller quantities, can significantly enhance students' critical thinking. Nevertheless, the generalisability of these results is subject to certain limitations, as most studies claiming the effectiveness of homework in promoting critical thinking are short-term. Therefore, longitudinal research is necessary to evaluate the long-term impact of homework on enhancing students' critical thinking skills.

ACP2025 Virtual Poster Presentations

General Psychology

91087 | *The Effect of Sense of Ibasho and Sense of Authenticity on Mental Health: Comparison of Workplace, SNS, and Third Places*
Shuichi Sugiura, Independent Scholar, Japan

This study examined whether the sense of Ibasho (existential place) and sense of authenticity differ in three situations: workplace, school, a third place outside of work or school (such as a hobby group or a friendship group from school days), and an anonymous SNS (Social Networking Service). Approximately 300 participants were recruited through a crowdsourcing platform, with 290 valid responses (148 males, 142 females; M = 42.17, SD = 8.79). In this study, the Ishimoto (2010) psychological scale was used to measure self-usefulness and sense of authenticity in each of the three situations, and whether there were statistically significant differences between the scale scores in the different situations. Cronbach's alpha for each scale was calculated, with values ≥ .89 confirming internal consistency, and analysis was conducted using the same factor structure as previous studies. A one-way ANOVA was conducted to examine whether there were significant differences across the self-usefulness and sense of authenticity in the three situations, and found that the scores for self-usefulness were higher in the third place than in the workplace and in the workplace than in SNS (p < .05). In addition, scores for the sense of authenticity were significantly higher in the third place than in the workplace and in SNS than in the workplace (p < .05), indicating a significant difference in the sense of Ibasho and the sense of authenticity depending on the situation, as in the previous study. Additionally, lower levels of Ibasho and authenticity were associated with poorer mental health.

90623 | *The Ethical Utilization of AI in Clinical Psychology: A Systemic Review*
Rabeea Baloch, Prairie View A&M University, United States
Alaina L. Warrior, Prairie View A&M University, United States
Ayesha F. Baloch, University of Houston, United States

This systematic literature review explores the ethical challenges associated with implementing artificial intelligence (AI) in the field of clinical psychology, addressing three key research questions: (1) How can issues of privacy, confidentiality, and informed consent be effectively managed? (2) How can algorithmic bias and fairness be assessed and mitigated? (3) What strategies ensure ethical AI design and deployment, focusing on fairness, accountability, and transparency? One hundred peer-reviewed articles are included in the preliminary search. This review highlights the multifaceted ethical landscape of AI in clinical psychology. Findings reveal persistent concerns over data privacy and confidentiality, emphasizing the need for robust security measures and transparent consent processes. Algorithmic bias poses significant risks, potentially exacerbating health disparities and necessitating rigorous bias assessment and mitigation strategies. Furthermore, the review identifies the importance of interdisciplinary collaboration and adherence to ethical guidelines to foster fairness, accountability, and transparency in AI applications. The review concludes with recommendations for developing comprehensive ethical frameworks and best practices that align technological innovation with ethical imperatives. These insights aim to guide practitioners, policymakers, and developers in responsibly integrating AI into mental health care, ensuring that advancements enhance patient outcomes while upholding ethical standards.

92355 | *Predicting Mental Health and Happiness: The Role of Pets*
Sohinee Ganguly, Vidyashilp University, India
Rachna T, Thapar Institute of Engineering and Technology, India

Researchers were always attracted by the relationship and interaction between animals and humans. Ever since civilization, animals have been a continuous accompaniment to human beings. Be it company, safety, or survival, they have been known to domesticate many species of animals. The principal objective of this research is to determine the effects of having a pet on Mental Health, Happiness, Self-Esteem, and Empathy in the Indian population. Participants with pets were compared to participants without pets. The Mental Health Continuum- Short Form (MHC-SF), and Toronto Empathy Questionnaire (TEQ), Oxford Happiness Questionnaire, and Rosenberg Self-Esteem scale were administered for aforesaid purposes. The sample consists of 350 college students (age range 18-22 years; F = 195 and M = 155). Data was collected via google forms. Independent samples t-test is used to analyze the data obtained. The obtained results indicate that owning a pet improves mental health; pets help develop social bonds and communication. Overall, pets have a positive impact on our lives and are beneficial for our personal growth as well. The overarching findings of the work are in parallel with the work of Boris Levinson's (1960) animal assisted intervention and the biophilia hypothesis.

Linguistics/Language & Psychology/Behavioral Science

89236 | *The Effects of Soundbites on Information Retention*
Emily Dolan, Slippery Rock University, United States
Brittany Fleming, Slippery Rock University, United States

One of the key assumptions of many societies is that news programming creates a better-informed society. Partly as a result of this perspective, as well as the competition for ratings, news industries attempt to feed as much memorable information as possible to viewers in the quickest manner possible. One technique for incorporating additional information into a story is the added production element of soundbites, which are excerpts of longer pieces of outside media contained within media products. Often, sound bites take the form of interview excerpts, but may include other types of media excerpts (e.g., a clip from a television show). If news consumers are expected to make informed opinions, later make decisions based on news stories that include sound bites, it becomes important to understand how the inclusion of sound bites in a media product affect information retention and processing. The current student will explore this phenomenon using the Limited Capacity Model for Motivated Media Message Processing (LC4MP). In this paper, we will present the results of a between-subjects experimental design in which the effects of retention were compared based on soundbite condition (i.e., no soundbites, moderate soundbites, high soundbites). Preliminary analysis of the data reveals a main effect for soundbite condition, such that those in the high soundbites condition featured higher levels of retention compared to those in the no soundbite condition. We will discuss these findings in light of their implications for LC4MP and the information-processing effects of soundbites in media content.

89410 | *Return of the GOAT: Issue Framing of Simone Biles in the 2024 Olympics*
Emily Dolan, Slippery Rock University, United States
Brittany Fleming, Slippery Rock University, United States
Jessica Covert, Singapore Institute of Management, Singapore

U.S. Olympian Simone Biles returned to the 2024 Olympic stage in Paris after withdrawing from the 2020 Olympics in Tokyo due to mental health issues. This return drew considerable international attention to Biles from a variety of sources, including traditional media sources. Given the breadth of attention paid to Biles' return, an important question arises around how her return was framed. Understanding this question has value in a psychological context because the ways in which a story is framed by news outlets have a tremendous influence on how audiences process and recall a given story, and further provide audiences with heuristic cues that may be used to make sense of a story (e.g., Entman, 2007). In this study, we examined the issue frames employed in ten articles published during the 2024 Olympics in the top newspapers in the US (i.e., The New York Times, The Wall Street Journal) We used the Linguistic Inquiry and Word Count Analysis Program (LIWC), a software used to analyze word use (Boyd et al., 2022) to examine five common frames used in media coverage: (1) Morality; (2) Human interest; (3) Economics; (4) Conflict; and (5) Agent of Responsibility (e.g., Semetko & Valkenburg, 2000). Results indicate that conflict and morality were used most when covering Biles during the Olympics. No differences in framing type were identified between publications. Results are discussed regarding their implications for discourse surrounding mental health, framing, and audience processing.

89240 | *How Objects' Animacy Interplays with Word Order in Sentence Processing? A Case Study of Japanese Active Sentences with Two-Place Verbs*
Chia-Hsiang Ma, National Chengchi University, Taiwan

It has been revealed that sentences with scrambled word order take longer to process than their canonical counterparts, because the former have more complex structures. Additionally, sentences with animate objects also take longer to process for native Japanese speakers, because they need to assign appropriate theta roles to nouns. Similar effects of word order have been found in Japanese learners whose native language is Chinese. However, the effect of objects' animacy on Japanese learners remains unclear. Thus, this study aims to investigate how word order and animacy affect Japanese learners' processing. We conducted a sentence-correctness decision task, using Japanese active sentences with two-place verbs, which take case-ga (subject) and case-wo (object), with both Japanese natives and learners. The participants were all college students recruited from the internet, including 27 Japanese natives and 36 Japanese learners who passed the Japanese-Language Proficiency Test N2 or N1. We analyzed the data by linear mixed models, with word order and animacy of objects as fixed effects. The results show that Japanese learners take longer to process sentences with scrambled word order and with animate objects, suggesting that they may construct deep structures to process sentences and conduct semantic role assignments to objects as well as native Japanese speakers do. Furthermore, the interaction between word order and objects' animacy suggests that moving animate objects to the front of sentences may reduce the choice of theta roles of the objects, resulting in almost no difference between sentences with scrambled order and those with canonical order.

91922 | *Absolute Pitch Modulates the Temporal Binding Window for Audiovisual Speech Perception*
I-Hui Hsieh, National Central University, Taiwan
Pei-Chuen Tseng, National Central University, Taiwan

Multisensory integration is important for daily communication and functioning especially in noisy environments. Impaired multisensory integration ability is commonly observed in individuals with autism and schizophrenia, affecting speech and social functions. Current attempts to use the multisensory nature of music training to enhance multisensory integration ability have been limited, partly due to the heterogeneity of musicianship. Here we test the hypothesis that absolute pitch (AP), a relatively stable musical trait with a genetic basis, can mediate multisensory integration during speech perception in noisy backgrounds. A large cohort of (N = 74) musicians and non-musicians divided into high-AP, low-AP, and non-musician groups completed the audiovisual synchrony and temporal order judgement tasks under varying stimulus onset asynchronies (SOAs: ±360, ±240, ±120, ±60, and 0 ms). Additionally, AP-related factors including pitch adjustment, musical aptitude, and autistic tendency were assessed. Results show that high-AP musicians exhibited significantly wider temporal binding windows and higher thresholds for binding audio and visual speech information compared to the low-AP group. No significant group difference was revealed for the low-AP and non-musician groups. Further, a high correlation between AP and autistic tendency was obtained, with higher autistic tendency associated with wider temporal binding windows. Findings suggest that an inherent musical trait can affect the ability to integrate multisensory information, with implications for using multisensory cues to enhance speech communication under various settings.

Psychology and Education

92341 | *Cultural Dimensions of Morality: Exploring the Role of Religiosity in Adolescent Moral Development*
Mais Alnuaimi, University of Cambridge, United Kingdom

A large body of literature assesses the relationship between religion and morality, but researchers disagree on the link between the two. Furthermore, such research predominantly investigates Christian conservatives. The current study examines the relationship between religiosity and moral foundations among a sample aged 14-18 (n= 143) from a private school in Abu Dhabi, UAE. The participants completed the Moral Foundations Questionnaire (MFQ-2) as well as a measure of religiosity. The results showed that religiosity was positively correlated with the binding foundations of loyalty, authority, and purity, but not with the individualizing foundations of care and proportionality. Moreover, religiosity was negatively correlated with the sub-dimension of equality. These findings suggest that in this educational context religiosity influences the endorsement of moral values that are related to group cohesion and social order, but not those that are related to individual rights and welfare.

91959 | *Scoping Review: Eating Disorders Among Filipino Youth – The Role of Cultural Attitudes and Stigma in Help-Seeking Behavior*
Alyssa Marie Dar Juan, De La Salle University, Philippines

Eating disorders (EDs) are a significant yet underexplored public health issue in the Philippines, particularly among adolescents and young adults. Despite extensive research on EDs in Western societies, little is known about these disorders in the Philippines, where cultural attitudes, such as hiya (shame), profoundly influence mental health perceptions and help-seeking behaviors (Garabiles, Tuliao, & Velasquez, 2011; Tuliao & Velasquez, in press). This scoping review investigates how cultural attitudes and stigma affect help-seeking behaviors, serving as barriers to treatment and recovery for Filipinos with EDs.
Following Arksey and O'Malley's (2005) framework, the review implemented five stages: (1) identifying the research question, (2) identifying relevant studies, (3) study selection, (4) charting the data, and (5) collating, summarizing, and reporting results. Inclusion criteria focused on studies from 2000 onwards examining EDs (anorexia nervosa, bulimia nervosa, binge eating disorder) that mention cultural attitudes, stigma, and treatment barriers within Filipino youth to young adult populations or similar Southeast Asian contexts. Databases searched included Scopus, APA PsycArticles, Taylor & Francis, and university repositories.
Findings highlight the significant impact of stigma and cultural norms in shaping help-seeking behaviors, perpetuating misconceptions about EDs and reducing access to care. Though resources about eating disorders are limited, this review underscores the need for culturally sensitive strategies to reduce stigma and improve access to treatment in the Philippines. Insights from this study aim to inform practitioners in tailoring interventions to Filipino contexts, fostering recovery for individuals with EDs.

Qualitative/Quantitative Research in any other area of Psychology

89188 | *Role of Perceived Controllability, Collective Efficacy and the Moderating Role of Time Perspective on Farmers'-Herders' Self-Other' Justice Perception*
Emeh Udoh, University of Uyo, Nigeria

This study examined the role of perceived controllability, collective efficacy and the moderating role of time perspective on farmers'-herders' self-other justice perception. 450 participants made up of 391 farmers and 59 herders participated in the study. The design of the study was ex post facto, and a multi stage sampling technique was adopted in the study. The sense of control scale, community collective efficacy scale, the short version Zimbardo time perspective inventory, and the Self-other justice perception scale were the instruments used in the study. The independent sample t test and multiple regression were the statistics used to analyse data. The result of the study revealed that perceived controllability and collective efficacy negatively predicted self-other justice perception. Results also revealed that perceived controllability and collective efficacy jointly predicted self-other justice perception among farmers and herders. Results further revealed that present hedonistic perspective, past positive perspective and present fatalistic perspective independently predicted self-other justice perception. Past positive time perspective also moderated the relationship between perceived as, collective efficacy and self-other justice perception. Results also revealed that occupation had a significant influence on self-other justice perception. It was therefore concluded that perceived controllability, collective efficacy, time perspective and occupation play critical roles in predicting self-other justice perception among farmers and herders. it was therefore recommended that procedures and structures of resource use that are fair and unbiased be established and applied to minimize the continuous conflict between farmers and herders.

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.

Assessment Theories & Methodologies

89299 | *Reimagining Assessment: Labor-Based Grading Contracts and the Role of Rubrics in Inclusive Evaluation*
Niveditha Pookkottuvariam, Texas Tech University, United States

Traditional assessment methods often emphasize standardized outcomes, overlooking the diverse efforts students invest in their learning journey. In the context of India's educational landscape, where linguistic diversity and academic pressures are prevalent, this approach can reinforce existing inequities. This oral presentation explores how labor-based grading contracts, supported by rubrics, provide a more equitable assessment framework for evaluating student performance. Focusing on the principles of labor-based assessment, the presentation examines how this approach shifts the emphasis from final outcomes to the effort and engagement students demonstrate throughout the learning process. By incorporating rubrics that highlight growth, revision, and participation, labor-based grading contracts recognize diverse learning pathways and create more inclusive evaluation practices. This method not only values the unique strengths each student brings to their educational journey but also encourages a deeper, more meaningful engagement with the material. Drawing on empirical research, theoretical insights, and practical examples from higher education, this presentation demonstrates how labor-based grading contracts can transform assessment by fostering a more equitable and learner-centered environment. Attendees will gain insights into implementing this methodology to promote genuine student growth, effort, and engagement, ultimately challenging and redefining the limitations of traditional grading systems.

Counselling, Guidance & Adjustment in Education

89887 | *Impact of Problem Externalization on Counselor-Client Collaboration: A Case Study of 'Bug Extermination' in School Counseling*
Satoshi Sasaki, Heian Jogakuin (St. Agnes') University, Japan

"Problem externalization", proposed by White, M. & Epston, D. (1990) as a narrative therapy technique, aims to dissociate the problem from the individual, focusing on addressing the issue. In Japan, the "bug extermination" technique (Higashi, 1997), which applies problem externalization, is recognized as a method within the systems approach. This study investigates the effects of problem externalization through a case in which a school counselor employed the "bug extermination" technique to assist a student troubled by the complaint of "small things bothering me". The client was a male high school sophomore. Over six months, ten counseling sessions were conducted in the school. The effectiveness of the counseling was primarily validated through the client's self-reported adjustment to school life. When the counselor externalized the issue, the client labeled the problem a "pest". This naming allowed for a more concrete examination of the client's concerns, which had previously been approached more abstractly during counseling. Additionally, the client's desire to "eliminate his worries" revealed an underlying obsessive-compulsive tendency, helping him understand how he had been self-tormenting. Problem externalization not only enabled the client to detach himself from the problem, perceiving it as an entity to be managed but also facilitated a virtual visualization of the issue, clarifying the context in which the counselor and client worked collaboratively to address it. The externalization also occurred within the counselor, and this triadic relationship—among the client, the counselor, and the externalized problem—facilitated the formation of a collaborative therapeutic alliance.

Curriculum Design & Development

89548 | *"Innovative Pathways": Mapping the Landscape of Undergraduate Innovation Management Education in Hong Kong*
Zulfiqar Ali, College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong

Innovation management education is crucial in higher education as institutions aim to foster student creativity and entrepreneurship. However, due to industry demand, technological advancement, government initiatives, and globalization, the landscape of innovation management is rapidly evolving, necessitating a shift from traditional classroom-based instruction to dynamic, project-based driven innovation learning environments. This is particularly relevant in Hong Kong, a global hub for innovation. This study examines the landscape of undergraduate innovation management education in Hong Kong, focusing on the government's prioritization of enhancing curricula. We employed two research methods: a content analysis of course syllabi from 20 tertiary institutions, assessing key concepts, delivery methods, and assessment strategies, and semi-structured interviews with eight subject and program leaders to explore pedagogical approaches. Findings indicate that innovation management education in Hong Kong faces challenges such as insufficient interdisciplinary focus, limited attention to sustainability and ethics, and inadequate assessment methods. The study emphasizes the need for a comprehensive approach incorporating practical experience and essential innovation management skills. Recommendations include developing interdisciplinary courses, integrating real-world case studies, and collaborating with industry partners to provide students with hands-on experience. This research contributes to the field by offering an in-depth analysis of current practices, identifying challenges, and proposing actionable recommendations to enhance innovation management education in Hong Kong and beyond.

92104 | *A Case Study of Concept-Based Inquiry Learning Through Community Collaboration: Fostering Student Agency in Biodiversity Education for Japanese Elementary School*
Rika Iwami, Graduate School of Hyogo University of Teacher Education, Japan
Chika Mori, Ashiya Municipal Miyagawa Elementary School & Graduate School of Hyogo University of Teacher Education, Japan

The purpose of this study is to examine the educational effectiveness of an inquiry-based learning program on biodiversity in a Japanese public elementary school. The program utilized the conceptual inquiry approach from the International Baccalaureate (IB) Primary Years Programme (PYP) and was implemented for 107 third-grade students (aged 8-9) in Ashiya City, Hyogo Prefecture. The local natural environment, along with collaboration from experts and environmental organizations, played a key role. The program included three inquiry steps (Lines), focusing on the central concepts of connection and change. In Line 1, students explored living organisms and the natural environment through research and expert lectures. In Line 2, they investigated the effects of ecosystems and human activities on the environment. In Line 3, students proposed actions for nature conservation through interactions with environmental groups and observing wildlife in the Ashiya River. The results showed many students enjoyed acquiring new knowledge and developed a greater interest in nature. In a questionnaire, about 80% reported making new discoveries during the Ashiya River exploration and recognized local conservation efforts. Additionally, 45% suggested actions like picking up trash or participating in environmental activities, demonstrating awareness of conservation and a willingness to act. These findings suggest that IB's concept-based inquiry, combined with local resources and expert collaboration, effectively promotes independent learning and environmental awareness. Integrating cross-curricular learning into instruction, beyond the Period for Integrated Studies, can further deepen conceptual understanding. This study offers a potential model for environmental education aimed at fostering future leaders of a sustainable society.

90587 | *Improving Auditory and Speech Rehabilitation Training Through Problem-solved Learning (PBL) and Community-based Rehabilitation (CBR)*
Chun-Yi Lin, Asia University, Taiwan
Pei-Chen Liu, Asia University, Taiwan

Background: Six universities in Taiwan provide courses for training students to become audiologists. Most courses have compulsory subjects for national examinations, and there are on-campus and off-campus practice courses. However, the gaps between students' theory and practical abilities still exist. Purpose: The present study aims to investigate the effectiveness of the problem-solved learning (PBL) method combined with community-based rehabilitation (CBR) in university training courses for students enrolled in audiology. Methods: The study used participatory action research connected to SDG 3, 4, and 11. 12 students participated in the course. The course content is divided into three sections: preparation (1–7 weeks), action (8–17 weeks), and final stage (the last week). In the preparation stage, students need to set learning goals, find ways to connect with the community, clarify roles in activities, and design assessment tools. In the action stage, 8 weeks of activities were arranged. In the final week, students and the community share their feelings and give suggestions for future activities. Results: The results show that students' course participation increased, with mid-term professional skills assessment reaching over 80%, activity execution participation and correct information provision reaching 80%, learning behavior self-evaluation reaching 95%, and final learning effectiveness reaching 92%. Community satisfaction reaches 97%, and demand compliance reaches 80%. Conclusion: The study revealed that combined PBL and CBR improved student's practical ability and the connection between school and community.

Design, Implementation & Assessment of Innovative Technologies in Education

89142 | *Evaluation of a Virtual Reality-Based Basic Engine Maintenance Training Model for Vocational Education*
Chen Kim Lim, Universiti Kebangsaan Malaysia, Malaysia
Wee Hin Wong, National University of Malaysia, Malaysia
Lu Cheng Li, National University of Malaysia, Malaysia

This research evaluates the effectiveness of a Virtual Reality (VR) technology-based training model for teaching basic engine maintenance in vocational schools. The study involved 67 participants, aged 13-17 years from two institutions: E-Access International College, Johor (n=42) and Langkawi Vocational College, Kedah (n=25). The training covered three lessons: replacing a valve cover gasket, removing a gasket from the exhaust manifold, and replacing a gasket on the intake manifold in the basic engine maintenance syllabus of the automotive program. Each lesson was assessed at three levels, each level repetitively focusing on flow, engine cleanliness, gasket replacement, torque order, and overall performance. In this qualitative research, a non-probability sampling method was chosen and specifically, a purposive sampling technique was employed to gain initial insights into a small or under-researched population such as vocational students. The analysis revealed that the highest overall score was 100 (93.26%), while the lowest was 69 (64.49%) out of 107. A significant negative correlation was found between the time taken and the overall scores is -0.357, indicating that longer completion times tended to result in lower scores. The Cronbach's alpha for the overall scores was 0.543, suggesting moderate internal consistency among the assessments. Despite this, the VR-based training model significantly enhanced the practical skills of students in engine maintenance. In conclusion, integrating VR into vocational education adds substantial value, improving students' hands-on skills in practical settings. This study suggests that VR technology can serve as an effective tool for enhancing skill-based learning in vocational training environments.

ACEID2025 Pre-Recorded Virtual Presentations

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

91928 | *The Power of Words: Education and Economic Diversification in Antigua and the UAE*
Ann-Marie Simmonds, Rabdan Academy, United Arab Emirates

The United Nations defines economic diversification as "the process of shifting an economy away from a single income source toward multiple sources from a growing range of sectors and markets." This presentation focuses on the small Caribbean island of Antigua comprised of six parishes, and the United Arab Emirates, composed of seven emirates. Having been born and raised in Antigua and having lived in the UAE for the past decade, I have observed how these resource-dependent countries leverage education as means of participation in broader skills development. Drawing on the language in the Abu Dhabi Economic Vision 2030 and the Maritime Economy Plan: Antigua and Barbuda, I examine how rhetoric is used to frame education as central to economic diversification and sustainable development. Whether as a tool for "empowering communities" and inspiring national pride or as a component of national identity, education is presented as indispensable in both countries' policies. This analysis highlights how language not only reflects but also shapes national priorities, specifically considering each country's goal to diversify their economies and align with future labour markets. These insights offer valuable implications for educators, particularly in aligning curricula with evolving labour markets and contributing to broader development goals.

91335 | *Demographic Profiling, Socio-Economic Analysis, and Training Needs of Purok 1-4, Barangay Mabini, Aborlan, Palawan*
Romel Panis, Western Philippines University, Philippines

This study was conducted from March to August 2024 to determine the demographic profiling, socio-economic analysis, and training needs of Purok 1-4 of barangay Mabini, Aborlan, Palawan". The descriptive research design specifically the survey method was used in this study. Data were gathered through survey questionnaires. A total of 185 households were randomly selected as the respondents of the study. The most significant findings show that the majority of the group are young adults – from 18 to 31 years old, mostly female and about 30% of them earn less than ₱10,000.00 ($172.11) a month. The study emphasizes the lack of knowledge about local customs and the people rely on few basic foods, without much variety, with rice as the main part of their diet. Economic analysis, on the other hand, shows that almost all families spend less than ₱5,000.00 ($86.05) a month for education, food, and other living expenses, thus signifying the difficulties they face. The assessment of the training needs identifies the biggest need for workshops on topics such as Biowaste Processing, Agricultural Machinery Maintenance, and Electrical Wiring among many other skills while Basic Surveying and AutoCAD skills are found to be less demanding. The study concludes that focused training programs are enormously needed to boost locals' expertise and economic capability. Proposed courses involve local instructors and community participation that promise to solve present-day problems. This study is a platform that will influence other interventions and by so doing lead the way for the betterment of the Mabini.

88945 | *Examine Mother's Educational Aspiration and Child's Educational Attainment: Role of Characteristics of Parents and Child*
Ma. Kresna Mansueto, University of the Philippines Cebu, Philippines

Literature reveals a clear correlation between parental characteristics and their children's educational aspirations. Specifically, parents with higher levels of education tend to set higher educational goals for their children (Spera et al., 2009). Sosu's (2014) study highlights the significant influence of maternal education, income, and job status on maternal aspirations for their children. Parental aspirations are often shaped by their observations of their child's achievements from an early age, indicating that these aspirations stem from the child's initial academic performance. While childhood educational achievements may not directly predict adult educational outcomes, they reflect the child's attitude toward education and schooling. Early academic success influences parental investment in their child's education. Moreover, literature consistently shows that parents with higher socioeconomic status allocate greater resources to their child's education compared to those with lower socioeconomic status. Using data from the Philippines' Cebu Longitudinal Health and Nutrition Survey and employing regression analysis, this study demonstrates a positive relationship between a mother's educational aspirations and her child's educational attainment. It further examines these initial findings by analyzing parental characteristics and the child's specific circumstances. The results of this study aim to improve policies that encourage greater parental investment in children's human capital and enhance government social protection measures to promote social justice. It also intends to add in the literature on Philippines' action on ensuring inclusive and equitable quality education.

Educational Policy, Leadership, Management & Administration

91923 | *Crisis Leadership of School Heads in Private Basic Education Institutions in Region XI: A Concurrent Mixed-method*
Nestle Joy Arguilla, Davao del Norte State College, Philippines
Ariel Gamao, Davao del Norte State College, Philippines
Marilou Junsay, Davao del Norte State College, Philippines

This study investigated the crisis leadership practices of school heads in Region XI, employing a concurrent mixed-method approach to comprehensively understand the phenomenon. Quantitative (QUAN) data were collected using a descriptive design to determine crisis leadership levels, while qualitative (QUAL) data were explored through interpretative phenomenology to examine school heads' experiences and strategies during crises. A total of 112 subordinates assessed their school heads' leadership via an adopted survey by Turgeon (2017), while five school heads participated in in-depth interviews. Five schools, each representing a province in Region XI, served as the study's locales. The QUAN findings revealed that school heads demonstrated exceptional crisis leadership, with indicators such as participatory management, resourcefulness, and sense-making receiving a mean score of 4.22, described as very high. This suggests their ability to provide effective and efficient crisis responses. Meanwhile, the QUAL data highlighted key challenges faced by school heads, including declining student enrollment, staff turnover, financial constraints, and heightened stakeholder expectations. To address these challenges, school heads employed strategies such as improving academic outcomes, strengthening institutional capacity, utilizing resources efficiently, and fostering open communication to ensure shared ownership. Themes of agility, adaptability, clear vision, and consistent communication with stakeholders emerged as critical insights into effective crisis leadership. These findings emphasize the vital role of strategic leadership in navigating crises, underscoring the importance of fostering resilient and adaptive school management practices.

ACEID2025 Pre-Recorded Virtual Presentations

90573 | *All Hands on Deck for SDG4: Improving Collaboration to Build More Integrated Education Systems*
Ross Duncan, Global Schools Forum, United Kingdom

Non-state actors play a key role in our education systems, schooling around one in five children globally. In South and Central Asia, almost half of secondary school enrolments are in private institutions. If there is not recognition, engagement, and support for all contributors to our education systems, many children risk being left out. Commissioned by IDP Foundation in collaboration with Global Schools Forum and Oxford MeasurED, the All Hands on Deck action toolkit responds to this need by exploring how to improve collaboration between all education stakeholders. Through case studies, presentations, guides and facilitator notes, it is a set of evidenced-based practical resources which support better integration across national, subnational and regional education systems. The toolkit is built on four in-depth case studies from the Central Square Foundation in India, Lagos State in Nigeria, TRECC in Cote d'Ivoire and The East African Regional Education Learning Initiative. Each case study has been produced through consultations with experts including government representatives, non-state providers, researchers, and civil society organisations. This session will introduce the All Hands on Deck toolkit and the ways it can be used by policymakers, CSOs, network organisations, education providers, and funders to support their unique needs. This can include helping to secure funding, building partnerships with governments, or forming coalitions across and beyond the non-state sector – as it is only by getting all-hands-on-deck working together in a co-ordinated way that every child can have access to a quality education.

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

90321 | *Understanding How Students Read and Process Written Corrective Feedback (WCF) for Revision: An Eye-tracking Study*
Khaled Karim, American University in Dubai, United Arab Emirates

The debate regarding the effectiveness of written corrective feedback (WCF) still continues due to conflicting and inconclusive results from research. The investigation also continues; however, very few studies have investigated WCF processing strategies students apply for revision. The first aim of the study was to investigate the effects of direct and indirect focused WCF on students' grammatical accuracy (preposition of place) in the revision tasks as well as its transfer effects on new pieces of writing. The second aim was to find out how learners' process the feedback during revision tasks. This was done by observing learners' eye behavior by using eye tracking machine. Participants were asked to read their written text with the feedback on the monitor of an eye-tracking machine. Their writing, including the errors and the feedback, were scanned in order to ensure the eye-tracking machine detected their eye-gaze movements. They were given 5 minutes to read their corrected writing and then asked to revise it by hand. Forty-five first year Arab university students were divided randomly into three groups: direct (n= 15), Underlining only (n= 15), Underlining+metalinguistic (n= 15). Students produced 2 pieces of descriptive writing from 2 different picture prompts and revised those over a two-week period. To examine the delayed effects of feedback on students' grammatical accuracy, each group was also asked to produce a new descriptive writing one weeks later. ANOVA test revealed that all the three groups significantly improved accuracy in all three revisions.

91475 | *Does Communicative Language Teaching Approach Influence English Second Language Proficiency? A Case Study at a Sino-US University in Wenzhou*
Leah Li Echiverri, Wenzhou-Kean University, China
Ke Wu, Wenzhou-Kean University, China
Ruowen Sun, Wenzhou-Kean University, China
Xinyue Zhao, Wenzhou-Kean University, China

This study used a descriptive correlational design to investigate the influence of Communicative Language Teaching (CLT) on the ESL proficiency of Chinese learners at Wenzhou Kean University (WKU). Focusing on Freshman ESL classes, speaking and listening skills were assessed with a rubric over six weeks, with observations conducted twice weekly. Data collection involved 207 survey questionnaires through convenience sampling, complemented by quota and judgment sampling for classroom observations. Quantitative analysis included descriptive statistics and multiple regression to explore the relationships between CLT approaches and ESL proficiency. The findings revealed that opinion sharing, group work, and information gaps significantly enhance listening skills. These CLT approaches help create a supportive and engaging classroom environment, capturing students' attention and encouraging active participation. Group work, information gaps, and role-playing were significant predictors of speaking skills. These methods reduce anxiety, promote collaboration, and encourage students to express themselves more confidently. The study recommends designing tasks involving opinion sharing and collaboration with clear objectives, using information gap tasks to foster communication, and implementing role-playing to boost vocabulary development and confident expression. These strategies cultivate a dynamic learning environment that effectively supports ESL learners in improving their speaking and listening proficiency. By integrating these activities into classroom practice, educators can enhance student engagement and facilitate more effective language acquisition.

90041 | *Generative AI in English Teaching and Learning: A Case Study from Vietnam Universities*
Ngoc Nguyen Thi My, Ton Duc Thang University, Vietnam
Sy Nguyen Ngoc, Ton Duc Thang University, Vietnam
Tai Nguyen Huu, Ton Duc Thang University, Vietnam

Artificial intelligence (AI) has pervaded every aspect of business since the launched of Open AI and has impacted the skills demanded by the labor market. Many businesses have exploited the potential of AI to raise productivity and education is no exception. A myriad of AI tools are available in education, especially the use of generative AI to support the teaching and learning of English language at higher education institutions around the world. These user-friendly and English language based generative AI have become more powerful and accesible than ever. The study investigates the use and impact of generative AI on teaching and learning English language and its implications of English lecturers and students in Vietnamese universities. Through a mixed-methods approach, including surveys and interviews of key managers, English lecturers and students, the study analyzes how generative AI is used in the teaching and learning of English language including content creation and how it benefits faculty and students' learning and engagement. It also examines the concerns and constraints in using generative AI in the teaching and learning of English language and provides the recommendations for educational policymakers, managers and lecturers to exploit and innovate the full potential of using and developing generative AI in modernizing English language teaching and learning in Vietnam's higher educations institutions.

92155 | *Reading and Writing Tasks in EFL Primary School Textbooks: From the Perspective of Genres of Schooling*
Koji Osawa, Kyoto Tachibana University, Japan

The concept of genres has helped second language (L2) learners improve their literacy, including reading and writing skills, by raising their awareness of how a context in reading and writing tasks is connected to lexical and grammatical resources to achieve its social purpose. In particular, genres included in schooling have been adopted as L2 literacy pedagogy, textbook design, and curriculum development in many countries over the past decades to prepare L2 learners for successful academic study. Although many studies on textbook design from the genre perspective have been conducted in English as a second language contexts, those in English as a foreign language (EFL) contexts are relatively scarce. In particular, those at primary and secondary school levels have not been sufficiently explored. This presentation aims to demonstrate how literacy tasks in EFL textbooks are organized from the perspective of genres of schooling. The selected textbooks are seven different nationally approved textbooks for Japanese primary schools (for year 5-6 students), in which a new curriculum started to be implemented in 2020 and put a stronger focus on L2 literacy development than the prior one. Interestingly, the finding from the analysis shows a clear difference in the distribution of genres among the literacy tasks of the seven textbooks. The pedagogical implication of this study is that the analytical framework could help L2 teachers and learners improve their awareness of what social purpose can be achieved by completing literacy tasks.

Higher Education

92013 | *Career Development Events Evaluation: Basis for Career Information Service*
Remy Rose Poblete, De La Salle University, Philippines
Ma. Asuncion Clara Pantaleon, De La Salle University Manila, Philippines

Students discover and develop skills related to their chosen degree programs through Career Development Events, it was found that individuals with higher levels of planning, motivation, and a present-time focus tend to engage in more proactive career behaviors like networking, skill development, and career planning (Bazine, Chenard-Poirier, Battistelli, and Lagabrielle, 2023). The study aims to evaluate the impact of these events in addressing the career-related concerns and needs of students based on their college affiliation and year level. Using a mixed-methods approach, the study explores the college students' perceived satisfaction and preferences in terms of career development services. Quantitative data was gathered through a facilitator-made rating scale, enabling the measurement of satisfaction levels among participants about the topics presented. Concurrently, qualitative data was obtained via open-ended feedback and suggestions provided by students during and after the sessions. The qualitative analysis sought to identify recurring themes regarding preferred topics and actionable insights for improving the sessions. Participants included university students who attended career information sessions during the academic year, with their profiles categorized by college and year level. The satisfaction level of students in the career information sessions shows that the students are highly satisfied with the company events. However, the students also expressed that the company events should be more relevant to their specific college programs and that the sessions be a venue to guide job applications.

86488 | *A Study on the Integration of Chinese Culture into College English Teaching*
Ziyuan Wang, Guangdong College of Industry and Commerce, China
Jinfeng Liao, Guangdong College of Industry and Commerce, China

China's strengthening of cultural soft power is mainly to promote international communication and cooperation with various countries. Since college English is a compulsory course for non-English majors at most colleges in China, it plays an irreplaceable role in higher education and holds a high position in supporting cross cultural dissemination and promoting cultural soft power. For a long period of time, traditional English teaching in China has been focused more on the cultural values of English-speaking countries, while neglecting the contributions and influence of Chinese local culture. Apparently, this teaching strategy has biases, and limits students' ability to effectively introduce Chinese culture on the international stage. To make students more culturally competent, it is particularly crucial for cultivating learners with a global perspective and cross-cultural communication skills in college English teaching. This, in turn, is conducive to further deepening the teaching reform. Based on an online survey of 137 first year non-English majored students, having finished studying Chinese culture in college English, this research attempts to explore their perceptions of the integration of Chinese culture into college English teaching, in terms of five cultural parts namely Philosophy, Literature, Customs, Tourist Attractions, and Curriculum Ideological and Political Construction. Findings show that students' interest and levels of mastery of the five parts are diverse, creating certain barriers to teaching. Through analysis and discussion, this paper proposes some effective teaching methods and strategies in the integration of Chinese culture into teaching process to meet the national educational requirements of the new era.

ACEID2025 Pre-Recorded Virtual Presentations

92113 | *Navigating the Digital Age: Enhancing Critical Thinking and Digital Literacy Through Project-Based Learning in ELL Contexts*
Ikhfi Imaniah, Universitas Muhammadiyah Tangerang, Indonesia
Mohammad Iqbal Firdaus, Universitas Muhammadiyah Tangerang, Indonesia
Deni Yuliana, Universitas Muhammadiyah Tangerang, Indonesia

In the era of Society 5.0, where technology and human interaction are deeply intertwined, equipping English Language Learners (ELLs) with critical thinking and digital literacy skills is crucial. Previous research highlights several unresolved challenges in fostering critical thinking and digital literacy for ELLs. Therefore, this study examines the potential of Project-Based Learning (PBL) as an innovative approach to foster these competencies. PBL immerses students in authentic, real-world challenges, encouraging collaboration, decision-making, and the development of Higher Order Thinking Skills (HOTS). The questionnaire was designed to evaluate 115 ELLs, analysing their critical thinking abilities across five dimensions: interpretation (63%), argumentation (53%), information analysis (45%), synthesis (29%), and assumption evaluation (40%). Findings suggest that while PBL significantly enhances engagement and the ability to apply knowledge practically, areas such as assumption evaluation and synthesis require further pedagogical intervention. Moreover, the integration of digital literacy within PBL allows students to navigate, assess, and utilize digital resources effectively, equipping them with the skills necessary for a technology-driven society. The study highlights the transformative impact of PBL in bridging the gap between academic theory and real-world application, preparing students for the complexities of Society 5.0. Educators are encouraged to adopt PBL strategies to foster critical thinking and digital literacy in ELL contexts. Future researchers could explore the longitudinal impact of PBL on digital literacy and critical thinking development across different age groups and educational settings. Investigating the role of technology-enhanced tools in PBL implementation could also provide deeper insights into optimizing student learning outcomes.

91777 | *Developing Global Mindset in Students in Institutes of Higher Learning*
Cedric Metrat-Depardon, Temasek Polytechnic, Singapore
Lee Hoon Ting, Temasek Polytechnic, Singapore
Nur Hafizah Muhammed Rafi, Temasek Polytechnic, Singapore

The 'Global Studies' module and supplementary experiential learning programmes was devised by Temasek Polytechnic, a Singaporean tertiary educational institution to cultivate global awareness and cross-cultural skills so that students are equipped to navigate Singapore's increasingly globalised workforce. The study aims to critically examine the impact of this module both in its curricular and experiential dimensions on students' Global Mindset and their willingness to pursue career opportunities overseas. Students in this module are required to participate in either a five-day overseas study trip to ASEAN, China, or India, or local experiential learning activities. A mixed methods study was conducted where data was collected across two semesters through pre-post surveys, focus group discussions held with students and online interviews held with staff. The pre-post survey measured the programme's impact on the development of students' Global Mindset, while qualitative data was used to ascertain the mechanisms by which the module cultivates Global Mindset among students. Regardless of the type of experiential learning programme students took part in, students consistently improved in certain facets of Global Mindset, namely intercultural communication, adaptability, and global awareness. Cultural immersion through short-term overseas trips was found to have the greatest impact on student's Global Mindset, with students who participate in the overseas study trips seeing consistent improvements in more facets of Global Mindset; in their attitudes towards overseas opportunities, interest in other cultures and perspective-taking. The study suggests structured experiential learning programmes as the most effective method for cultivating Global Mindset among students, recommending a follow-up longitudinal study.

Innovation & Technology

91827 | *Development of a Proposed E-Module for Enhancing the Skill Level in Research Subjects of 11th Grade Students*
Penicka Pangan, National University, Philippines
Chona Navarro, Don Honorio Ventura State University, Philippines

In the digital age, educators must be proficient in leveraging technology to enhance the teaching and learning experience. One of the most essential practices that they need to consider is the integration of various technologies to effectively deliver topics and lessons. This includes the development of e-modules, which play a crucial role in providing informative, interactive, and engaging lessons for students. This study is focused on creating interactive e-modules to aid students in developing essential skills for the Research subject. Employing a mixed-methods approach and a pre-experimental research design, the study utilized an e-module tailored based on students' pretest performance (average interpretation) as an intervention to enhance their research skills. A post-test (high interpretation) was conducted to assess learning outcomes, ensuring a thorough evaluation of the intervention's impact. The effectiveness of the e-module was assessed using paired-sample t-test analysis of pretest and post-test data, revealing a significant improvement in students' research skills (p-value = .000). Additionally, student interviews provided insights into their experiences with the e-module, highlighting its role in enhancing students' engagement and comprehension. Based on the findings, the developed e-modules have a significant effect (significant / p-value = .000) on research skill development. This study proved to be helpful and effective in deepening the students' skills and understanding of the subject, as well as serving as a supplementary tool for teachers aiming to integrate technology in their pedagogy result of this research underscore e the potential of e-modules in improving the teaching-learning process and in improving educational outcomes.

89272 | *The Impact of Gamification on the Learning Process in Higher Education*
Silvia Maria González Fernández, University of Oviedo, Spain

This study explores the potential of gamification in enhancing motivation and competitiveness among Spanish engineering students, with a specific focus on its relationship to entrepreneurship education. A comparative literature review was conducted, analyzing gamification in educational contexts across Spain and Japan. The research combined theoretical and empirical methodologies, using a survey as the primary instrument to assess student attitudes towards gamification and its role in fostering motivation and learning. An empirical case study followed, using a survey to collect data from 101 engineering students at the University of Oviedo. The survey focused on student motivation and competitiveness. Content and thematic analysis were used to interpret the responses. Preliminary findings suggest that students generally perceive gamification as a positive influence on their engagement and learning. Gamified elements such as rewards, challenges, and competitiveness appear to foster greater interest in class participation. However, the effectiveness of gamification varies based on individual preferences and the specific design of the gamified activities. Students have expressed varying levels of interest in entrepreneurship, with some stating that gamification could aid in improving problem-solving and creative thinking skills, which are vital for entrepreneurial endeavors. The study concludes that gamification can have a significant effect on student motivation and competitiveness, but its success is not guaranteed and depend on how carefully the learning environment is designed.

ACEID2025 Pre-Recorded Virtual Presentations

International Education

92192 | *Enhancing Japanese High School Students' Global Awareness Through Pre-Exchange Learning: A Case Study Using the 'MINPACK' Suitcase Kit*
Tomoshige Yamaguchi1, Hyogo Prefectural Yokawa High School, Japan
Rika Iwami, Graduate School of Hyogo University Teacher Education, Japan

The purpose of this study was to foster awareness of coexistence and a global perspective among Japanese public high school students who are uncomfortable with English and have limited opportunities to interact with foreigners. This was achieved by promoting cross-cultural understanding and collaborative skills without relying on English outside the classroom. The program targeted 54 second-grade students (aged 16-17) from a general course at a public high school in Hyogo Prefecture. It was conducted entirely in Japanese during a special schedule of three 50-minute sessions. As preparation for an exchange with an Egyptian lecturer, a suitcase teaching kit from the National Museum of Ethnology was used. This kit has been widely implemented in elementary and junior high schools as an effective tool for multicultural and international education. During the class, students were divided into groups of four, each receiving a real Egyptian household item. They discussed the item's uses, exchanged opinions, and verified their answers using a card with the correct explanation. Each group then presented their findings to the class to consolidate learning. The pre-class survey revealed over 50% of students showed little interest in foreign cultures and customs. However, during the class, students demonstrated strong interest in the artifacts and actively engaged in discussions. In post-class reflections, many provided positive feedback, stating they enjoyed the class and developed greater interest in Egyptian culture, suggesting the lesson was effective. In the future, text mining will analyze the free-text reflections to further clarify changes in students' attitudes.

Learning Experiences, Student Learning & Learner Diversity

89875 | *The Implementation of Artificial Intelligence and Its Impact on Stress, Anxiety, and Burnout Levels Among Managers and Professors*
Petra Cajnko, University of Maribor, Slovenia
Kaja Cajnko, University of Maribor, Slovenia

The increasing adoption of artificial intelligence (AI) in various industries has led to significant shifts in workplace dynamics, posing unique challenges to mental well-being, particularly among managerial and academic professionals. This study investigates the effects of AI implementation on stress, anxiety, and burnout levels among managers in corporate settings and professors in educational institutions. By focusing on these two influential groups, the research highlights how the complexities introduced by AI can variably impact their mental health. Employing a quantitative methodology, we conducted a survey to measure the levels of stress, anxiety, and burnout associated with AI adoption. Regression models were used to analyze the relationship between AI usage and mental health outcomes, offering a statistically robust insight into how AI influences well-being. The results indicate elevated stress and anxiety levels among managers, attributed to the amplified complexity and expectations of AI-related tasks. Among professors, the findings reveal a notable increase in burnout, especially due to the demands of integrating AI into teaching and research environments, as well as the pressure to keep pace with technological advancements. This study will provide actionable strategies to alleviate stress and burnout, including targeted training, structured support systems, and modifications in task allocation to optimize the positive potential of AI without compromising mental health. Through these insights, we aim to contribute practical recommendations to enhance the well-being of managers and professors, ultimately facilitating a balanced integration of AI in the workplace.

91093 | *Gender Perception and Consciousness in Sports: A Phenomenological Study of High School Male Students*
Chia Hao Liu, National Taipei University of Technology, Taiwan
Hsiao-Fen Liu, National Taipei University of Technology, Taiwan

This study examines the gender characteristics of sports activities and how students perceive and develop gender consciousness in sports. Through open-ended interviews with high school male students and phenomenological reduction methodology, the research investigates this phenomenon from three perspectives. First, at the sensory level, students perceive gender characteristics in sports through external factors such as media coverage, facilities, attire, and competition formats. For instance, extensive media coverage of men's basketball contributes to its perception as a masculine sport. Second, the study identifies two distinct spatial dimensions in sports: "wild space" and "rational space." Wild space manifests in intense confrontations and emotional release, as seen in basketball and football, while rational space emerges in more civilized and controlled behaviors, as exemplified in tennis and badminton. Third, at the embodied knowledge level, through direct participation and experience, students deeply perceive the diverse qualities inherent in sports, such as yin-yang duality, hardness-softness spectrum, and the integration of power and beauty. Volleyball serves as an example, combining powerful spikes with delicate setting techniques. The findings suggest that students' understanding of gender in sports varies significantly, depending on their degree of "engagement" with sports activities. The study concludes by emphasizing the importance of encouraging participants to experience sports comprehensively and appreciate their multifaceted aesthetic qualities, rather than being confined by superficial gender stereotypes.

86005 | *Welcome! Please Stay for a While!: Increasing Retention of Underrepresented, Low-Income, and First-Generation Students*
Leslie Hammer, University of California, Santa Barbara, United States

Low-income, first-generation students at the University of California's campuses face unique challenges that contribute to lower retention rates and lower GPAs compared to the majority of their UC peers. Many arrive to the UCs from high school less equipped for demanding classwork. They sometimes feel alienated upon joining a student population quite different than their own communities, and these students cannot easily turn to their parents for help in solving social and academic challenges they face. They often take on heavy financial burdens and work long hours outside of school. It is no surprise, then, that underrepresented, low-income, and first-generation students have a much higher rate of dropping out of college than the majority of their UC peers. To provide "at-risk" students extra support, the University of California at Santa Barbara's Writing Program, Educational Opportunity Program (EOP), and Campus Learning Assistance Services (CLAS) created a successful and innovative program called Academic Communities of Excellence (ACE). I will give an overview of UCSB's unique ACE Program; I will discuss our ACE writing courses, Summer Transitional Enrichment Program (STEP), and annual special events offered to our ACE students, all of which have proven to increase retention rates, boost academic skills, and build a network of peers that have helped our ACE students succeed at UCSB. I hope my presentation on UCSB's ACE Program opens up a dialogue about other collaborative, innovative pedagogical programs and how we can better serve underrepresented, low-income, and first-generation students to make universities more equitable, diverse, and welcoming.

ACEID2025 Pre-Recorded Virtual Presentations

85063 | *Blended Learning Instructions in the New Educational Learning Landscape: Students' Learning Gains in Mathematics and School Stakeholders' Perceptions*
Janneth Rondina, University of Science and Technology of Southern Philippines, Philippines
Helen Berbesada, Misamis Oriental General Comprehensive High School, Philippines

Blended instruction is widely used during new normal. For this study, DepEd module, Google classroom, Google form, Facebook group messenger, Google Meet, PowerPoint Presentation and Teacher-Made Videos were used in delivering academic instructions. This study aimed to determine the students' achievement in Mathematics and students', parents', and teachers' perceptions relative to such Blended Learning Instruction used by the researcher. Study used pretest-posttest-one group design. The data were gathered using the validated teacher-made test to determine the students' achievement in Mathematics which was based on the Most Essential Learning Competencies (MELCs) and an interview questionnaire for the perceptions. The respondents were the 41 Grade 10 students, parents, and mathematics teachers of Misamis Oriental General Comprehensive High School (MOGCHS). Mean, Standard deviation, and paired t-test were used to analyze the data of the students' achievement in Mathematics and thematic analysis was used to analyze perception of the stakeholders. The analysis revealed a significant difference in students' achievement in Mathematics as the students were subjected to instruction using the module blended with Google Meet, Google classroom, Google form, PowerPoint Presentation, Teacher-Made Videos, and a constant follow-up using messenger group at Facebook. Perceptions of the stakeholders, particularly the parents of the students' respondents towards the learning modality used in the study were favorable. Also, teachers perceived that blended instructions combining the asynchronous and synchronous used in the study were effective. Therefore, it is recommended that blended learning instruction used in the study may be used as an alternative delivering modes for academic instruction.

92101 | *Gamification in Action: Effective Practices in Virtual Classrooms*
Rocio Elizabeth Cortez Marquez, Tec de Monterrey, Mexico

Gamification in the virtual classroom is a pedagogical strategy that transforms the dynamics of traditional learning by incorporating games to motivate and engage students with course content. It fosters dynamic and participatory learning while developing creative thinking, problem-solving, and teamwork competencies. The challenges to overcome include capturing students' attention and maintaining their engagement, which is why gamification is one solution to promote active and memorable learning. This work shares effective practices for distance learning by integrating gamification strategies with various digital tools that enhance students' learning experiences. It highlights the impact achieved in the classroom through dynamic approaches in the course "Innovation and Creative Processes" at the higher education level during the August–December 2024 semester with a total of 27 students, compared to the group taught during the February–June 2024 semester with 25 students. The results were highly positive; the group's average grades were higher, motivation to engage with course content increased, and the digital tools proved valuable in preparing the final project. The guiding questions for this work are: What tactics and methods can improve skills development through gamification? What are the students' perceptions and experiences regarding skills development in this course? What are the outcomes of this research and its contribution to knowledge?

Primary & Secondary Education

92132 | *Classroom Interaction Analysis in Mathematics Grounding Activities: A Case Study of Decimal Concepts*
Wei-Hung Huang, National Taiwan Normal University, Taiwan
Chun-Yen Chang, National Taiwan Normal University, Taiwan
Wan-Ching Tseng, Taipei Municipal Nan-hu Elementary School, Taiwan

In recent years, Taiwan has achieved impressive results in international assessments. However, evaluation reports reveal a striking disparity between students' high academic performance and their low interest in learning. To address this issue, primary school teachers in Taiwan are focused on cultivating engaging learning environments that enhance students' interest in mathematics, promote active participation, and foster a deeper understanding of mathematical concepts. This study explores teacher-student interaction patterns in mathematics classrooms that integrate Mathematics Grounding Activities for teaching decimals. Analyzing five lessons through the IRE and IRF interaction frameworks revealed a higher prevalence of IRF interactions. The IRE framework predominantly surfaced during tasks involving simple manipulative validations and closed computational questions, where teachers used rapid questioning and assessment to verify students' responses. Conversely, IRF interactions were more frequent in activities involving game-based or concrete manipulatives, where teachers provided in-depth feedback to guide strategy development, error analysis, and conceptual comprehension. In the context of teaching decimal concepts through foundational activities, IRF interactions proved more effective in enhancing students' logical reasoning, strategic thinking, and conceptual understanding. These findings underscore the crucial role of games and concrete manipulatives in supporting meaningful interactions and improving mathematical learning outcomes.

ACEID2025 Pre-Recorded Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

91495 | *Student-Staff Partnership (SSP) Approach for Developing GenAI-Assisted Tutorial Materials*
Kim Hung Lam, The Hong Kong Polytechnic University, Hong Kong
Xiaofeng Huang, The Hong Kong Polytechnic University, Hong Kong
Chun Sang Chan, The Hong Kong Polytechnic University, Hong Kong
Kai Pan Mark, The Hong Kong Polytechnic University, Hong Kong
Anthony Ho, The Hong Kong Polytechnic University, Hong Kong
Mitesh Patel, The Hong Kong Polytechnic University, Hong Kong

The integration of Generative Artificial Intelligence (GenAI) in educational settings has shown significant potential in enhancing student engagement and learning outcomes. This study explores the development and implementation of GenAI-assisted generated tutorial materials in disciplinary science courses that generated through a collaborative effort between students and staff. The primary objective was to utilize GenAI to create tutorial materials that align with course content, improve understanding, and enhance the overall learning experience. We conducted an online survey to gather student feedback on the effectiveness of these materials in 2023-4 semester two. The results were overwhelmingly positive, with 100% of students agreeing that the GenAI materials were helpful in aiding their understanding of the subject matter (average score: 4.3 ± 0.5). Additionally, 92% of students believed that these materials could assist their learning process and benefit their understanding of the course material (average score: 4.5 ± 0.7).
According to the opinion of our students, we found out that our students generally found the GenAI-assisted generated tutorial materials good to support their study. Students appreciated that the materials were straightforward and clear. The content was professional, easily understandable with fluent pronunciation, effectively summarizing important key-points. Students believed that the quality output to make the learning content more clear and easy to support their understanding.

91990 | *Critical Elements of Instrumental Music Education for Students' Development of Social and Emotional Skills*
Kwok Chee Katherine Chung, University of Louisiana at Lafayette, United States
Amanda Mayeaux, University of Louisiana at Lafayette, United States

In today's post-pandemic era, educational leaders are actively seeking school interventions that can foster students' development of social and emotional competencies. Among the abundant innovative solutions from the new business sector for developing social and emotional learning (SEL) programs, educational leaders have overlooked one long-standing component in schools that has been used for centuries for young people's overall development and for cultivating social and emotional competencies—ensemble-based instrumental music education. To explore how ensemble-based instrumental music education can provide students with the crucial SEL experience and develop the five core social and emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, the primary author conducted a qualitative study and interviewed 31 experienced school instrumental music ensemble directors from 19 states in the United States. This presentation will clearly outline their pedagogical approach and strategies for enhancing students' social and emotional well-being.

90956 | *A Pedagogical Study on Enhancing Peer Interaction and Learning Motivation Through Google Docs*
Yuh-Jen Wu, Tzu Chi University, Taiwan
Agnes Rijstabel, The University of Edinburgh, United Kingdom
Chun-Min Lin, Tzu Chi University, Taiwan

This study is based on the learning theory of social constructivism and adopts a peer interaction strategy to construct knowledge in the classroom. The goal is to motivate students to efficiently absorb, internalize, and articulate knowledge within a limited time while enhancing their learning outcomes through peer review. The participants comprised 12 second-year statistics students at a university in Taiwan. Google Docs served as the primary platform for learning and expression. During the course, the instructor delivered 20-minute lectures, such as teaching chi-square tests in SPSS, followed by 20 minutes during which students were required to understand the content, perform related tasks, and express their learning in written form on Google Docs. An additional 10 minutes were allocated for the instructor to randomly select and discuss student notes with the entire class. Students' notes were expected to be comprehensible to their peers, fostering clarity and accuracy in their writing. By making each student's notes accessible to both the instructor and classmates for review, this approach not only encouraged active participation but also motivated students to concentrate intensely on the lecture material. Open-ended questionnaires were conducted at the end of the semester to explore the strengths and weaknesses of this learning method. The results revealed that while students found the approach demanding due to time constraints and peer review pressure, it enhanced their focus and engagement. The process of reviewing and providing feedback on peers' work allowed students to gain diverse perspectives, deepen their understanding, and improve their learning outcomes.

89254 | *Cultivating Inner Peace, Innovate Education and Building the Community: The Case of Schoenstatt*
Madalena Abreu, Polytechnic Institute of Coimbra, Coimbra Business School, Portugal
Sara Sousa, Polytechnic University of Coimbra, Coimbra Business School | ISCAC & CERNAS, Portugal

Every functioning society is based on education: It prepares people for community life, political participation and economic contribution. It is widely acknowledged that the provision of high-quality education is a crucial factor in fostering economic development, peace, and stability. The case of Schoenstatt illustrates the mutually reinforcing relationship between the cultivation of inner peace, innovation in education, and the construction of the community. Schoenstatt is one of the oldest movements and new communities of the Catholic Church, founded by Fathe Joseph Kentenich (1885-1968). Fathe Kentenhi initiated transformative changes at the beginning of the 20th century, pioneering a novel approach to education that was respectful of individual differences, founded on trust and initiated a new vision of freedom-oriented learning. Moreover, the pedagogical tone of the Schoentatatt founder, and its vibrant project, can be experienced in the atmosphere of the original shrine. The shared experiences of events, religious rituals and sacred spaces in the context of pilgrimage foster community cohesion and strengthen community identity. Furthermore, they serve to enhance faith communities and enliven individual faith. These services, individual prayers, intentional encounters or community events provide peace and spiritual and religious experiences, as well as fostering intentional encounters and strengthening community identity. This study employs a case study approach to analyse the religious experience in the Schoenstatt Shrine. Through conducting in-depth interviews, it is found that a multitude of aspects contribute to the spiritual dimension, inner peace dimension and the assembly of the religious community; these include the experience of nature and other

92144 | *Literature Review on South Korean Teachers' Barriers to Digital Textbook Use*
Seeun Jeon, University of Minnesota, United States

The paper discusses trends and barriers to South Korean K-12 teachers' technology adaptation, focusing on digital textbooks; digital versions of printed textbooks, with multimedia and interactive features without limitation of location and time. Employing the learning sciences framework, the paper aims to comprehend literature around the status of technology and digital textbook implementation in South Korea over time more holistically. As textbooks are one of the core materials that guides teaching and learning, the shift of modalities and its impact on teachers and students are crucial to be investigated (Kim & Jung, 2010, p. 258).
In South Korea, digital textbook implementation has been centralized by the government and Ministry of Education (MOE) with Education Reform. Although policies are getting refined, there has been teachers' persistent dissatisfaction and low utilization of digital textbooks. Most importantly, as MOE announced the nationwide implementation of AI digital textbooks from 2025, K-12 schools will use AI digital textbooks integrated with AI to analyze learners' progress and personalize contents. Since South Korea would be the very first case in the world for this national digital textbook use, it is significant to explore existing research and determine the support teachers need.
Therefore, the main points to be discussed from this literature review are around addressing (a) consistent and changing barriers for South Korean K-12 teachers to utilize technology and digital textbooks in their classroom and (b) what aspects of learning science have been discussed to facilitate teachers' technology and digital textbook adaptation and its remaining gaps.

General Psychology

92162 | *Musical Skills Develop Progressively with the Visual and Auditory Perception of Musical Notes*
Sara Tze Kwan LI, Hong Kong Metropolitan University, Hong Kong
Chui Luen Vera Hau, Hong Kong Metropolitan University, Hong Kong

Music training is a complex cognitive process. It remains unclear how visual and auditory musical perception is developed along music learning trajectories during adulthood. This study examines the music learning trajectories among younger adults using a 10-week training paradigm. Three groups of participants, including a melodica training group, a computer game training group, and a control group, with matched demographics, were recruited. The pre/ post-tests were arranged before and after the 10-week training period. The tests consisted of sequential matching tasks on visual musical perception (notes, segments reading) and auditory musical perception (notes, chords listening). Participants' musicality was assessed by the Goldsmiths Musical Sophistication Index (Gold-MSI). Repeated measures ANOVA was used to examine participants' accuracy (ACC) and response time (RT) in the sequential matching tasks, and the scoring of Gold-MSI in the post/pre-tests. No significant differences were shown in the ACC and RT of the sequential matching tasks between the post/pre-tests among the three groups. However, in Gold-MSI, the music training group showed a significant increase in musicality after the 10-week melodica training. In addition, the higher the increase in musicality, the higher the increase in the ACC between post/pre-tests as shown in the visual and auditory perception of notes, but not segments and chords, among the music training group. No similar findings were observed in the other two groups. This study shows that musical skills may develop progressively with the visual and auditory perception of musical notes, with very limited near-transfer to complex musical elements, at the initial stage.

92321 | *Exploring Negative Risk-Taking in Adolescents: Bridging Cultural Gaps with an Indian-Specific Scale*
Kirti Tyagi, OP Jindal Global University Sonipat, India

The meaning of risk and negative risk-taking varies across cultures, as do the behaviours associated with these constructs. This underscores the need to understand risk from a cultural perspective and develop culturally specific assessment tools. While several measures exist to assess negative risk-taking, research in the Indian context remains limited. This study aimed to develop a culturally relevant domain-specific negative risk-taking scale using a mixed-method approach, conducting three separate studies. Study 1 (n = 254, aged 10–24 years) yielded a preliminary three-factor structure with 53 items. To finalize the factor structure in Study 2, 53 items were subjected to principal component analysis with varimax rotation (n = 727, aged 11–24 years). This resulted in a 44-item, six-factor structure (Antisocial, Academic/School, Health, Safety, Unethical, Harm Inflicting), accounting for 63.77% of the variance. In Study 3, confirmatory factor analysis (n = 327, aged 11–24 years) confirmed the six-factor model as an acceptable fit. Additionally, the findings of the multivariate revealed significant mean differences for various socio-demographic variables (e.g., gender, age group, type of schooling, and place of residence) on the total negative risk-taking score and its six domains. The findings demonstrate the scale's internal consistency, construct validity, concurrent validity, and measurement invariance, making it a valuable tool for assessing negative risk-taking behaviours in Indian adolescents. This culturally specific scale contributes to the literature by addressing the gap in understanding adolescent risk-taking through an Indian lens, reflecting the unique social and cultural context.

Industrial Organization and Organization Theory

89692 | *Emotional Intelligence in the Philippine Public Sector: Integrating Filipino Constructs and Implications for HR Practice*
Lance Angelo Layugan, Benguet State University, Philippines

The study aimed to propose a localized model of emotional intelligence (EI) in the Philippine public sector workplace. Using quantitative cross-sectional design, an online survey was conducted consisting of the Wong and Law Emotional Intelligence Scale (WLEIS) and a listing of Filipino values and traits sourced from literature. Respondents (N = 274) were from National Government Agencies (NGAs), State Universities and Colleges (SUCs), Local Government Units (LGUs), Government-Owned and Controlled Corporations (GOCCs), and Constitutional Commissions in the Cordillera Administrative Region (CAR). An exploratory factor analysis yielded three factors, Madamdaming Loob (MLb; Emotional Identity), Madamdaming Pamamaraan (MPr; Emotional Facilitation), and Madamdaming Pakikiangkop (MPa; Emotional Adaptability), with a multiple regression analysis on the underlying constructs indicating each significantly predicting at least one WLEIS factor. MLb and MPr resemble the internal-external mechanisms purported in the Kapwa Theory with MPa serving as an intermediary. The proposed model is recommended for the development of a local EI measure and for adoption in government agencies seeking the customization of their HR systems in compliance with the Philippine Civil Service Commission's PRIME-HRM (PRogram to Institutionalize Meritocracy and Excellence in Human Resource Management) maturity level indicators.

87436 | *Effectiveness of Incorporating Mindfulness Programs to Improve Interpersonal and Intrapersonal Leadership for Corporate Executives: The TPC Case Study*
Kenneth Tan, Octave Institute, Singapore

Mindfulness is bringing one's complete attention to the experiences occurring in the present moment, in a non-judgmental or accepting way (Brown & Ryan, 2003; Kabat-Zinn, 1990; Linehan, 1993a; Marlatt & Kristeller, 1999). Mindfulness studies have shown benefits such as lower levels of unpleasant traits (Brown & Ryan, 2003; Tan, K, 2023) and reductions in stress and psychological distress for individuals (Shapiro, Schwartz, & Bonner, 1998; Tan, K, 2023) and increases willingness to tolerate uncomfortable emotions and sensations, and increase in Well-Being and Productivity and Focus, (Eifert & Heffner, 2003; Levitt, Brown, Orsillo, & Barlow, 2004; Tan, K, 2023). Few studies have directly tested the proposed mechanisms of mindfulness programs towards emotional regulation in leaders (for a qualitative-based exception, see Mason & Hargreaves, 2001). This study measures the effectiveness of mindfulness programs for 25 mid to senior executives of a global conglomerate from over 5 different nationalities, conducted over 5 months. The study will show how the program impacted their readiness towards personal leadership had significantly increased, and the awareness of positive relationship with self significantly increased, as well as the awareness of intrapersonal relationship with others significantly increased. The results and findings show that participants became aware of their core limiting belief(s) and inner critics thus becoming better at leading themselves and others. The implication of this study is that this same program can be implemented for other corporate executives to improve their interpersonal and intrapersonal leadership, over themselves, their teams, their family, organizations and community.

Mental Health

89351 | *Exploring the Psychological Well-Being of People Living with HIV/Aids in Lusikisiki, in the Eastern Cape, South Africa*
Nombulelo Nodwengu, University of Fort Hare, South Africa
Veliswa Nomfundo Hoho, University of Fort Hare, South Africa

The purpose of the study is to examine the psychological health of people living with Human Immunodeficiency Virus (HIV) and acquired immunodeficiency syndrome (AIDS), exploring how they manage their daily lives on a physical, social, and psychological level. In a qualitative study conducted among participants in one of the support groups managed by the Lusikisiki District Office of the Treatment Action Campaign (TAC), 15 isiXhosa-speaking participants, men and women, between the ages of 20 and 60 were interviewed. According to the findings, PLWHA are doing well in terms of accepting their HIV positive status, obtaining access to care and receiving support. As coping mechanisms, they turn to self-motivation, spirituality, or religion, and support groups. However, unemployment continues to be a major factor in the psychological health of PLWHA in Lusikisiki, as people lack the resources to make ends meet, which causes them to be in a constant state of stress and worry about where their next meal will come from, negatively affecting their quality of life. It is recommended that community initiatives such as raising poultry and pigs and growing vegetables in gardens to provide income and for their own consumption could help improve the lives of PLWHA if sponsors were prepared to support such initiatives and monitor their progress and sustainability as well.

87435 | *Relationship Among Caste Identity, Chastity Beliefs and Psychological Distress in Urban and Rural Rajasthan (India)*
Madhulika Rathore, Indian institute of technology, India

The socio-cultural fabric of Rajasthan distinctly values the institution of caste. Additionally, caste is related to patriarchal beliefs which shape the life of women in varied ways. In this context, the aim of the present study was to assess the relationship among perceived caste identity, chastity beliefs of family and the psychological distress experienced by upper caste women in rural and urban parts of Rajasthan. Participants (n=103) filled questionnaires on perceived caste identity, chastity beliefs of family and the psychological distress experienced by them. Mean, standard deviations and correlation scores were obtained to analyse the data. The results suggest a significant relationship between perceived caste identity and chastity beliefs of family among upper caste women in rural (r= 0.38, p<0.01) and urban (r=0.66, p<0.01) parts of Rajasthan. Furthermore, for urban women, a significant positive relationship among perceived caste identity beliefs, chastity beliefs of family and self-reported depressive symptoms was found. Whereas, for rural women a significant negative relationship was found between perceived caste identity beliefs of family and self-reported depressive symptoms. Explanations such as maintenance of caste purity and locating the family honor within the women provide an understanding of the results. The detailed explanations are present in the discussion section. The study attempts to contribute towards the development of socio-culturally sensitive mental health care and psycho-educational interventions programs.

88932 | *Living with Aphasia: An Exploratory Study of Clients' and Caregivers' Experiences in an Online Choir Group in Singapore*
Julia Wong, Singapore Institute of Technology, Singapore
Tong Guo, Singapore Institute of Technology, Singapore
Jonathan Tang, University of Sheffield, Singapore
Shafeeqah Zainab, Singapore Institute of Technology, Singapore
Jasmine Tan, Singapore Institute of Technology, Singapore
Emily Guo, Singapore Institute of Technology, Singapore

Aphasia is an acquired communication impairment caused by damage to the brain's left hemisphere that controls language. Persons with aphasia (PWAs) encounter difficulties communicating with others. PWAs often experience significant life-altering psychosocial and financial outcomes (e.g., social isolation, poor career performances). These impacts of aphasia also carry over to caregivers of PWAs. Studies have reported that group singing engages language-capable regions in the unaffected right hemisphere to facilitate speech. Singing can also reduce stress, improve mood and socialisation for PWAs and their caregivers. We interviewed 12 PWAs and caregivers who participated in an online Aphasia Choir to understand their experiences from the time the PWAs were diagnosed, their perceptions on the participation in the choir, and how these experiences relate to their lives. We used the Assessment for Living with Aphasia and the Family Aphasia Measure of Life Impact assessment tools, with additional qualitative questions to obtain in-depth qualitative data. PWAs shared that they enjoyed participating in the choir as they felt less alone, seeing how other PWAs are also affected by aphasia. Caregivers' participation in the choir helped to encourage PWAs to sing and talk more. Caregivers also found the choir to be an enjoyable experience. Bonding with other caregivers and exchanging of tips and experiences have also helped to improve their communications with their PWAs. This study is limited by its small sample size. Future studies could consider a larger sample size and a longitudinal approach.

92317 | *The Effect of Self-Esteem on the Development of Complex PTSD Symptoms: A Synthesis of Longitudinal Findings from Five Chinese-Speaking Samples*
Anson Kai Chun Chau, University of Hong Kong, Hong Kong
Eugene Lo, The Chinese University of Hong Kong, Hong Kong
Wai Tong Chien, The Chinese University of Hong Kong, Hong Kong
Kunhua Lee, National Tsing Hua University, Taiwan
Stanley Kam Ki Lam, The Chinese University of Hong Kong, Hong Kong
Hong Wang Fung, The Hong Kong Polytechnic University, Hong Kong

Low self-esteem has been implicated in the onset of post-traumatic stress disorder (PTSD). Upon the inclusion of complex PTSD as a trauma-related disorder in ICD-11, the role of self-esteem in the development of complex PTSD, defined by disturbances in self-organization (DSO) symptoms in addition to classic PTSD symptoms, warrants further examination. Moreover, few longitudinal studies on self-esteem and complex PTSD have been conducted in non-Western settings. Therefore, based on five longitudinal samples of Chinese-speaking adults (combined N at baseline = 2665), we synthesized the evidence of the effects of self-esteem on the development of complex PTSD symptoms (i.e., classic PTSD and DSO symptoms) using a meta-analytic approach. We also explored the relationship between sample characteristics (i.e., study follow-up period, retention rate, and baseline symptom severity) and the magnitude of the effects. Across five samples, self-esteem at baseline predicted less severe classic PTSD (pooled b = -0.16, SE = 0.03, p <.001) and DSO (pooled b = -0.17, SE = 0.04, p <.001) symptoms at follow-up. Meta-regression suggested that a longer follow-up interval was associated with a stronger (negative) effect of self-esteem on DSO symptoms (Q(1) = 6.89, B = -0.00, p = .009). Retention rate and baseline symptom severity were not associated with the magnitude of effects across samples. Our findings offer converging evidence for the buffering role of self-esteem in the development of complex PTSD symptoms in non-Western settings. Self-esteem-enhancing interventions may improve complex PTSD symptoms, especially DSO symptoms with the potential for more substantial improvement over time.

88841 | *Developing the Digital Islamic Mindful Parenting Intervention (D-IMPPAC): A Thematic Analysis for Supporting Parents of Atypical Children*
Siti Inarah Hasim, International Islamic University Malaysia, Malaysia
Jamilah Hanum Abdul Khaiyom, International Islamic University Malaysia, Malaysia
Mardiana Mohamad, International Islamic University Malaysia, Malaysia

Parenting is a complex task, especially for families with children who have developmental disabilities. These families often face significant psychological and socio-economic challenges, including financial strain, disrupted employment, and strained family relationships. Research has shown that mindful parenting, combined with elements of religiosity and spirituality, can improve parental well-being. In response to the cultural needs of Malaysian parents with atypical children, we propose the Digital Islamic Mindful Parenting Intervention for Parents with Atypical Children (D-IMPPAC). The initial development phase involved interviews with 21 participants, including parents, multidisciplinary professionals (psychiatrists, psychologists, occupational therapists, special needs specialists), and Muslim religious experts. Thematic analysis revealed five key themes: Knowledge, Relationships, Parenting Challenges, Parenting Skills, and Mindful Coping Strategies. These findings will inform the creation of a digital manual for D-IMPPAC, designed to integrate technology with human-centered approaches, addressing both psychological and spiritual needs. This digital intervention aims to equip parents with effective coping and parenting strategies, fostering well-being within the family unit. Future adaptations could broaden its scope to other faiths and countries, contributing to global citizenship, peace, and the ethical use of technology in enhancing human intelligence and care for neurodiverse families.

88313 | *Interactive Virtual Reality Experiences and State Anxiety: A Pilot Study Among College Students*
Miriam Simon, National University of Science and Technology, Oman
Amal Al-Ghailani, National University of Science and Technology, Oman
Mazoon Al-Attar, National University of Science and Technology, Oman

The mental health and well-being of young adults is greatly impacted due to lifestyle and peer influences. The prevalence of poor mental health, especially anxiety and depression, among college students, is related to multiple social and academic stressors. Research indicates that in-game experiences and activities in the online platform improve coping and provide forms of cognitive distractions in highly stressed individuals. Online gaming experiences and activities contribute towards reducing offline stress and improves stress coping. The aim of this study was to assess the effectiveness of virtual reality enabled experiences on the stress experience of college students, especially relating to state anxiety. The study was carried out at the College of Medicine and Health Sciences, National University of Science and Technology, Oman. Around 150 students participated in this study. Baseline data from participants was collected using the State-Trait Anxiety Inventory. Students were then exposed to an intervention that included interactive virtual reality experiences that induced relaxation. State anxiety was reassessed following the intervention. Feedback relating to participants' experience was also obtained. Results reveal a positive impact of virtual reality enabled experiences on participants' experience of state anxiety that is closely related to academic coping and performance. Participants reported positive feedback relating to the virtual reality wellbeing experience. It is essential for on-campus wellbeing services to incorporate virtual reality enabled interventions that will positively enhance student mental health and wellbeing.

92556 | *Attachment and Adolescents' Mental Health*
Mohtaram Rabbani, Hong Kong University, Hong Kong
Saeid Nosrati, Edith Cowan University, Australia

This study examines the link between attachment styles and mental health outcomes among Iranian adolescents. The research aims to evaluate the relationship between parental attachment and mental health in Iranian adolescents. The research methodology involves a cross-sectional survey of 300 Iranian teenagers aged 14 to 18. Participants completed the adolescent version of the Experiences in Close Relationships Scale and Beck Youth Inventories (BYI), a self-report measure that assesses symptoms of depression, anxiety, anger, disruptive behaviour, and self-concept in adolescents aged 7 to 18 years. The findings indicate that insecure attachment patterns, particularly anxious attachment, are associated with higher levels of depression, anxiety, and stress among Iranian adolescents. In contrast, secure attachment is linked to better mental health outcomes, including lower levels of depression, anxiety, and stress. These findings suggest that the connections between attachment styles and mental health are consistent across cultures, highlighting the universality of attachment theory. The implications of these findings for promoting positive mental health outcomes in Iranian teenagers are also discussed.

91570 | *Psychosocial Correlates of Mental Health and Behavioral Outcome: Gender Differences*
Sumnima Rai, Sikkim University, India

The study collected data from a sample of 400 primary and secondary healthcare professionals, with 200 males and 200 females, using various psychological assessment tools. The sample was selected using purposive sampling, and inclusion and exclusion criteria were established. The study examined the variables, working environment, depression, anxiety, stress, emotion regulation, alcohol use and cigarette dependence . The tools used in the study included a sociodemographic datasheet, the Depression Anxiety Stress Scale, the HSE Management Standards Indicator Tool, the Emotion Regulation Questionnaire, the Cigarette Dependence Scale, and the Alcohol Use Disorder Identification Test. The findings reveal significant gender differences in psychological parameters, emotion regulation, and behavioral patterns among healthcare workers. Male healthcare workers reported significantly higher levels of depression, anxiety, and stress compared to their female counterparts, female healthcare workers reported higher overall health satisfaction. No significant difference was found in cognitive reappraisal between genders, however, males scored higher in expressive suppression compared to females. Male healthcare workers demonstrated significantly higher cigarette dependence and higher alcohol use than female healthcare workers.

Linguistics/Language & Psychology/Behavioral Science

89088 | *Queer in the Classroom: Revealing the Social Dynamics of LGBTQ+ Students at Thai Universities*
Timethius Terrell, University of Pennsylvania, United States
Krista Cortes, University of Pennsylvania, United States

In Thailand, a nation often lauded for its progressive stance on LGBTQ+ issues, university students who identify as LGBTQ+ still navigate a landscape marked by insufficient institutional support. This study explores their social experiences through a dual approach, combining narrative analysis and critical discourse analysis (CDA) based on the framework established by Preston and Hoffman (2015), to uncover the underlying social-psychological, political, and cultural dynamics at play. Semi-structured interviews were conducted with seven LGBTQ+ students, recruited through snowball sampling, and 26 articles from Thai media and university publications were analyzed using CDA. The findings reveal that, despite Thailand's surface-level reputation for tolerance, deeper prejudices persist. These prejudices are often masked by cultural practices like เกรงใจ (kreng jai), which prioritize social harmony over confronting sensitive issues surrounding individual differences, and are facilitated by adherence to the concept of เพศ (phet), which contributes to increasingly complicated understandings of gender and sexual identities. As a result, LGBTQ+ students often find themselves marginalized and misunderstood, with their needs overlooked in both academic and social contexts. This research not only sheds light on the complexities of LGBTQ+ student life in Thai universities but also calls for a reevaluation of what true inclusivity means in educational settings. By addressing these challenges, there is potential to transform Thai universities into environments where LGBTQ+ identities are fully supported and embraced.

Psychology and Education

78745 | *Studying the Ability for "Empathic Understanding" in School Teachers*
Anna Toom, Touro University, United States

The concept of "empathic understanding" was introduced to pedagogy by Carl Rogers, a prominent clinical and educational psychologist, for naming a necessary (though insufficient) quality determining the teachers' competence. This work is devoted to studying this ability in teachers. In our research, 60 graduate students, current schoolteachers, participated. They all attended the author's online course Child Development and Learning in Cultural Context in 2023. As one of the homework assignments, they were asked to read a passage from N. Nosov's novella about a ten-year-old boy struggling to solve a math problem and to interpret the child's difficulties from the perspective of Leo Vygotsky's theory studied in the course. The data was collected electronically and analyzed with a simplified content analysis method. According to the results, 52 students (87%) used the correct concepts from Vygotsky's theory in their answers. However, only 18 students (30%) made a thorough analysis of the child's problem, and what distinguished them from others was their ability to find adequate textual illustrations of the theoretical concepts they chose. The author concluded that theoretical knowledge, although it contributed to "empathic understanding," did not determine it. Indicators of the ability studied were careful reading of the text, immersion in its content, and the ability of students to identify with the story characters. The author's further efforts will be directed towards increasing the proportion of such practical exercises in child psychology courses. They will help students specializing in education develop the competencies needed for their everyday professional activities.

88967 | *Psychosocial Correlates of Test Anxiety Among Adolescent Students in South India*
Nithy Cecil, Christ University, India
Lavanya T, University of Madras, India

Students deal with a lot of academic stress, especially when appearing for public examinations such as board exams in the Indian context. Students appearing for these exams face increased parental expectations, peer competition, and the pressure to achieve from society. Schools also demand perfect results in these exams, often imposing rigorous academic expectations regardless of the student's abilities. These pressures lead to heightened anxiety during examinations. Considering these factors, the current research focused on studying the influence of academic self-efficacy, trait anxiety, perception of parental expectations, and unfulfillment of parental expectations, social support, and school environment on the test anxiety of adolescents. The present study is an expost facto research design and adopted a two-stage sampling design. Data were collected from 18 schools managed by the Government, Corporation, and Private management. 670 students participated with the age ranging between 14 – 18 years. The results indicate trait anxiety and pressure to achieve are significant risk factors for test anxiety. When students have high trait anxiety and experience higher levels of pressure to achieve academically, they become more susceptible to test anxiety. On a parallel note, peer acceptance and the possibility to participate are protective factors when experienced at higher levels reduce test anxiety. The finding implies that management of test anxiety is a shared responsibility where students and educators have significant roles to play.

89164 | *Investigations of Engagement, and Positive and Negative Emotions in L2/ L3 for Japanese University Students*
Rieko Nishida, Osaka University, Japan
Maya McEown, Waseda University, Japan
Kristopher McEown, The University of Tokyo, Japan
James Ellinger, Nippon Medical School in Tokyo, Japan

Engagement and positive and negative emotions in L2/L3 learning has recently attracted the attention of L2 researchers and practitioners in and outside Japan. In this regard, we will describe the overall tendencies of Japanese university students' engagement, motivation, willingness to communicate and anxiety. We will also investigate how these factors in L2/L3 interrelate to each other. The study was conducted in the academic year of 2023, and students took an online version of the questionnaire. All students were required to study English as an L2 and also required to study German, Frech, Chinese, Russian, Spanish or Korean as an L3. The research questions were to identify the overall tendencies of engagement, motivation, willingness to communicate and anxiety in L2/L3 (RQ1), and to explore the inter-relationship between engagement, motivation, willingness to communicate and anxiety in L2/L3 in the Japanese context (RQ2). In comparing with L2 and L3, in L2 students showed higher engagement, motivation, and willingness to communicate and revealed lower anxiety than L3. Strong correlations were observed between L2 and L3 anxiety (.715), L3 behavioral engagement and L3 emotional engagement (.718), and also L3 emotional engagement and L3 cognitive engagement (.750). In addition, two models for L2 and L3 were calculated. In the L2 model, a strong path was observed from motivation to engagement (.82), and in the L3 model, a strong path was observed from engagement to willingness to communicate (.85). In this presentation, an overall summary of the present study will be discussed.

89508 | *Assessing Student Learning Outcomes in Taiwanese Bilingual Education: A Focus on Engagement Indicators*
Ching-Hui Lin, National Sun Yat-sen University, Taiwan
Pei-Chen Hsia, National Sun Yat-sen University, Taiwan
Szu-Yin Lin, National Kaohsiung University of Science and Technology, Taiwan

English Medium Instruction (EMI) has become a key approach to the internationalization of higher education. It has been observed that the number of EMI courses is rapidly increasing worldwide. This phenomenon is partly driven by its contribution to government funding and the enhancement of universities' international rankings. Despite extensive discussions about EMI policies, there is a relative lack of focus on assessing student learning outcomes. Most current research on EMI tends to concentrate on the perceptions and attitudes of teachers and students, often relying on literature reviews, case studies, course satisfaction surveys, and qualitative interviews. However, these research methods limit the generalization of the results. Moreover, there is limited research specifically addressing student learning experiences, and each institution often emphasizes different aspects when assessing EMI courses, resulting in a lack of standardized evaluation criteria. The study aims to examine the combination of multiple factors involved in implementing to assess the conditions under which students achieve satisfactory learning outcomes through engagement indicators. Using the method of Fuzzy-set Qualitative comparative analysis (fsqca), we invited students who are currently enrolled or have enrolled in EMI courses across various geographical locations in Taiwan to participate in a survey in the fall of 2024. A total of 500 responses were collected, and the findings revealed that when both academic challenges and institutional support are met, student learning outcomes can be ensured. However, confidence in English is a significant factor that influences whether students enroll in courses. Policy implications are discussed.

Qualitative/Quantitative Research in any other area of Psychology

92164 | *Promoting Waste Separation Behavior with Nudge Labels at a Local Government Office in Fukushima, Japan*
Kaori Uetake, Policy Nudge Design Japan LLC., Japan

To promote pro-environmental behavior, there is a growing trend of applying behavioral science approaches in public policy. This study aimed to improve waste separation rates in the offices of the Fukushima prefectural government by developing and testing nudge labels that incorporated simplification, reminder, and question-form message. Four departments in the building were selected for the experiment: two departments (one environmental and one non-environmental) were assigned to the intervention group where nudge labels were displayed, while the other two departments (one environmental and one non-environmental) served as the control group. The rate of plastic contamination in burnable waste was measured and compared between the groups. The results showed that the intervention group reduced the contamination rate by 6 percentage points, or approximately 38%, compared to the control group. Moreover, this reduction effect further increased two weeks after the intervention ended. These findings suggests that intuitive clarification of the rules, reminder and question-form message can enhance compliance with pro-environmental behavior.

88816 | *A Pilot Study of Manualized Therapy for Transgender Acceptance in Religious Families*
Ezra Lockhart, Easy Does It Counseling, United States

This pilot study evaluates a novel manualized intervention designed to enhance transgender acceptance within religious families in the USA. By integrating Haley's Model for Effective Family Therapy with principles of cultural humility, the study addresses the specific challenges encountered by transgender individuals within conservative Baptist family contexts. Employing a mixed-methods approach, this research combines quantitative and qualitative analyses to assess the effectiveness of the new manualized treatment. The study developed and utilized a comprehensive manual that includes treatment setup, implementation with a timeline, progress monitoring, and outcome evaluation. This manual was tailored to respect the family's cultural and religious context while aiming to improve family dynamics and acceptance. Quantitative analysis demonstrated significant gains in family cohesion, coping strategies, and emotional regulation, as measured by the Closeness Scale and Brief COPE Scale. Qualitative data corroborated these findings, highlighting improved family relationships and greater acceptance of transgender family members. These benefits persisted for at least three months after the treatment, suggesting positive changes beyond short-term treatment. This pilot study provides a novel contribution by showcasing the creation and application of a culturally adapted manualized therapy. The study highlights Haley's model's flexibility and effectiveness in fostering transgender acceptance within conservative Baptist families. It underscores the importance of culturally respectful approaches in therapy and suggests directions for future research to explore the long-term impact and broader applicability of these interventions across diverse contexts.

88837 | *Experiences of Women with Gynaecological Cancer in India: A Qualitative Study*
Rashmi Samal, University of Hyderabad, India
Chhakchhuak Vanlalhruaii, University of Hyderabad, India

This study aims to explore the experiences of women with gynaecological cancer in India. Using a purposive sampling method, 26 participants from the age group of 35-55 years from Odisha, India, were included in the sample. Semi-structured, in-depth interviews were conducted with women undergoing treatment for gynaecological cancer. Data were analyzed using Interpretative Phenomenological Analysis, yielding five themes: i) cancer diagnosis, ii) Information & Resources, iii) Support System, iv) Emotional Well-being, and iv) Self-Management. The findings of this study help us to recognize and understand the unique experiences of India women with gynaecological cancer and provide insight into how to optimize supportive interventions and holistic care, particularly in a country like India. The study has significant implications for psycho-oncologists, health psychologists, and social workers engaged in this field.

89168 | *Behind Closed Doors: Qualitative Analysis of Perceptions of Marital Rape in MENA, South Asia, Western and Eastern Europe*
Olga Khokhlova, University of Suffolk, United Kingdom
Katherine Allen, University of Suffolk, United Kingdom
Miranda Horvath, University of Suffolk, United Kingdom
Nishtha Lamba, Middlesex University Dubai, United Arab Emirates

Marital rape is a significant yet underexplored issue with profound consequences for individuals and society (WHO, 2018). Despite its prevalence, there is a notable gap in the literature regarding the subjective perceptions of social norms and expectations surrounding marital rape (Ferro et al., 2008; Zidenberg et al., 2022). This study aimed to gain more in-depth information regarding both general perceptions of marital rape and the factors that have not received much attention in sexual violence literature to date, such as the perpetrator's jealousy and sexual deprivation. This study focuses on understudied regions such as South Asia, the MENA region, and regions where recent qualitative research on this topic is lacking (Eastern and Western Europe). Twenty-one semi-structured interviews have been completed to date, 9 participants were from South Asia, 6 from MENA, 5 from Eastern Europe and 2 from Western Europe. More interviews are in progress. Emerging themes are: (a) disconnection between sexual activity and pleasure for women; (b) the intersection of tradition, spirituality, and women's sexual autonomy; (c) beliefs in masculinity as a justification for marital coercion; (d) the weight of familial pressures: childbearing and gendered responsibilities. The findings highlight the deeply entrenched traditions and gender norms that marginalize women's autonomy in marriage, emphasizing the need to challenge these narratives to promote gender equality and protect women's rights in intimate relationships.

AGen2025 Pre-Recorded Virtual Presentations

Aging and Gerontology

92239 | *The Challenges of Increasing Longevity of Population in the Jaffna District, Sri Lanka*
Ponnaiah Bharathy, University of Jaffna, Sri Lanka
Utpal Roy, University of Calcutta, India

Aging population is a global issue that started in developed countries but is growing rapidly in developing nations recent time. Sri Lanka has more elderly people and is aging faster than any other South Asian region. As part of the Sri Lanka, The spatial disparities of the aging population in Jaffna District and their socioeconomic and health effects are the main aim of this study. The study was visualized using secondary data from the annual statistical handbook and census and primary data from semi-structured interview to reveal elderly people's socio-economic challenges. Using ArcGIS 10.4, aged population ratio and annual increase rate were utilized to depict spatial differences. Vulnerable areas of aging population in Jaffna district were identified through the aged population ratio, annual increase of aging rate, health status and poverty level. According to that, in 2006, 13.68% of Jaffna's population is aged, rising to 16.15% in 2023. Different divisional secretariates have 9.15% to 17.36% aging populations in 2006. This range changes from 9.6% to 26.2% in 2023. The rising migration of the youth, decreasing birth rates, challenges in accessing medical and health services, and alterations in family structure in the Jaffna district hinder the acquisition of socio-economic medical and health benefits for the growing elderly population. It is essential to establish policies and activities that foster a conducive environment for healthy aging.

90661 | *Designing Everyday Home Elderly Care Activities Integrating Traditional Chinese Medicine Approaches*
Tan Ai-Girl, Nanyang Technological University, Singapore

The presentation aims to share how everyday home elderly care activities are designed incorporating traditional Chinese Medicine approaches. The design of culture-based daily activities within the familiar home living space is line with the aspiration to promote sustainable and active ageing life style among healthy elderly persons. Integrating the holistic care approaches of the traditional Chinese medicine, designing everyday home elderly care activities begin with establishing a profile of the healthy elderly individual, understanding the elderly individual's microsystem and social supports, body constitution, past and current health conditions and limitations, medical history, and habits of life. Apart from gathering the data through oral history, measures that are available are used to determine the body constitution of the individual elderly person, as well as his(her) diet, interests and bodily movement constraints. The presentation includes the author's experiences working with a case of a healthy elderly person for the past one year, documentation of dairy of the elderly person, and the field notes of the author. The design of everyday daily activities incorporating the traditional Chinese medicine approaches to supplement modernized medical care has enhanced holistic and quality of care of healthy elderly residing at home.

92212 | *Factors Correlating with Person-Centered Dementia Care Practice Among Indonesian Care Staff in Japanese Long-Term Care Facilities: A Cross-sectional Study*
Woro Mustika Weni, Graduate School of Medicine, Tohoku University, Japan
Megumi Shimizu, Graduate School of Medicine, Tohoku University, Japan
Yukari Hara, Graduate School of Medicine, Tohoku University, Japan
Akiko Ozaki, Graduate School of Medicine, Tohoku University, Japan

Aim: This study aimed to examine the correlation between personal characteristics and organizational factors of Indonesian care staff working in Japanese long-term care facilities and their dementia person-centered care (PCC) practices.
Methods: An online cross-sectional survey was conducted using validated Indonesian versions of questionnaires. The relationships between demographic factors, work engagement (UWES), dementia knowledge (DKAS), attitudes toward persons with dementia (ADQ), sense of competence in dementia care (SCIDS), organizational factors (BJSQ), and PCC practices (P-CAT) were explored. Multiple regression analysis was used to identify significant correlating factors of PCC practice.
Results: Responses from 191 participants were collected and included in the analysis. Positive correlations with PCC practices were found for work engagement: absorption ($\beta = 0.19$, $p = .045$), attitude: person-centered ($\beta = 0.19$, $p = .007$), sense of competence: open-mindedness ($\beta = 0.25$, $p = .045$), supervisor support ($\beta = 0.21$, $p = .011$), monetary reward ($\beta = 0.21$, $p = .004$), adequate infrastructure and equipment ($\beta = 0.22$, $p = .004$), and study hours for the national board examination during working hours ($\beta = 0.17$, $p = .020$). A negative correlation was observed with compliments from the workplace ($\beta = -0.20$, $p = .003$).
Conclusion: These findings suggest that the effective implementation of dementia PCC requires both care staff competencies and organizational support. To enhance PCC, it is crucial to develop care staff competencies and foster a supportive work environment, including providing adequate infrastructure, resources, and recognition.

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89329 | *Caregiving Experiences Among Care Staff of Older People with Dementia from Culturally and Linguistically Diverse Backgrounds Residing in Residential Care*

Christy Cabote, Western Sydney University, Australia
Yenna Salamonson, University of Wollongong, Australia
Suza Trajkovski, Western Sydney University, Australia
Lucie Ramjan, Western Sydney University, Australia
Jed Montayre, Hong Kong Polytechnic University, Hong Kong

Background: The number of people with dementia is increasing globally. While many prefer to stay at home, others need to be cared for in permanent residential care. The ongoing shortage of aged care staff and consequent recruitment by high-income countries contribute to increased workload and compromised quality of care.
Objective: To explore the caregiving experiences of care staff of older people with dementia from culturally and linguistically diverse backgrounds living in residential aged care, and to explain the causative mechanisms of these experiences.
Methods: This qualitative case study was participated by fifteen participants (registered nurses, assistant nurses and other allied health professionals) from two residential care facilities in Western Sydney, Australia. Data was collected through semi-structured interview, participant observation, and a survey. Thematic analysis was utilised to identify and understand caregiving experiences and their underlying causative mechanisms.
Results: Although caregiving was difficult and challenging, care staff could derive job satisfaction, improve care, make connections, and value individuality. Causative mechanisms influencing staff experiences include their capacity to acquire education and training, maintain professional identity, demonstrate resilience, and value personhood. The activation of these mechanisms is contingent on organisational support, funding allocation, and national aged care policies and standards.
Conclusion: In designing support for care staff, consideration for ongoing education and training, improving work conditions and advocating for policy changes that support sustainable workforce should be explored to enhance caregiving experience.

91018 | *Gero-Technology and Cost-Effectiveness Evaluation Development in Elderly Home Care as Hybrid Cooperation*

Nina Helander, Tampere University, Finland
Hannele Väyrynen, Tampere University, Finland
Annamaija Paunu, Tampere University, Finland
Virpi Sillanpää, Tampere University, Finland

Ageing population is challenging social and health care systems globally. There is an urgent need to develop new operational practices and social and health care resource efficiency. Technology-assisted services are regarded as one of the key solutions. These kinds of services are usually planned and developed as hybrid cooperation between public and private sector. However, it also needs to be assessed how effective the developed gero-technologies really are and how they create value, are not carried out as well as should have been. Different kinds of technology assessment models have been proposed in the literature, but there is a lack of models that measure and manage the overall cost-effectiveness of the new technology. This article introduces a model which was tested in elderly home care. The model was developed in hybrid cooperation mode. The key cost indicators in the model include the use of home care services/ number of clients, the number of home visits to physical home care and the costs of visits, the number and costs of emergency calls, and the number of hospital days. The initial model was planned based on literature, and then followed a series of workshops and interviews to identify the critical indicators to produce information to react and support decision making, for forecasting and to modify the social and health care services in changing situations.

Built Environment

91935 | *Age-Friendly Congregate Housing Design Guideline: Taiwan Urban Social Housing as an Example*

Lingyao Huang, Nation Cheng Kung University, Taiwan

Taiwan will become super aged society in 2025 by only taking seven years from aged society to super aged society. According to ROC(Taiwan) Ministry of the interior, there are seven cities in Taiwan already reach super aged society standard this November 2024. Especially, the oldest city in Taiwan percentage will be 22.8 (Chiayi County). It indicates that one in five persons will be 65 years old. Habitation is human basic right, however, it is difficult for elderly population to find appropriate housing because of many circumstances, such as: age discrimination, vulnerable in finance, etc. According to Ministry of Health and Welfare in 2022, Taiwan government will focus on four visions, such as self autonomy, self independence, coexistence, sustainability. Therefore, the Ministry of the Interior announces new housing security policy: Upgrade to "Social Housing 3.0" in July 2024. This study will focus on finding the key elements of aging in place in age-friendly congregate housing over recent years. In order to face challenge in super aged society, aging-friendly housing will need to fill three major design principles: Safety, Security, Stability. With using the nine-scale assessment method and the analytic hierarchy process (AHP). This study will not only identify the importance of each evaluation item and explore the importance of the planning and designing of age-friendly congregate housing. By investigating the current social housing, this study will verify the evaluation framework checklist and will conduct further analysis. Finally, this study will conclude and suggest the principles of age-friendly congregate housing design guideline for future government policy makers as consideration.

AGen2025 Pre-Recorded Virtual Presentations

89638 | *The Intersection of Urban Amenities and Age: Daily, Weekly, and Monthly Routines Across Age Groups*
Seyda Akcali, Independent Scholar, Turkey

As the global population ages, understanding the associations between urban environments and older individuals' lifestyles becomes increasingly important. This study focuses on the relationship between age and urban routines, specifically how people of age groups engage in daily, weekly, and monthly activities within urban amenities, that address a range of urban experiences. Data was gathered from 288 individuals via face-to-face questionnaires in four neighborhoods in Izmir, Turkey, characterized by their high level of provision in urban amenities and possibilities. Statistical analysis, including chi-square tests, was used to examine the routines of older and younger individuals through several variables, indicating significant differences in how they spend their time in urban amenities and places. The findings show that age significantly impacts urban routines, with older persons demonstrating distinct tendencies than younger adults. These variations emphasize the need for age-sensitive urban planning and architecture, that considers the various needs and preferences of a multigenerational community. Recognizing the different rhythms of urban life across age groups enables to design more inclusive and age-friendly cities that promote the well-being and quality of life for all residents. The research offers practical insights and recommendations for urban planners, illustrating the need to create urban environments that meet the shifting needs of an aging society.

89342 | *Quantifying Quality of Life for Aging Populations in Singapore: A Framework for Policy*
Anna Karenina Dungca, Singapore University of Social Sciences, Singapore

In this paper, I propose a flexible Quality of Life (QOL) index tailored specifically for elderly populations in Singapore, aimed at providing policymakers with a quantifiable tool for municipal planning. The index incorporates measurable latent constructs, derived from a qualitative literature review, that reflect key dimensions such as health, social inclusion, and environmental quality, with each dimension equally weighted. The data for this analysis come from open resources, including geographic, demographic, and healthcare datasets from Singaporean government platforms such as data.gov.sg, singstat.gov.sg, moh.gov.sg, chas.sg, and pa.gov.sg. Preliminary results highlight that neighborhoods in the western region of Singapore score lowest on the QOL index, suggesting targeted interventions like enhanced infrastructure investments in these areas. By enabling systematic quantification and comparison of QOL across municipalities, the index supports data-driven urban planning, advancing ageing-in-place strategies. Through this adaptable framework, policymakers can adjust factor weightings, select different latent constructs, or integrate additional data sources to better align with local priorities and objectives, allowing for responsive planning that meets the evolving needs of elderly residents. Ultimately, this QOL index provides a promising approach for local governments to gain valuable insights, align resources, and implement targeted policies to improve the quality of life for aging communities.

Frailty

89602 | *IoT-Enhanced Fall Detection System: Addressing the Needs of an Aging Population*
Asma Ahmed, McMaster University, Canada
Shuning Wang, McMaster University, Canada
Mengmei Xu, McMaster University, Canada
Marjan Alavi, McMaster University, Canada

Falls are a major cause of injury and disability among the elderly people which compromises their independence and overall quality of life. This paper presents an innovative Elderly Fall Detection and Assistance System by utilizing IoT technology for real-time monitoring and immediate response to fall events. The system is designed with a central processing unit and inertial sensors to monitor movement and orientation for fall detection. MQTT is being used for the wireless communication to deliver the alert notifications along with a user-friendly interface for smooth interaction. The fall detection algorithm identifies the sudden changes of the motion and the posture of the device which triggers the real-time alerts to caregivers including a visual indicator. Extensive testing has been done by simulating falls and routine activities which has exhibited the system's reliability, minimized false positives, and ensured timely notifications. Moreover, this detection system can offer a cost-effective solution compared to many existing options on the market, with potential for future advancements in enhancing accuracy and adaptability.

Lifespan Health Promotion

91940 | *Implementation and Evaluation of a Multi-professional Participatory Health Promotion Project in Residential Care Facilities in Austria*
Manuela Perchtaler, Carinthia University of Applied Sciences, Austria
Gabriele Hagendorfer-Jauk, Carinthia University of Applied Sciences, Austria
Johanna Breuer, Carinthia University of Applied Sciences, Austria
Christine Pichler, Carinthia University of Applied Sciences, Austria

Health promotion in residential care facilities is particularly relevant due to the special challenges faced by employees and the opportunities for strengthening health determinants for residents and their relatives this setting affords. The project 'Health Has No Age: Transfer Carinthia', conducted by a multi-professional team from the Carinthia University of Applied Sciences (CUAS), Austria, focused on the advancement of health promotion in this setting. Based on a comprehensive participatory analysis of the needs of residents, their relatives, full-time and voluntary staff, researchers from the CUAS' degree programmes of Occupational Therapy, Healthcare and Nursing, and Physiotherapy developed and implemented three health promoting measures in three residential care facilities. These measures focused on (1) self-determined living for residents and their relatives, (2) peer counselling for employees, and (3) relaxation and activation for staff and, by extension, everyone in the setting. All project activities were evaluated with a mixed-methods approach. Across all target groups and measures, 232 people filled in a quantitative evaluation questionnaire. In addition, 18 people consented to take part in qualitative interviews. Early results show that a participatory approach to designing activities as well as relationship building are factors which reinforce the sustainable implementation of health promotion activities in everyday (professional) life. Potential implications for future research and practice, bolstered by existing literature, are to focus more on the reachability of residents' relatives and facilities' voluntary staff as well as on low-threshold institutional framework conditions which enable the sustainable implementation of health promoting measures.

AGen2025 Pre-Recorded Virtual Presentations

91879 | *Design and Application of Interactive Hand Rehabilitation Game Device Based on Flow Theory*
Nai-Ci Chen, Tatung University, Taiwan
Chih-Fu Wu, Tatung University, Taiwan
Hao Yen-Chang, Tatung University, Taiwan
Chu-jun Yang, Tatung University, Taiwan

This study delves into the design and application of interactive hand rehabilitation game devices tailored for post-stroke patients with upper limb hemiplegia. Recognizing the limitations of traditional, often monotonous rehabilitation methods, the research integrates serious games and flow theory to elevate patient engagement. The study is bifurcated into two phases: initially, a UTAUT2 model is formulated via questionnaires and interviews to discern factors influencing patient adoption. Subsequently, two games, "Milk Factory" and "Rehabilitation Astronaut," are developed and tested. Notably, the optimized "Rehabilitation Astronaut" game markedly enhances hedonic motivation, satisfaction with game settings, and overall usage intentions, particularly among male patients. While stroke severity and type do not significantly impact usage, gender and prior digital game experience do interact with game design to influence adoption. The research underscores the necessity of incorporating hedonic elements and personalized design features to boost patient compliance. These findings offer crucial insights for designing engaging, personalized hand rehabilitation games, emphasizing the integration of flow theory to balance challenge and skill, ultimately improving patient outcomes and experiences.

Loneliness

91006 | *South Asian: Connecting Generations*
Zakiyyah Ahmed, University of Wolverhampton, United Kingdom

This multi-strand research project explores whether intergenerational activities can reduce social isolation and loneliness amongst South Asian adults (aged 65+) in the Black Country, West Midlands. Social isolation in these communities is often exacerbated by cultural and generational divides, and current social inclusion efforts are insufficient. This study examines the role of intergenerational initiatives in fostering inclusion, drawing on the perspectives of South Asian elders, younger generations, and professionals working within these communities. The project employs a mixed-methods approach involving several key strands: Focus groups, semi-structured interviews, online surveys, and interactive workshops. This combination of methods a lows for a comprehensive exploration of social isolation and the potential community practices to address this phenomenon. Preliminary findings suggest that intergenerational activities can enhance the we l-being, sense of belonging, and confidence of older South Asians. This presentation wi l offer emerging insights from the research project, including key data from the primary findings, highlighting the views of both South Asian individuals and professionals working with them. This research aims to identify strategies to bridge generational gaps, promote inclusion, and inform policy and practice in both statutory and voluntary sectors. The presentation wil also engage attendees in discussions about their own experiences and perspectives on social inclusion.

Public Policy

90846 | *Possibilities for Implementing a Long-Term Care Insurance System in Thailand and Vietnam*
Hoang-Nam Tran, Tokushima University, Japan
Kanchana Piboon, Burapha University, Thailand
Bao-Ngoc Dang, VinUniversity, Vietnam
Kaori Watanabe, Tokyo Healthcare University, Japan

The need for sustainable elderly care solutions is growing as countries face accelerating population aging. This study examines the feasibility of adapting the Long-Term Care Insurance (LTCI) model in Thailand and Vietnam through a literature review and policy analysis, analyzing critical factors such as financing structures, policy readiness, cultural values, and existing healthcare infrastructures. While both Thailand and Vietnam rely on family-based care rooted in cultural expectations of filial duty, changing demographics and urbanization trends are increasing pressure on these informal systems. Although the finding highlights that limited financial capacity among lower-income groups poses a significant challenge to adopting contributory models, the study evaluates the potential for Thailand and Vietnam to introduce similar contributory models, either through public-private partnerships or phased policy implementations, that could support a transition toward more formalized elderly care services. The study identifies possible pathways for LTCI adoption that align with each country's unique social and economic context. Findings suggest that a phased, community-supported rollout, combined with government-subsidized pilot programs, could facilitate a gradual shift toward LTCI in Thailand and Vietnam. This research provides a framework for policymakers to consider a culturally adaptable LTCI system that respects traditional caregiving practices while advancing toward sustainable, structured care solutions.

Resilience

90489 | *Silvering but Not Aging: What Does It Take to Flourish in Later Life?*
Rowena Mende, University of the Philippines Cebu, Philippines

A large portion of research on the elderly focuses on the deficits accompanying old age. However, there are many exemplars of individuals in late adulthood who appear to be productive and thriving. It is interesting to ask why many elderly individuals can decline and deteriorate while others appear to age well, even flourish? How can one flourish or live in an optimal state, in old age? One hundred and sixty-five (165) community-dwelling older adults from Cebu, Philippines participated in a survey exploring relatively stable factors such as their financial conditions, living arrangements, medical conditions, as well as personality variables such as individual agency and coping styles. Their social identity as an elderly and how they feel about it were also examined. Structural equation modeling (SEM) was used to look into which of these relatively stable factors predict flourishing among the elderly. Existing measures of flourishing—Flourishing Scale and Flourish Index were utilized for this study and based on the participants' scores, it would appear that they were generally flourishing. SEM analysis revealed that the factors that appeared to be important for the participants to flourish are high levels of individual agency, resilient coping style, and satisfaction with finances. More importantly, positive views of aging are essential as one transitions to old age and categorizes the self as an elderly. These positive views of aging appear to allow one to take on a positive elderly social identity that appears to be a key to flourishing.

Notes

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IAFOR Upcoming Events

international
intercultural
interdisciplinary
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Tokyo

May 11-16, 2025

The 16th Asian Conference on Arts & Humanities (ACAH2025)
The 15th Asian Conference on Cultural Studies (ACCS2025)
The 16th Asian Conference on the Social Sciences (ACSS2025)

Paris

June 10-14, 2025

The 4th Paris Conference on Education (PCE2025)
The 4th Paris Conference on Arts & Humanities (PCAH2025)

London

July 10-14, 2025

The 13th European Conference on Education (ECE2025)
The 13th European Conference on Arts & Humanities (ECAH2025)
The 5th European Conference on Aging & Gerontology (EGen2025)

Barcelona

September 30-October 04, 2025

The 6th Barcelona Conference on Education (BCE2025)
The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

Kyoto

November 04-08, 2025

The 6th Kyoto Conference on Arts, Media & Culture (KAMC2025)
The 16th Asian Conference on Media, Communication & Film (MediAsia2025)

Tokyo

November 23-28, 2025

The 17th Asian Conference on Education (ACE2025)

Hawaii

January 03-07, 2026

The 11th IAFOR International Conference on Education in Hawaii (IICE2026)
The 6th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2026)

Singapore

February 05-09, 2026

The Southeast Asian Conference on Education (SEACE2026)
The Southeast Asian Conference on Arts & Humanities (SEACAH2026)

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